

**CARLETON UNIVERSITY
DEPARTMENT OF GEOGRAPHY & ENVIRONMENTAL STUDIES
ENST 4006A, WINTER 2024**

ENVIRONMENTAL POLICY ANALYSIS

Instructor:	Jamie Brownlee
Classroom:	Please check Carleton Central for current room location
Class Time:	11:35am-2:25pm Wednesday
Office:	A209 Loeb
Office Hours:	10:30am-11:30am Wednesday
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Phone Number:	613-899-2193
Pre-requisites:	Fourth-year Honours standing in Environmental Studies, Geography, or permission of the Department

COURSE DESCRIPTION

The policy-making process is connected to the broader structures of global capitalism, domestic and international political systems, and relations of power and inequality. Throughout this course, we will critically explore how the development, implementation and effectiveness of environmental policies (both in Canada and around the world) are influenced by elite interests and institutions. We will also examine how environmental policy is linked to a variety of actors and processes, including: transnational corporations, capital accumulation and economic growth, international regulatory bodies and trade agreements, the mass media, the advertising and public relations industries, scientists, researchers, and social activists. Finally, we will analyze specific policy proposals on a range of environmental issues and problems, such as climate change, resource extraction and industrial agriculture, and discuss our own role as citizens and consumers in influencing the policy-making process.

COURSE OBJECTIVES

This course will encourage students to think critically about the social, economic and political conditions that underlie environmental policies and problems. How are current ecological challenges – and the policy responses to them – connected to our social and economic history? What types of policies – from market reforms to broader institutional transformations – have been put forward and in what contexts? What are the links between the policy-making process and growing economic inequality? At a more general level, this course will challenge students to identify their beliefs and assumptions about the social and the political world, and to identify opportunities for engagement with these issues beyond the boundaries of the classroom.

READING MATERIALS

- Students are not required to purchase books or a course pack for this course.
- All assigned readings will be available through Brightspace.

COURSE REQUIREMENTS AND EVALUATION

1. *CLASS PARTICIPATION, PRESENTATIONS AND ATTENDANCE* **25%**

This is a reading intensive course. Students are strongly encouraged to keep up with the assigned readings and come to class prepared to discuss them. This is also a student-driven course, meaning that students are expected to be active participants. The grade for this requirement will be distributed over three kinds of participation throughout the term: class participation, attendance and a presentation.

Presentation: Seminar participants will be expected to present on the readings and facilitate seminar discussions once during the term. The presentations will be done in groups. The purpose of the presentation is to briefly review and analyze the main arguments and themes presented in the readings, and then stimulate class discussion. Oral presentations should be approximately 15-20 minutes. Please note that this time recommendation refers to the length of the presentation *by the entire group*, not each individual student. Presentations will begin the second week of the course.

2. *SHORT ASSIGNMENT, DUE FEBRUARY 14TH* **20%**

This paper will give students the opportunity to analyze the state of knowledge around a particular environmental problem and set of environmental policies proposed to respond to that problem. The paper should be approximately 6-7 double-spaced pages. Late papers will be penalized 5 percent per day. Additional details to follow in class.

3. *CRITICAL REACTION PAPER, DUE ON SELECTED WEEK* **20%**

The critical reaction paper will involve writing a critically reflective paper of approximately 6-7 double-spaced pages on all the readings from one of the weeks during the term. The paper should briefly summarize some of the main arguments of the readings and then *analyze* the arguments within them. The point of the paper is to allow for a more sustained engagement with a topic that especially interests you. No other sources are expected to be used in the writing of this paper. Papers are due on the selected week and should be submitted electronically by the end of the day on Wednesday (the day of our class). Please note that for the critical reaction paper, students are required to choose one of the weeks when they are *not* presenting on the readings.

4. *FINAL PAPER, DUE APRIL 3RD* **35%**

Students will select their own paper topic, understanding that it must be relevant to the issues addressed in the course. While the paper can engage with some of the weekly readings, it must also reference additional academic sources. Papers will be graded on the quality of your research and writing, strength of your arguments and analysis, and your ability to situate your arguments within existing debates. Students are encouraged to discuss paper ideas with me at any point during the term. The final paper should be approximately 12-15 double-spaced pages. Late papers will be penalized 5 percent per day. Additional details to follow in class.

GRADES

In accordance with the Carleton University Undergraduate Calendar (p. 45), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Please note that standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy and Family-Status Related Accommodation: Please write to me with any requests for academic accommodation during the first few weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the Equity and Inclusive Communities (EIC) website.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working

and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

STATEMENT ON STUDENT MENTAL HEALTH

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306 5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC INTEGRITY AND PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers,

literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. **Please note that the knowing use of generative artificial intelligence tools, including ChatGPT, to support the completion of assignments is considered a violation of academic integrity standards in this course.**

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE CALENDAR

WEEK ONE – JANUARY 10TH

INTRODUCTION TO THE COURSE

- Introduction to the course: overview, themes, lectures, readings and assignments
- Presentation schedule

WEEK TWO – JANUARY 17TH

CORPORATE PERSONHOOD, CORPORATE ENVIRONMENTALISM AND CORPORATE SOCIAL RESPONSIBILITY

READINGS

- Joshua Karliner. 1997. “The Greening of Global Reach” in *The Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco: Sierra Club. pp. 30-47.
- Joel Bakan. 2004. “Business as Usual” in *The Corporation: The Pathological Pursuit of Profit and Power*. Toronto: Viking. pp. 28-59.
- Joel Bakan. 2020. “The New Corporation” in *The New Corporation: How ‘Good’ Corporations are Bad for Democracy*. Toronto: Allen Lane. pp. 7-35.

WEEK THREE – JANUARY 24TH

ENVIRONMENTAL POLICY-MAKING IN THE ERA OF NEOLIBERALISM AND GLOBALIZATION

READINGS

- Joel Bakan. 2020. “The Corporate Liberation Movement” in *The New Corporation: How ‘Good’ Corporations are Bad for Democracy*. Toronto: Allen Lane. pp. 59-80.
- Wayne Ellwood. 2014. “The Growth Machine” in *The No-Nonsense Guide to Degrowth and Sustainability*. Oxford: New Internationalist. pp. 15-34.
- Hadrian Mertins-Kirkwood and Ben Smith. 2019. “Digging for Dividends: The Use and Abuse of Investor-State Dispute-Settlement by Canadian Investors Abroad.” Ottawa: Canadian Centre for Policy Alternatives. pp. 4-34.

WEEK FOUR – JANUARY 31ST

A HISTORY OF THE PUBLIC RELATIONS INDUSTRY AND ITS IMPACTS ON ENVIRONMENTAL POLICY AND THE ENVIRONMENTAL MOVEMENT

READINGS

- Joshua Karliner. 1997. “The Emerald City” in *The Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco: Sierra Club. pp. 168-194.
- Melissa Aronczyk. 2018. “Public Relations, Issue Management, and the Transformation of American Environmentalism, 1948-1992.” *Enterprise & Society* 19 (4): pp. 836-859.

- Robert Brulle and Carter Werthman. 2021. “The Role of Public Relations Firms in Climate Change Politics.” *Climatic Change* 169 (8): pp. 1-21.

WEEK FIVE – FEBRUARY 7TH

THE POLITICS OF CONSUMPTION: ADVERTISING, INEQUALITY AND CONSUMER CULTURE

READINGS

- Sharon Beder. 2009. “Turning Children into Consumers” in *This Little Kiddy Went to Market: The Corporate Capture of Childhood*. London: Pluto Press. pp. 6-22.
- J.B. MacKinnon. 2021. “We Don’t Shop Equally, So We Won’t Stop Equally” and “Suddenly We’re Winning the Fight Against Climate Change” in *The Day the World Stops Shopping: How Ending Consumerism Saves the Environment and Ourselves*. New York: HarperCollins. pp. 31-41; 57-67.
- Michael Maniates. 2002. “Individualization: Plant a Tree, Buy a Bike, Save the World?” in *Confronting Consumption*. London: MIT Press. pp. 43-66.

WEEK SIX – FEBRUARY 14TH

EXPLORING FEDERAL ENVIRONMENTAL POLICY-MAKING IN CANADA

READINGS

- Robert MacNeil. 2019. “A Brief History of Canadian Climate Policy” in *Thirty Years of Climate Failure: Understanding Canadian Climate Policy*. Halifax: Fernwood. pp. 9-39
- Chris Turner. 2013. “Landscape at Twilight” in *The War on Science: Muzzled Scientists and Wilful Blindness in Stephen Harper’s Canada*. Vancouver: Greystone. pp. 17-46.
- Martin Lukacs. 2019. “How Justin Learned to Stop Worrying and Love the (Alberta Carbon) Bomb” in *The Trudeau Formula: Seduction and Betrayal in an Age of Discontent*. Montreal: Black Rose Books. pp. 95-130.

FEBRUARY 21ST – WINTER BREAK, NO CLASS

WEEK SEVEN – FEBRUARY 28TH

TAR SANDS, PIPELINES AND PETRO-POLITICS

READINGS

- David Hughes. 2021. “Canada’s Energy Sector: Status, Evolution, Revenue, Employment, Production Forecasts, Emissions and Implications for Emissions Reduction.” Ottawa: Canadian Centre for Policy Alternatives. pp. 8-58.
- Angela Carter. 2016. “The Petro-Politics of Environmental Regulation in the Tar Sands” in *First World Petro-politics: The Political Ecology and Governance of Alberta*. Toronto: University of Toronto Press. pp. 152-177.

- Gordon Laxer. 2015. “Alberta: Fossil-Fuel Belt or Green Powerhouse?” in *After the Sands: Energy and Ecological Security for Canadians*. Vancouver: Douglas & McIntyre. pp. 109-133.

WEEK EIGHT – MARCH 6TH

UNDERSTANDING CLIMATE CHANGE DENIAL: OUT WITH THE OLD, IN WITH THE NEW?

READINGS

- Kate Aronoff. 2021. “Climate Denial is Dead” in *Overheated: How Capitalism Broke the Planet – and How We Fight Back*. New York: Bold Type Books. pp. 21-41.
- Seth Klein. 2020. “What We’re Up Against: The New Climate Denialism in Canada” in *A Good War: Mobilizing Canada for the Climate Emergency*. Toronto: ECW Press. pp. 25-56.
- Shannon Daub, Gwendolyn Blue, Lise Rajewicz and Zoë Yunker. 2021. “Episodes in the New Climate Denialism” in *Regime of Obstruction: How Corporate Power Blocks Energy Democracy*. Edmonton: AU Press. pp. 225-241.

WEEK NINE – MARCH 13TH

CLIMATE CHANGE AND OUR RENEWABLE ENERGY FUTURE: MOBILIZING FOR THE CLIMATE EMERGENCY AND THE PROSPECTS FOR A GREEN NEW DEAL

READINGS

- Naomi Klein. 2014. “Planning and Banning: Slapping the Invisible Hand, Building a Movement” in *This Changes Everything: Capitalism vs. the Climate*. Toronto: Knopf. pp. 120-141.
- Seth Klein. 2020. “Ready to Rally: Marshalling Public Opinion, Then and Now” and “Mobilizing Labour: Just Transition, Then and Now” in *A Good War: Mobilizing Canada for the Climate Emergency*. Toronto: ECW Press. pp. 59-78; 207-241.
- Kate Aronoff. 2021. “New Scenarios” in *Overheated: How Capitalism Broke the Planet – and How We Fight Back*. New York: Bold Type Books. pp. 141-158.

WEEK TEN – MARCH 20TH

FOOD POLICY, SUSTAINABILITY AND OUR INDUSTRIAL FOOD SYSTEM

READINGS

- Kendra Pierre-Louis. 2012. “How We Eat” in *Green Washed: Why We Can’t Buy Our Way to a Green Planet*. New York: Ig Publishing. pp. 33-56.
- Wayne Roberts. 2013. “The High Cost of Cheap Food” in *The No-Nonsense Guide to World Food*. Oxford: New Internationalist. pp. 54-82.
- Stephanie Seneff. 2021. “Evidence of Harm” and “Failing Ecosystems” in *Toxic Legacy: How the Weedkiller Glyphosate is Destroying Our Health and the Environment*. White River Junction, VT: Chelsea Green Publishing. pp. 16-33.

WEEK ELEVEN – MARCH 27TH

THE MILITARY INDUSTRIAL COMPLEX, ECOCIDE AND MODERN WARFARE

READINGS

- William Thomas. 1995. “Scorched Earth” and “Eco-War” in *Scorched Earth: The Military’s Assault on the Environment*. Gabriola Island, BC: New Society Publishers. pp. 109-131.
- Barry Sanders. 2009. “How Much Fuel,” “Bigger, Faster, and More Sophisticated Weapons,” “Depleted Uranium” and “Bombs Away, All Day” in *The Green Zone: The Environmental Costs of Militarism*. Oakland, CA: AK Press. pp. 47-62; 83-106.
- Project Underground. 2006. “The Life & Death of Ken Saro-Wiwa: A History of the Struggle for Justice in the Niger Delta.” pp. 1-11.

WEEK TWELVE – APRIL 3RD

- SUBMIT FINAL PAPERS