

PSCI 3801A
Environmental Politics
Wednesday 11:25 – 2:25

Please confirm location on Carleton Central

Instructor: Peter Andrée
Office: Loeb D684
Office Hours: Monday 11:00 – 1PM or by appointment (please e-mail)
Phone: 613-520-2600 x 1953
Email: pandree@connect.carleton.ca

Course description:

This course provides an introduction to concepts and debates in the field of environmental politics for students who already have some background in political science, environmental studies or policy studies. As John Dryzek and David Schlosberg note in the introduction to the course text,

environmental politics is about how humanity organizes itself to relate to the nature that sustains it. Thus it encompasses matters of how people deal with the planet and its life, and how they relate to each other through the medium of the environment. It impinges on other areas of political concern such as those related to poverty, social justice, education, race, the economy, international relations, and human rights in as much as what happens in these areas affects our environment (and vice versa).

Clearly, the field of environmental politics has a wide scope. In order to narrow this scope into a 12-week course, I propose to focus on three themes: environmental discourses; environmental policy-making; and ecological democracy. Each of these three themes is woven through course readings, lectures, and assignments.

Environmental Discourses:

This course provides students with the opportunity to become acquainted with, and debate, some of the key ontological and normative issues in environmental politics. These issues range from competing views of the state of the environment and how it came to be this way, to proposals put forward for improving the condition of human-environment relations from across the political spectrum. I call this theme environmental “discourses” because even as we engage in conversations about what “is” or “should” be I think it is important that students learn to critically reflect on the way that (their own and others’) positions are framed, and the assumptions that underpin those framings.

Environmental Policy Development:

This course will not review lists of regulatory and policy tools used in environmental and resource management, with a view to systematically examining the pros and cons of each. Rather, while we will discuss a number of policy and regulatory strategies, my aim

is to help students understand how and why particular policies are adopted. In other words, the focus will be on the politics of policy development and implementation, with an emphasis on the Canadian experience. Why, for example, is the Canadian government slow to act on climate change while leading the international community in discussions on eliminating the use of persistent organic pollutants? We will be looking at these and other policy debates in terms of three inter-related fields of political activity, or what International Political Economy theorist Robert Cox calls “relations of force”: ideas, institutions and material capabilities.

Ecological Democracy:

Environmental controversies often appear to be about debates about facts: Is climate change happening (or really a problem)? Are these forestry management practices sustainable? Are genetically modified organisms damaging to the environment? As a result, governments typically see environmental issues through technocratic lenses, as questions that are best answered by competent scientists and economists. Despite these moves, conflicts over the environment often turn out to be much messier, and harder to manage, than governments expect. This is because a “factual” disagreement is often simply the tip of the iceberg, with interested parties holding widely divergent values and assumptions that inform their framing of the facts. For these reasons, environmental politics is often about trying to create the discursive space for more and better democratic conversations about human-environment relations, rather than (or as a way of better informing) technocratic solutions. This democratic impulse in environmental politics raises a wide range of important questions, from whether and how non-human nature can have its voice(s) included in the conversation, to how to establish better international democratic processes for the many issues that are inherently global in scope.

Typical structure for weekly classes (subject to change):

Group presentations/debates: 45 minutes

Lecture: 60 minutes

Break: 10 minutes

Discussion based on readings: 45 minutes

Texts

Required texts:

- Dryzek, John, and David Scholsberg. 2005. *Debating the Earth: The Environmental Politics Reader* (Second Edition). Oxford University Press: Oxford

- Adkin, Laurie E. 2009. *Environmental Conflict and Democracy in Canada*. UBC Press: Vancouver

These texts are available at Haven Books.

<http://www.havenbooks.ca/carletonsite/carletonhome-e.php>

They are also on reserve in the library.

Useful supplementary material:

- Stoett, P. and C. Gore. 2008. *Environmental Challenges and Opportunities: Local–Global Perspectives on Canadian Issues*. Emond- Montgomery: Toronto

- Boyd, David. *Unnatural Law: Rethinking Canadian Environmental Law and Policy* (UBC Press, 2003).
- McKenzie, Judith. *Environmental Politics in Canada* (Oxford University Press, 2002).
- Carter, Neil. *The Politics of the Environment: Ideas, Activism, Policy* (Cambridge University Press, 2001)

Evaluation

Attendance and participation:	10%
Reading responses:	20%
First Policy Research Essay: (Due October 17)	20%
Second Policy Research Essay: (Due November 28)	30%
Group Presentation and Report	20%

Participation: Half of your participation grade will be based on attendance in weekly class. Absences will only be excused if you can provide suitable documentation (e.g. a doctor's note). The other half is based on the quality of your contributions to class discussions and your ability to interact with your fellow classmates in a respectful manner.

Reading Responses:

By 11AM on the day of each class for 8 of the 11 weeks for which there are readings assigned, each student should submit a short (100-200 word, excluding references) response to that week's readings to the course WebCT site. This short piece should present your own analysis and insights: a) in response to an issue raised by the author(s); b) by relating the readings to the topic you are researching for your essays; c) by picking a representative quote and critiquing it in reference to other readings for the week or previous week's readings; and/or d) raising questions for further discussion. The primary purpose for reading responses is to kick-start discussions and to identify issues that need further elaboration. It should also demonstrate that you have a working knowledge of the central arguments of two or more of the readings for that week. Come prepared to read (or have your response read out) in class, and to contribute to discussions based on the readings. Failure to be present in class, at the appropriate time, to discuss your reading response results in a grade of 0 for that response. Reading responses are graded out of 2.5, with the grade depending on the quality and originality of the insights presented. Responses which do not demonstrate consideration of at least two readings will not receive a passing grade. Reading responses will not normally receive written feedback. Grades and occasional written feedback will be posted to webCT. Frequent failure to submit responses can have repercussions beyond your reading response grade. It can also be expected to affect your participation grade. Reading responses will not be accepted after 11AM on the day of class unless supported by suitable documentation (e.g. a doctor or guidance counselor's note). In those cases, a hard copy of the response, along with a photocopy of the documentation, should be submitted to the instructor.

First Policy Research Essay:

You are to select a specific Canadian environmental policy issue (at the municipal, provincial, national or international level) that you will deal with in both of your essays (and that is different from the topic of your group presentation). The goal of your first essay will be to address a (more specific) variant on the question: What are the key factors that led to the adoption of this particular policy or decision? In your argumentative response, you should focus on what you see as the key economic, institutional and ideational/discursive factors that shaped the policy outcome, drawing on suitable academic sources to help you substantiate your argument. In the proposal, you should include, in narrative form (and not necessarily in this order): 1) A brief description of the environmental issue at stake; 2) a thesis statement for this essay; 3) an introduction to the key state and non-state actors involved in the issue (including how they frame the relevant science and policy options and how they work to influence decisions on the issue, both inside and outside of formal political processes); 4) a description of a key policy document that is relevant to your issue area (such as regulations, legislation, policy decision, etc.) and the specific section(s) of that document that you are focussing on; 5) a discussion of how a specific policy debate or outcome was shaped by actor positions and activities, institutional structures, scientific and economic factors, etc.; 6) two political science research questions raised by your studies to date that you believe warrant further examination in your second essay. Your essay should cite at least two academic journal articles or books, one (or more) of which must help provide the theoretical frame for your argument. You should also cite at least one government document, NGO material (web site or otherwise), and material (web site or otherwise) on at least one other central actor (e.g. First Nation, industry organization, etc.) Citations should follow APA style. **The first essay is due at the beginning of class on October 17. It should be 1500-2000 words in length, with the word-count noted on the first page**

Second Policy Research Essay: In your second essay, you are to address one of the questions you suggested in your first essay, taking into account any feedback you received on that paper. You should: 1) briefly review some of the background on the issue area in order to set up your paper; 2) present the focus of this work in a research question or thesis statement; and 3) develop your argument based on relevant primary and secondary sources. Given that you are writing on the same subject matter as your first essay, there will be some overlap between these two papers (up to 750 words maximum). However, I expect to see improvement in depth of analysis, theoretical sophistication and overall knowledge of the issue. This essay should cite at least ten sources, including at least four secondary sources (e.g. academic journal articles or books, including at least one course reading) and six primary sources (e.g. gov't documents or actor-generated documents). Needless to say, the essay should take into account any feedback you received on your first essay. This essay should be 2500-3000 words in length (word count must be indicated). **The Second Policy Research Essay is due in class on Tuesday November 28. You are expected to submit your graded first essay (or a photocopy of it) along with this second essay. Failure to do so will result in the loss of 2/3 of a letter grade (e.g. B- to C).**

Late essays (only) may be submitted to the Political Science department's mail box outside B640 Loeb and will be penalized one-third of a letter grade per business day (e.g.

a B paper handed in two days late would be reduced to a C+). Retain a copy of all written assignments. The departmental drop box cut off time is 4pm. Any assignments submitted after 4pm will be date stamped for the following weekday.

Written Assignment Environmental Policy: In the interest of minimizing paper use, I encourage you to print your essays double-sided or on re-used paper (e.g. paper that has already been used on one side) and not to include a full cover page. Simply put the details (name, title, course #, word count, etc.) at the top of your first page of text. Essays should still be double-spaced in a size 10 or 12 font to allow for written feedback.

Group Presentation/Report:

Through WebCT, students must sign up for presentations beginning in week 3. There will be up to six students in each group. These presentations are an experiment in deliberative democracy in two parts. The class presentation should take the form of a moderated debate. Your goal is to present a variety of contrasting positions on the topic of the week, rooted in the perspectives of stakeholders in the real-world conflicts over these issues. Stakeholders are defined as all who have a role in existing decision-making processes, or who have a stake in its outcome. Which stakeholders are to be represented is up to the group. One group member could also take the role of the debate moderator or a “neutral” actor.

You are encouraged to be creative in how you present the debate. For example, role playing is encouraged, as is the presentation of unusual perspectives among stakeholders. Presentations will normally take place during the first half of class. Each group should ensure that they remain within their allotted total of 30 minutes. Your group can decide how to divide up the available time among participants. In the presentation you should state your key sources for positions taken, and submit a summary of the positions (including all references and any parts of the presentation to be read aloud) to the instructor prior to the presentation.

In your group’s written report, due at the beginning of Week 11 (for groups 1-5) and Week 12 (for groups 6-10), the presentation group is expected to propose a solution, or at least a way for moving forward on the issue, that you collectively think could actually be accepted by all affected parties. This report should include two pages (max.) on the proposed solution, plus about one page from each group member explaining how their stakeholder would view the proposed outcome. It should be fully referenced. Be sure to come to the class when your report will be tabled for discussion in class.

Grading criteria for the presentation and final report will be discussed and decided during the first two weeks of class. Out of respect for your classmates and their presentations, please arrive on time to class. Note: As class time will be devoted to group work throughout the course, regular class attendance is essential.

Temagami Field Trip:

There is an optional field trip that students in this class are invited to participate in. From Thursday morning on Sept 20, to Sunday evening of September 23, a group of Carleton

Political Science (from PSCI 5915 and PSCI 3801) and Canadian Studies students will join a contingent from Trent University and several other universities at Camp Wanapitei on the shores of Lake Temagami in Northern Ontario. Part outdoor adventure (with canoeing, hiking, etc.), part academic conference focussed on the history and politics of environmental and Aboriginal issues in Northern Ontario, this is an event not to be missed! More details can be found at: <http://www.trenttemagami.ca/>. There are also testimonials from students who attended the event in years past on the course CUlearn site. For Carleton students, the fees are under \$150 for the four days plus a share of gas for the vehicles driving up and two meals en route. If you are interested in this optional field trip, let me know ASAP via e-mail. Spaces are limited

Schedule:

Week 1 (September 12)

Course overview; discussion of presentation criteria

Week 2 (September 19)

Environmental Policy Research 101

- Hardin, Garrett. The Tragedy of the Commons Dryzek and Schlosberg pp.25-37
- Brown, Lester. A Planet under Stress Dryzek and Schlosberg pp.37-48
- Lomborg, Bjorn. The Truth about the Environment. Dryzek and Schlosberg pp.74-79

Supplementary readings:

- Simon, Julian L. and Herman Kahn. Introduction to *The Resourceful Earth*. Dryzek and Schlosberg pp.51-73
- Burke, Tom. Ten Pinches of Salt: A Reply to Bjorn Lomborg Dryzek and Schlosberg pp.80-88

Discussion questions: Which of the arguments presented by these authors do you accept (or not) and why? What do the differences between these authors reveal to you about the nature of environmental politics?

Week 3 (September 26)

Presentation 1: What should be the future of salmon aquaculture in BC?

- Paehlke, Robert. Democracy and Environmentalism: Opening the Door to the Administrative State. Dryzek and Schlosberg pp. 163-179
- Harrison, Donna. Salmon Aquaculture and First Nations Resistance in British Columbia. Adkin pp.51-68
- Andr e, Peter and Sharratt, Lucy. Unsatisfactory Democracy: Conflict over Monsanto's Genetically-Engineered Wheat. Adkin pp,16-32

Discussion questions: Describe the Relationship(s) between environmental/resource issues and democratic practice. Provide specific examples to back your points, from the readings or your own experience.

Week 4 (October 3)

Presentation 2: Are clearly defined, protected and transferable property rights the solution to most resource management conflicts (pick one or more specific case studies)?

- Anderson, T.L. and D. R. Leal. Rethinking the Way We Think. Dryzek and Schlosberg pp.211-228
 - Overton, James. Privatization, Deregulation, and Environmental Protection: The Case of Provincial Parks in Newfoundland and Labrador. Adkin pp. 159-173
- Supplemental Readings:
- Stavins, Rober and Bradley Whitehead. Market-Based Environmental Policies. Dryzek and Scholsberg pp.229-238

Week 5 (October 10)

Presentation 3: Do non-government organizations (NGOs) have too much power to influence public policy decisions on environmental issues in Canada (pick one or more specific case studies)?

- Wapner, Paul. Politics Beyond the State: Environmental Activism and World Civic Politics. Dryzek and Schlosberg pp. 525-549
 - Werkele, G.R., L. Anders Sandberg, and Liette Gilbert. Taking a Stand in Exurbia: Environmental Movements to Preserve Nature and Resist Sprawl. Adkin pp.279-297
- Supplementary Reading:
- Paguntke, Thomas. Green Parties in National Governments: From Protest to Acquiescence? Dryzek and Schlosberg pp. 573-584

Week 6 (October 17)

Presentation 4: Is the proposed Northern Gateway pipeline consistent with the goal of sustainable development in Canada?

- Meadowcroft, James. Sustainable Development: A New(ish) Idea for a New Century? Dryzek and Schlosberg pp. 267 - 284
 - Berny, Nathalie, Raymond Hudson, and Maxime Ouellet. Regulating Farm Pollution in Quebec: Environmentalists and the Union des Producteurs Agricoles contest the Meaning of Sustainable Development. Adkin pp.33-50
- Supplementary Readings:
- Carruthers, David. The Remaking of Sustainable Development. Dryzek and Schlosberg pp. 285-300

Week 7 (October 24)

Presentation 5: Should the Canadian government set quotas for Mi'kmaq fishers in Nova Scotia?

Presentation 6: What needs to be done about the fact that many First Nations' communities continue to lack access to safe drinking water, and by whom?

- Stiegman, M. Fisheries Privatization versus Community-Based Management in Nova Scotia: Emerging Alliances between First Nations and Non-Native Fishers. Adkin pp.69-83
 - Bullard, Robert D. Environmental; Justice in the 21st Century. Dryzek and Schlosberg pp.431-449
 - Krauss, Clene. Women of Color on the Front Line. Dryzek and Schlosberg pp. 450-460
- Supplementary Reading:
- Ballamie, Patricia. First Nations, ENGOS, and Ontario's Lands for Life Consultation Process. Adkin pp.84-102

Week 8 (October 31):

Presentation 7: Should we adopt more “ecocentric” worldviews in order to overcome the short-sightedness of mainstream religious and secular perspectives?

Required Readings

- Foreman, Dave. Putting the Earth First. Dryzek and Schlosberg pp.348-354
- Bookchin, Murray. Society and Ecology. Dryzek and Schlosberg pp.385-398
- Eckersley, Robyn. Ecocentric Discourses: Problems and Future Prospects for Nature Advocacy. Dryzek and Schlosberg pp. 364-382
- Naess, Arne. The Shallow and the Deep, Long-Range Ecology Movement: A Summary. Dryzek and Schlosberg pp. 343-347

Week 9 (November 7):

Presentation 8: Will reforms to the Environmental Assessment Act and Fisheries Act passed by Parliament in May 2012 (in Bill C-38) result in better environmental regulation in Canada?

Presentation 9: Does a Carleton education teach environmental and/or ecological citizenship?

- Found, Jason and M’Gonigle, Michael. Beyond the Reach of Democracy? The University and Institutional Citizenship. Adkin pp.191-208
- Adkin, Laurie E. Ecology, Citizenship and Democracy. Adkin pp.1-15

Week 10 (November 14)

Presentation 10: Should EPR (Extended Producer Responsibility) be mandated by law, or can similar results be achieved through voluntary, industry-led, mechanisms?

- Parkins, John R. Managing Conflict in Alberta: The Case of Forest Certification and Citizen Committees. Adkin pp.174-190
- Hawken, Lovins and Lovins. The Next Industrial Revolution. Dryzek and Schlosberg pp. 322-338
- Barry, John. Ecological Modernisation. Dryzek and Schlosberg pp.303-321

Week 11 (November 21)

Group reports due for presentations 1-5

- Plumwood, Val. Inequality, Ecojustice and Ecological Rationality. Dryzek and Schlosberg pp. 608-632
- Beck, Ulrich. Politics of Risk Society. Dryzek and Schlosberg pp.587-595

Week 12 (November 28)

Group reports due for presentations 6-10

- Adkin, Laurie E. Democracy from the Trenches: Environmental Conflicts and Ecological Citizenship. Adkin pp.298-318
- Dryzek, John. S. Political and Ecological Communication. Dryzek and Schlosberg pp. 633-652

Academic Accommodations

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, contact your PMC coordinator to send me your **Letter of Accommodation** 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*). 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*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Grades: Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available **ONLY** if the student is in good standing in the course.

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

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.