

PSCI 4808A
GLOBAL ENVIRONMENTAL POLITICS
Wednesdays 14:35-17:25.
Loeb 602

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This course examines the contested world of global environmental politics. The institutions and practices of modern environmental governance date from the early 1970s, and over the past four decades international programmes and initiatives to manage environmental burdens have proliferated. Yet the total pressure human societies place on the global environment continues to rise.

The course will draw together approaches and arguments from comparative politics, international relations, public policy and political theory. Issues to be explored during the semester include: the evolution of environmental governance; changing configurations of problems, approaches and policy instruments; explanations for comparative environmental performance; globalization and trans-national environmental governance; and arguments about climate change and environmental limits.

Course Objectives

This course aims to provide students with an understanding of global environmental politics. By the end of the course students will be able to:

- demonstrate an understanding of global environmental politics;
- demonstrate appropriate cognitive, communicative and transferable skills, including understanding complex concepts and theories, exercising critical judgement, making effective oral and written presentations, utilising specialist primary and secondary sources, and deepening their capacity for independent learning.

Organisation

Twelve 3 hour classes to be held Wednesday 14:35 to 17:25.

Assessment

Assessment is based on the following:

- 10% Class participation
- 15% 'Knowledge forum' presentation
- 25% 5 blogs, due by 18:00 on the Tuesday before the corresponding class
- 50% 4000 word research paper, due Friday, December 4, 2015

Class participation: This mark reflects the contribution made to class over the course as a whole. Attendance, keeping up with the readings, and the quality and consistency of participation are all relevant. Students are expected to read the assigned material before class, and to attend all sessions.

'Knowledge forum' presentation: In most classes 50 minutes will be devoted to student presentations on various dimensions of environmental politics. Each student will be responsible for making a ten minute presentation and answering 5 minutes of questions on their assigned topic. Topics will relate to particular books, environmental organizations, international treaties, and so on. Topics will be assigned from a list during the first class. The format of the presentation is to be agreed with the instructor -- but basically students are free to use whatever medium or combination of media transmits information and analysis in the most effective manner. Presentations should not just be descriptive, but also analytical and critical.

Blogs: Over the course of the semester each student must submit 5 blogs on specifically assigned weeks. The best four marks will count toward the final grade. These are short pieces of writing offering commentary and reflection on the readings and issues for each class. The blog is to be written in clear language, engage with the assigned readings and theme of the class, and have relevant analytical content. It need not be structured as an academic essay. But it should go beyond summarizing readings to critically assess arguments, pose questions for discussion and provide pertinent observations on the issues. *Above all, the blog should be individual, revealing something of the student's own experience and giving evidence of personal thought and engagement with the issues raised by the corresponding class.* These blogs should be at least 800 words, and no more than 100 words, in length. They should be annotated as appropriate. Students with even student numbers should do blogs for weeks 2, 4, 6, 8 and 10. Those with odd student numbers should do blogs for weeks 3, 5, 7, 11 and 13. *The blogs must be emailed to the professor with **PSCI 4808** in their subject line by 18:00 hours on the Tuesday BEFORE the corresponding class.*

Research paper: This is to be an original piece of work on a theme related to the course. Topics must be approved by the instructor at a face to face meeting by the end of October. In preparing this project students are expected to examine material on a specialist subject well beyond that cited in the reading list.

All assessed components must be completed if credit is to be awarded for this course. Late assignments without prior arrangement or documented medical leave will be penalized at the rate of one mark increment per day (i.e. A drops to A-, or C+ drops to C, if the work is one day late). All work should be properly referenced and annotated. *The paper should be dropped off at the Instructor's office or the general office of the School of Public Policy (River building room 5224) by 4.00 pm, Friday December 4th, 2015.*

Reading

The reading listed under each topic is intended to provide an introduction to the issues involved, an anchor for the class discussion, and a basis from which students can extend their investigations. There is no single textbook for this course, but readings are available on reserve in the library or online. BEFORE each class students should read all starred readings AND at least one other item from the list for that session.

Special Rules

Please note that the classroom for this course will be a laptop/mobile phone free zone. Previous experience suggests that laptops can disturb concentration during class discussion. So students will be asked to use pen and paper for notes, and printed copy when making presentations on readings. Exceptions will be made for students using a computer for their 'Knowledge Forum' presentation and for any student with a note from the Paul Menton Center.

Seminar Program

Week 1: Introduction (September 2)

Week 2: Modern environmental problems (September 9).

Week 3: Limits to growth? (September 16).

Week 4: The evolution of environmental governance. Knowledge Forum 1 (September 23).

Week 5: Sustainable development. Knowledge Forum 2 (September 30).

Week 6: Environmental action; environmental movements. Knowledge Forum 3 (October 7).

Week 7: Comparative environmental performance. Knowledge Forum 4 (October 14).

Week 8: Framing controversies: risk, security, equity. Knowledge Forum 5 (October 21).

Week 9: Reading break: no class (October 28)

Week 10: Climate Change 1: The international process. Knowledge Forum 6 (November 4).

Week 11: Climate Change 2: Mitigation/adaptation. Knowledge Forum 7 (November 11)

Week 12: Innovation and the low carbon transition. Knowledge Forum 8 (November 18).

Week 13: Prosperity without growth: no growth, a-growth and de-growth (November 25).

Week 14: : Politics, democracy and environmental choice (December 2)

Detailed seminar program

Week 1: Introduction (September 2)

This session examines the structure of the course, organizes seminar presentations, and initiates preliminary reflection upon substantive issues. Questions to think about: What is global environmental politics?

Week 2: Modern environmental problems (September 9)

This session considers the anatomy of modern environmental problems. It examines where they have come from and why our efforts to address them encounter so many difficulties. Questions to think about: Where do environmental problems come from? How are environmental problems constituted in the political realm? What counts as a solution to an environmental problem? How central is value change and technology development to defining and resolving environmental issues?

* Cohen, S., *Understanding Environmental Policy* (Columbia University Press, 2006), Chapter 1: 'Understanding environmental policy' **and** Chapter 2: 'A framework for understanding environmental policy'.

*Patterson, M., *Understanding Global Environmental Politics: Domination, Accumulation and Resistance* (Palgrave, 2001), Chapter 3: 'The "normal and mundane practices of modernity": global power structures and the environment'.

* Smil, V., *Harvesting the biosphere: what we have taken from nature* (MIT Press 2013), Chapter 12: 'Long term trends and possible worlds'.

European Environment Agency, *Late lessons from early warnings: the precautionary principle 1896-2000*, EEA, 2002. Please read Introduction and any subsequent chapter. Available at: http://www.eea.europa.eu/publications/environmental_issue_report_2001_22

Clapp, J. and Dauvergne, P., *Paths to a Green World* (MIT Press, 2005), Chapter 8: 'Paths to a green world?: Four visions for a healthy global environment'.

Week 3: The limits to growth? (September 16)

This session focuses on environmental limits and the debate about economic growth. Questions for discussion: Are the arguments of the original limits to growth debate still pertinent? How do recent concerns about limits to growth differ from earlier iterations? What is the significance of 'planetary boundaries'?

* Meadows, D., D. Meadows, J. Randers and W. Behrens, *The Limits to Growth*, A Report to the Club of Rome (Pan Books, 1972).

* Bjorn Lomborg, Environmental alarmism, then and now. *Foreign Affairs* 91 (4), 2012. Available at: <http://www.foreignaffairs.com/articles/137681/bjorn-lomborg/environmental-alarmism-then-and-now?nocache=1>

* Rockstrom et al (2009), 'Planetary boundaries: exploring the safe operating space for humanity', *Ecology and Society* 14 (2) 32. Available at: http://pubs.giss.nasa.gov/docs/2009/2009_Rockstrom_etal_2.pdf

Nordhaus, T, Michael Shellenberger and Linus Blomqvist (2012), 'The planetary boundaries hypothesis: a review of the evidence', Breakthrough Institute. Available at: <http://thebreakthrough.org/blog/Planetary%20Boundaries%20web.pdf>

Turner, Graham (2008), 'A comparison of the Limits to Growth with thirty years of reality', CSIRO. Available at: http://www.manicore.com/fichiers/Turner_Meadows_vs_historical_data.pdf

Biermann, F. 'Planetary boundaries and earth system governance: exploring the links, *Ecological Economics* 81 (2012): 4-9.

Week 4: The evolution of environmental governance (September 23)

This class traces the evolution of government engagement with environmental problems and identifies key features of contemporary approaches to environmental issues. Questions for reflection: What are the most pressing environmental issues faced by developed societies? How have government approaches to environmental problems changed over time? What is the significance of policy integration? To what extent can 'economic instruments' help address environmental issues?

* Connelly, J. and G. Smith, *Politics and the Environment: from Theory to Practice* (Routledge, 2nd edition, 2003), Chapter 5: 'Choosing the means'.

* Meadowcroft, J. 'Greening the State', in P. Steinberg and S. VanDeveer (eds.), *Comparative Environmental Politics*, MIT Press, 2012.

Mazmanian, D. and M. Kraft, *Towards sustainable communities* (MIT Press, 2009), Chapter 1: 'The three epochs of the environmental movement'.

Hanf, K. and Jansen, A., (eds.), *Governance and Environment in Western Europe: Politics, Policy and Administration* (Longman, 1998), Chapter 13: 'Environmental challenges and institutional changes'.

Lafferty, W., 'From environmental protection to sustainable development: the challenge of decoupling through sectoral integration', in W. Lafferty (ed), *Governance for Sustainable Development: The Challenge of Adapting Form to Function* (Edward Elgar, 2004), pp. 191-221.

Harrington, W., R. Morgenstern and T. Sterner (eds.) *Choosing Environmental Policy: Comparing Instruments and Outcomes in the United States and Europe*, 'Overview' (pp. 1-22) and 'Lessons from the case studies' (pp. 240-270) (Resources for the Future, 2004).

Week 5: Sustainable development (September 30)

This class examines sustainable development and efforts to manage environmental problems at the international level. It considers the development of international regimes. It also explores manifestations of environmental issues in the developing world. Questions for reflection: What is sustainable development? What determines the relative success of international environmental regimes? How do environmental issues differ in North and South?

* World Commission on Environment and Development, *Our Common Future* (Oxford University Press, 1987), pp. 1-66

* Vogler, John, 'In defence of international environmental cooperation', in J. Barry and R. Eckersley (eds.), *The State and the Global Ecological Crisis* (MIT Press, 2005), pp. 229-254.

Kauffman, J., 'Domestic and international linkages in global environmental politics: a case-study of the Montreal Protocol', in M. Schreurs and E. Economy (eds.), *The Internationalization of Environmental Protection* (Cambridge 1997), pp. 74-96.

Conca, K., 'Old states in new bottles: the hybridisation of authority in global environmental governance', in J. Barry and R. Eckersley (eds.), *The State and the Global Ecological Crisis* (MIT Press, 2005), pp. 181-205.

Meadowcroft, J. 'Who is in charge here? Governance for sustainable development in a complex world', *Journal of Environmental Policy and Planning* 9 (2007): 299-314.

Week 6: Environmental action, environmental movements (October 7)

This class examines environmental activism and action. It considers various ways that citizens and consumers, companies and governments interact to generate environmental outcomes. Questions for reflection: Do environmental organizations make a difference? How has business engagement with the environment changed over time?

* O'Neill, K. 'The comparative study of environmental movements' in P. Steinberg and S. VanDeveer, *Comparative Environmental Politics: Theory Practice and Prospects* (MIT Press, 2012).

* Meadowcroft, J., 'Participation and sustainable development: modes of citizen, community, and organizational involvement', in W. Lafferty (ed), *Governance for Sustainable Development: The Challenge of Adapting Form to Function* (Edward Elgar, 2004), pp.162-190.

* Leach, M. and Scoones, I., 'Mobilizing for green transformations' in I. Scoones and M. Leach and Peter Newell, *The Politics of Green Transformations* (Earthscan, 2015). pp. 119-133.

Gallagher, D. and E. Weinthal, 'Business-state relations and the environment: the evolving role of corporate social responsibility, in P. Steinberg and S. VanDeveer, *Comparative Environmental Politics: Theory Practice and Prospects* (MIT Press, 2012).

O'Neill, M. 'Political parties and the meaning of greening in European politics' in P. Steinberg and S. VanDeveer, *Comparative Environmental Politics: Theory Practice and Prospects* (MIT Press, 2012).

Wapner, P., 'Politics Beyond the State: Environmental Activism and World Civic Politics', *World Politics* 47(3) (1995): 311-340.

Week 7: Comparative environmental performance (October 14)

This session examines attempts to understand the comparative environmental performance of states. It asks: How can we assess environmental performance? What explains differences among states? Does democracy promote better environmental stewardship? What is the relationship between economic prosperity and environment protection? Do institutions matter? And, if so, in what way?

* Duit, A., 'The Four Faces of the Environmental State: Environmental Governance Regimes in 28 Countries' in *Environmental Politics* 25(1) 2016. [instructor can provide draft copy]

* Fiorino, D., 'Explaining national environmental performance: approaches, evidence and implications', *Policy Sciences*, 2011, 44: 367-389.

Esty, D. and M. Porter, 'National environmental performance: an empirical analysis of policy results and determinants', *Environment and Development Economics* 10 (2005): 391-434.

Jahn, D., 'Environmental performance and policy regimes: explaining variations in 18 OECD countries', *Policy Sciences* 31 (1998): 107-131.

Jorgens, H., 'Governance by diffusion: implementing global norms through cross-national imitation and learning', in W. Lafferty (ed.), *Governance for Sustainable Development: Adapting Form to Function* (Edward Elgar, 2004).

Meadowcroft, J (2014), 'Comparing environmental performance', in A. Duit, *State and Environment: the Comparative Study of Environmental Governance*, chapter 2, pp 27-52.

Week 8: Framing environmental controversies (October 21)

This class examines some important contemporary approaches to framing environmental issues as problems of: (a) risk; (b) security; and (c) equity. It examines the implications of these (complementary/alternative?) framings and points to the complexity found within each. Questions for reflection: What are risk assessment, risk management and risk communication? What is 'environmental security'? How do equity and/or justice relate to environmental issues?

*Leiss, W. 'Embracing Risk, Manipulating Chance: Will it all End Well?'. Available at: <http://leiss.ca/?p=539>.

*Resources for the Future, *Understanding Risk Analysis: A Short Guide for Health, Safety, and Environmental Policy Making* (1998) Available at: http://www.rff.org/rff/publications/upload/14418_1.pdf

*Dalby, S. 'Peace-building and environmental security in the anthropocene', in *Environmental Peacebuilding*, (ed.) Didier Péclard, 2009.
Available at: <http://www.isn.ethz.ch/Digital-Library/Publications/Detail/?ots591=0c54e3b3-1e9c-be1e-2c24-a6a8c7060233&lng=en&id=119863>

* Mohai, P., Pellow, D. and J. Roberts, 'Environmental Justice', *Annual Review of Environment and Resources*, Vol. 34 (2009): 405-430.

Cooper, K and L. Vanderlinden (2009), 'Pollution, chemicals and children's health: the need for precautionary policy in Canada, in D. Gore and P. Stoett, *Environmental Challenges and Opportunities: Local-global perspectives on Canadian issues*, chapter, pp 183-224.

Lourie, B. (2009), 'Mercury science-policy debates: a case study of natural versus anthropogenic mercury in Canada, D. VanNijnatten and R. Boardman, *Canadian Environmental Policy and Politics*, 3rd edition, Chapter 16, pp. 236-251.

Brief introduction to 'risk assessment of toxic chemicals', at: http://www.epa.gov/ttn/atw/3_90_024.html

Week 9: Reading break, no class (October28)

Week 10: Climate change 1: the international process (November 4)

This session is the first of two focused on climate change. It deals with the science and politics of climate change and reviews the history of the development of the international climate regime. Questions for reflection: What uncertainties cloud the prognosis over climate change? Why has this issue proven difficult to address? How would you characterise the development of the international regime? What are the obstacles preventing more rapid progress on the international climate change file? What is the likely shape of a post 2015 agreement?

* Climate Change 2014: Synthesis Report: Summary for Policy Makers, IPCC 2014. Available at: https://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf

* 'Everything you need to know about the Paris climate summit and UN talks', *The Guardian*, 2 June 2015. Available at: <http://www.theguardian.com/environment/2015/jun/02/everything-you-need-to-know-about-the-paris-climate-summit-and-un-talks>

* Falkner, R., S. Hammes and J. Vogler, 'International Climate Policy after Copenhagen: Towards a 'Building Blocks approach'', *Global Policy* 1 (2010): 252-262. Available on line at <http://onlinelibrary.wiley.com/doi/10.1111/j.1758-5899.2010.00045.x/full?iframe=true&width=80%&height=80%>

Paris 2015 Getting a global agreement on climate change, A report by Christian Aid, Green Alliance, Greenpeace, RSPB, and WWF, 2015. Available at: <http://www.green-alliance.org.uk/resources/Paris%202015-getting%20a%20global%20agreement%20on%20climate%20change.pdf>

Curtin, J., (2014), 'The Lima Call to Climate Action and the role of national pledges', The Institute of International and European Affairs, 15 Dec 2014. Available at: <http://www.iiea.com/blogosphere/the-lima-call-to-action-and-the-role-of-national-pledges>

Vision for Paris: Building an Effective Climate Agreement July 2015, Centre for Climate and Energy Solutions, 2015. Available at: <http://www.c2es.org/docUploads/vision-for-paris.pdf>

Roberts, J. and B. Parks, 'Grandfathering, carbon intensity, historical responsibility or contract/converge', Chapter 8 in S. Bernstein et al, *A Globally Integrated Climate Policy for Canada* (University of Toronto Press, 2008).

Molitor, M. 'The United Nations Climate Change Agreements', in N. Vig and S. Axelrod (eds.), *The Global Environment: Institutions, Law and Policy* (Earthscan, 1999).

Geden, O., 'Modifying the 2°C Target: Climate Policy Objectives in the Contested Terrain of Scientific Policy Advice, Political Preferences, and Rising Emissions, SWP Research paper, Berlin 2013.

Bodansky, D. And E. Diringer, 'The evolution of multilateral regimes: the implications for climate change, Pew Charitable Trust, 2010.

Week 11: Climate change 2: Policy responses, mitigation and adaptation (November 11)

This session focuses on policy approaches to manage climate change and looks at Canada's position a little more closely. International agreements are fine, but ultimately domestic action is required to curb emissions. Questions for discussion: What sorts of approaches have been applied to mitigate GHG emissions? What about adaptation? Why has Canada had so much difficulty with climate policy? How do proposals for a carbon tax and emissions trading scheme compare?

* Macdonald, D., 'The failure of Canadian climate change policy: veto power, absent leadership and institutional weakness', Chapter 11 in D. VanNijnatten and R. Boardman, *Canadian Environmental Policy and Politics*, 3rd edition.

* Pathways to deep decarbonization, 'Sustainable Development Solutions Network (SDSN) and Institute for Sustainable Development and International Relations (IDDRI), September 2014. Available at: http://unsdsn.org/wp-content/uploads/2014/09/DDPP_Digit.pdf

* Encyclopaedia of the Earth, *Policy responses to climate change*, 2008. Available at: http://www.eoearth.org/article/Policy_responses_to_climate_change

Acting on climate change: solutions from Canadian scholars, Sustainable Canada Dialogues, 2014. Available at: http://www.sustainablecanadialogues.ca/files/PDF_DOCS/SDC_EN_30march1r.pdf

Burton, I., E. Diringer and J. Smith, *Adaptation to climate change: international policy options*, Pew Charitable Trust, 2006. Available at: http://www.pewclimate.org/docUploads/PEW_Adaptation.pdf.

Achieving 2050: a Carbon Pricing Policy for Canada. National Round Table on the Environment and Economy, Available at: <http://web.archive.org/web/20130310083728/http://nrtee-trnee.ca/climate>

Pollution Probe, Primer on Energy Systems in Canada, 2011. Available at: http://www.pollutionprobe.org/energy/energyliteracy/energy_primer.asp

European Environment Agency, 'Market-based instruments for environmental policy in Europe', EEA, 2005.

Week 12: Innovation and the low carbon transition (November 18)

This class focuses on the role of socio-technological transitions in coming to terms with environmental problems. It deals with the issue of innovation, and obstacles to innovation, in large scale socio technical systems. Questions for discussion: What are socio-technical systems? Why are they resistant to change? What can be done to orient such change in environmentally desirable directions? How can government act to accelerate the low carbon transition?

* Perez, C., Structural change and assimilation of new technologies in the economic and social systems. *Futures* 15 (1983): 357-75.

* R. Kemp, D. Loorbach and J. Rotmans, 'Transition management as a model for managing processes of co-evolution towards sustainable development', *International Journal of Sustainable Development & World Ecology* 14 (2007): 78-91.

* 'Transitions in energy systems', Chapter 16 of *Global Energy Assessment: Towards a Sustainable Future*, International Institute of Applied Systems Analysis, Cambridge University Press, 2012, pp. 1173-1201. Available at: <http://www.iiasa.ac.at/web/home/research/Flagship-Projects/Global-Energy-Assessment/Chapte16.en.html>

Geels, F.W., 'Technological transitions as evolutionary reconfiguration processes: A multi-level perspective and a case-study', *Research Policy*, 31(8/9) (2002): 1257-1274.

Daniel Rosenbloom and James Meadowcroft, 'The journey towards decarbonisation: Exploring socio-technical transitions in the electricity sector in the province of Ontario (1885-2013) and potential low-carbon pathways', *Energy Policy* 65 (2014): 670-679.

Week 13: Prosperity without growth: no growth, a-growth and de-growth (November 25)

This seminar returns to the issue raised at the outset concerning the 'limits to growth'. It examines whether continued economic growth is necessary for prosperity. Questions for discussion. Do we need economic growth? Is continued economic growth possible? What are the main arguments of the critics of growth? Does 'degrowth' offer an appealing political program?

* Daly, H. (2008), 'A steady state economy', testimony to the UK Sustainable Development Commission. Available at: http://steadystaterevolution.org/files/pdf/Daly_UK_Paper.pdf

* Victor, P. (2008), *Managing Without Growth*, Edward Elgar, Chapter 1, 'The idea of economic growth' (4-22); Chapter 2, 'Why manage without growth' (23-38); Chapter 9, 'The disappointments of growth' 154-168); Chapter 11, 'Policies for managing without growth' (191-124).

* Jackson, T. (2009), *Prosperity Without Growth* (Earthscan, 2009), Chapter 5, 'The myth of decoupling' and Chapter 6, 'The "Iron Cage" of consumerism'.

van den Berg, J. and G. Kallis (2012), 'Growth, A-growth or degrowth to stay within planetary boundaries?', *Journal of Economic Issues*, 46 (4): 909-919. Available at:
<http://www.degrowth.org/wp-content/uploads/2012/11/909-920-J.-van-den-Bergh.Kallis.pdf>

Fournier, V. (2008), 'Escaping from the economy: the politics of degrowth', *International Journal of Sociology and Social Policy* 28 (11/12): 528-545.

Erik Assadourian, 'The path to degrowth in overdeveloped countries', Chapter 2 in The Worldwatch Institute, *State of the World 2012: Moving towards sustainable prosperity*. Available at:
http://blogs.worldwatch.org/sustainableprosperity/wp-content/uploads/2012/04/SOW12_chap_2.pdf

de Graaf, J. (2010), 'Reducing Work Time as a Path to Sustainability', in *State of the World 2010*, Worldwatch Institute.
 Available at: <http://blogs.worldwatch.org/transformingcultures/wp-content/uploads/2009/04/Reducing-World-Time-as-a-Path-to-Sustainability-de-Graaf.pdf>

Week 14: Politics, democracy and choice (December 2)

This class concludes the course with a general discussion of democratic decision making and the management of environmental burdens. Questions for discussion: What is the potential for significant change to address environmental issues in coming decades? What role will government play? Businesses? Social movements? Are there grounds for optimism?

* Stirling, A., 'Emancipating transformations: from controlling "the transition" to culturing plural radical progress', in I. Scoones, M. Leach and Peter Newell, *The Politics of Green Transformations* (Earthscan, 2015). pp. 54-67.

* Lockwood, M., 'The political dynamics of green transformations: feedback effects and institutional context', in I. Scoones and M. Leach and Peter Newell, *The Politics of Green Transformations* (Earthscan, 2015). pp. 119-133.

* Dryzek, J., 'Ecological democracy' in *The Politics of the Earth*, Oxford University Press, 2nd. edition, 2005: pp. 233.

Christoff, P., 'Green governance and the green state: capacity building as a political project', in R. Paehlke and D. Torgerson, *Managing Leviathan: Environmental Politics and the Administrative State*, 2nd edition (Broadview 2005), Chapter 16.

Vig, N. and M. Kraft, *Environmental Policy: New Directions for the Twentieth Century*, 7th edition (Congressional Quarterly Press, 2010), Chapter 16, 'Towards sustainable development?'

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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

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.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important

course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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 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, visit <https://www.facebook.com/groups/politicalsciencesociety/> 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.

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