

Carleton University
Winter 2016
Department of Political Science

PSCI 5810-W
Approaches to Environmental Politics

Seminars:
Wednesdays 2:35pm to 5:25pm
Please confirm location on Carleton Central

Instructor: Peter Andrée
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Office Hours: Wednesdays 1-2:30 pm or by appointment (please e-mail)
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Course Description:

The study of environmental politics is concerned with the many and complex relationships between human societies and the natural world. In fact, a key insight of years of study in this field is that 'society' and 'nature' are inseparable, and that many of the 'environmental' issues we face today are exacerbated by social constructs which perpetuate this dualism. Climate change, extinctions, desertification and food crises bring home just how dependent we all are on well-functioning natural systems. Growing inequalities between the wealthy and poor, and the fact that class, race and gender can influence whether or not you are harmed by carcinogens or have access to clean water, demonstrate that there are important social justice issues which must be addressed on the way to defining more sustainable paths forward.

Big changes are on the way. On the one hand, we will see experiments with new ways of doing things that still enable material prosperity, and a more equitable sharing of resources, while causing less harm to the ecosystems we are a part of. On the other hand, many of these ecosystems will continue to degrade, we can expect an increase in the scale and impact of natural disasters, and these issues will result in new tensions, new conflicts, new waves of migration, etc. The future will bring fantastic new highs as well as unsettling new lows.

Environmental politics is about looking at these issues through the lens of power. Who has access to resources? Who does not? What are the origins of the relevant norms and institutions? How do these factors structure the way that governments, companies, social movements and civil society organizations respond to environmental issues, whether in Canada or elsewhere?

This course will provide an introductory overview to environmental politics before focusing in on approaches rooted in discourse analysis and political economy, while also providing a broad overview of environmental politics through the use of a core text written by John Dryzek. This course is also designed to allow students to bring in other approaches to the study of power relations and politics (whether domestic or international) that they would like to gain more experience with. To this end, the readings for the latter part of the course are not set in advance, so that you can help set the agenda.

In sum, this course can be thought of in two parts. First, it is a graduate-level introduction to the interdisciplinary field of environmental politics, with an emphasis on specific theoretical approaches, for political science students who may or may not be familiar with this area of research, but open to students from other disciplines too. Second, it is a "workshop" course, with a series of short assignments (culminating in a final paper) that is designed to build your theoretical acumen, research skills, as well as presentation and peer-reviewing skills.

Course Organization:

This is a seminar course. There will be little formal lecturing. Both the students and the professor will be engaged in research projects throughout the term, and weekly seminars will be used as an opportunity to share what we are learning in our research and to trouble-shoot research obstacles, in addition to discussing assigned readings. There is a series of research assignments set for this course, each of which will build on previous assignments. You will also be expected to write short commentaries (reading responses) on the readings for 8 of the 11 weeks of assigned readings.

Texts:

There is one required text for the course, John Dryzek's (2013) *The Politics of the Earth*, Third Edition. This book can be purchased at Haven Books: <http://www.havenbooks.ca/carletonsite/carletonhome-e.php>
It is also on reserve in the Carleton University library. Most of the remaining readings can be found through on-line journals available through Carleton's library.

Supplemental reading: For students new to the field of environmental politics, Dryzek and Schlosberg's (2005) *Debating the Earth: The Environmental Politics Reader* (second edition) provides many of the primary texts that Dryzek (2013) comments on in *The Politics of the Earth*.

Evaluation

Participation	10%
Reading responses	20%
First two research assignments and peer review	30% (see table below)
Final paper	30%
Presentation	10%

All course requirements must be completed in order to receive a passing grade.

Research assignments:

Assignment	Due date	% of final grade
1) Identification of field of research and research question. Discussion of the role of key actors (government, industry, civil society) including their positions <i>and</i> actions on the issue. (1500 words in hard copy)	Week 4: January 27	10%
2) Refined research question, along with a discussion of a theoretical approach (what to examine and why? What have others employed this approach to study and with what results? What are the challenges associated with this approach?) (1500 words in hard copy)	Week 7: February 24	10%
3) First complete draft of essay (3000 words, submitted to me and your peer reviewers via cuLearn site)	Week 10: March 16	-2%/day if not completed on time
4) Reviews of two other student's essays (500 words plus comments in the margins, shared through cuLearn)	Week 11: March 23	10%
5) Final draft of essays due (3000-4000 words, submitted in hard copy and electronically).	Week 13: April 6	30%

Participation: Half of your participation grade will be based on attendance in weekly class. Any more than one absence will only be excused if you can provide suitable documentation (e.g. a doctor's note). The other half of your participation grade is based on the quality of your contributions to class discussions, and your ability to interact with your fellow classmates in a respectful manner. Students will be asked to work in groups on questions related to the readings during class time.

Reading Responses:

Before each class for 8 of the 11 weeks for which there are readings assigned, each student should submit a short (200-300 words, excluding references) response to that week's readings to the course cuLearn 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 the course; c) by picking a representative quote and critiquing it in reference to the rest of the readings or previous week's readings; and/or d) raising questions for further discussion. These reading responses will not be individually graded, although you may occasionally receive responses to them via cuLearn. (They will be graded as a package at the end of term). The primary purpose for reading responses is to kick-start discussions and to identify issues that need further elaboration. Come prepared to share your response in class, and to contribute to discussions based on the readings. Students are responsible for submitting responses to 8 of the 11 weeks of assigned readings. Reading responses will not be accepted after the start of class unless supported by suitable documentation (e.g. a doctor's note). In those cases, a hard copy of the response, along with a photocopy of the documentation, should be submitted to the instructor.

Presentation:

In the latter half of the term, each student will do a fifteen minute presentation on their research, discussing their main research questions, and work completed to date, including preliminary conclusions. About half of the presentation should focus on the

theoretical approach. Each presenter should provide a handout with an outline of their presentation and key references. Presentation dates will be assigned by the instructor based on the topics students are working on. Two weeks prior to your presentation, and in consultation with the instructor, you are expected to select a journal article that the whole class will read for the week of your presentation. The article should speak to the theoretical approach you are taking to your topic, and does not need to be focused on the same substantive issues you are researching. Your presentation should refer to this article (in addition to other references), and discuss how the approach of the journal article relates to your own work. Articles selected should be 10 to 25 pages long, and come from a journal that is accessible on-line through the Carleton library, so that the link can be posted on the course cuLearn site. After each presentation, there will be up to fifteen minutes available for questions and general discussion on both the presentation and the article. Note: Please begin discussing your ideas on possible articles with me well in advance of your presentation date, either in class, in office hours, or via e-mail.

Policy on Late Assignments:

Reading Responses will not be accepted after the beginning of the class that they are due unless you can provide suitable documentation (e.g. a doctor's note). For research assignments (with the exception of the first draft and peer review), late work will be accepted up to one week late with a 5% penalty/day on that assignment. Assignments handed in late may not receive any written feedback from me, only a grade. Please do not submit your first draft of the essay or the peer review late, as this will also affect the ability of your class mates to complete their work on time. **Lateness penalties for these two assignments are 2%/day off of your final course grade.** I do not accept assignments by e-mail except under extenuating circumstances.

Schedule:

Week 1: January 6: Introduction and overview of course.

Week 2: January 13:

- Dryzek, John. 2013. *The Politics of the Earth*. p.1-51 (Limits to growth and the promethean response)
- Video: Lester Brown. 2012. Perspectives on Limits to Growth: World on the Edge <http://www.youtube.com/watch?v=KPfUqEj5mok>
- Katz-Rosene, Ryan. 2013. 'All Aboard the Neoliberal Bullet Train: The Environmental Political Economy of High-Speed Rail in Canada,' *Studies in Political Economy*, 92: 3-27.
- Video: The PRC Forum: Julian Simon. http://www.youtube.com/watch?v=uLQoa_FA_zo
- Video: Bjorn Lomborg. 2005. Global priorities bigger than climate change <http://www.youtube.com/watch?v=Dtbn9zBfJJs>

Week 3: January 20

- Dryzek, John. *The Politics of the Earth*. p.73-144 (administrative rationalism, democratic pragmatism, and economic rationalism)
- Joint Canada/Alberta Implementation Plan for Oil Sands Monitoring. 2012. (scan only) <http://www.ec.gc.ca/pollution/EACB8951-1ED0-4CBB-A6C9-84EE3467B211/Final%20OS%20Plan.pdf>
- Andr e, Peter. 2011. 'Civil society and the politics of GMO failures in Canada: A Neo-Gramscian analysis.' *Environmental Politics*. 20(2): 173-191
- Bernstein, Steven, Michele Betsill, Matthew Hoffmann and Matthew Paterson. 2010. A Tale of Two Copenhagens: Carbon Markets and Climate Governance. *Millennium* 39(1): 161-173

Week 4: January 27

The Social Construction of Scientific Knowledge (First research assignment due)

- Wynne, Brian. 1992. 'Misunderstood misunderstanding: social identities and public uptake of science' *Public Understand. Sci.* 1281-304. <http://www.douri.sh/classes/readings/Wynne-Misunderstood-PUS.pdf>
- Video: Nova/A Hole in the Sky (3 minute excerpt) <http://www.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.antarctica/a-hole-in-the-sky/>
- Litfin, Karen. 1995. 'Framing science: precautionary discourse and the ozone treaty' *Millennium* 24(2): 251-277 <http://faculty.washington.edu/litfin/research/framingscience.pdf>

Week 5: February 3

- Dryzek, John. *The Politics of the Earth*. p.145-183 (sustainable development and ecological modernization)
- Video: 1972 UN Conference on the Human Environment <http://www.youtube.com/watch?v=mJUk7OtfELA>
- Meadowcroft, James. 2007. Who is in Charge here? Governance for Sustainable Development in a Complex World. *Journal of Environmental Policy & Planning* 9 (3-4): 299-314
- Banerjee, Subhabrata Bobby. 2003. Who Sustains Whose Development? Sustainable Development and the Reinvention of Nature. *Organization Studies* 24(1):143-180
- Video: Cradle to Cradle: "Be good, not less bad" Interview with Michael Braungart <http://www.youtube.com/watch?v=1B8ftujfL30>
- Eco-Innovation Summit 2011: Philips Lighting's Harry Verhaar <http://www.youtube.com/watch?v=1F4F14rXjYY&feature=relmfu>

Week 6: February 10

- Dryzek, John. *The Politics of the Earth*. p.185-206 (green consciousness)
- Video: Gaia Hypothesis - James Lovelock. 2007. <https://www.youtube.com/watch?v=GIFRg2skuDI>
- Video: Arne Naess and the Deep Ecology Movement (short version). 2015. <https://www.youtube.com/watch?v=GJz2zVW9WHM>
- Video: Vandana Shiva. 2014. Decolonize the mind. <https://www.youtube.com/watch?v=-rV0soljRQk>
- Massicotte, Marie-Josée. 2010. La Via Campesina, Brazilian Peasants, and the Agribusiness Model of Agriculture: Towards an Alternative Model of Agrarian Democratic Governance. *Studies in Political Economy* 85: 69-98

Week 7: February 24

Second Research Assignment due.
Presentations. Readings to be determined by presenters. Consult cuLearn

Week 8: March 2

- Watts, M. and R. Peet. 2004. Liberating Political Ecology. *Liberation Ecologies*, Second Edition. Peet, R. and M. Watts (eds.). Routledge: London p.3-47 (Consult cuLearn)
- McCarthy, J. and S. Prudham. 2004 'Neoliberal nature and the nature of neoliberalism.' *Geoforum* 35(3): 275-283
- An article of your choice that uses "political ecology" as its theoretical or methodological framework.

Week 9: March 9

- Dryzek, John. *The Politics of the Earth*. p.206-239 (New society: Green politics)
- Herbert, Lewis (pseudonym for Murray Bookchin).1964. Ecology and Revolutionary Thought. *Comment* (available at: http://dwardmac.pitzer.edu/Anarchist_Archives/bookchin/ecologyandrev.html)
- Joel Kovel. 2011. The Relevance of Karl Marx in the 21st Century. <https://www.youtube.com/watch?v=SKuXwIOBeBk>
- Video: Naomi Klein. 2014. This Changes Everything/Bioneers. <https://www.youtube.com/watch?v=Jdaxehd0cFO>

Week 10: March 16

First draft of essays due (3000 words) No title page needed. Please note word count on first page.
- Presentations. Readings to be determined by presenters. Consult cuLearn
Also: Find and read the Peer Review guidelines for an academic journal of your choice. Bring a copy to class.

Week 11: March 23

Presentations. Readings to be determined by presenters. Consult cuLearn
Research assignment 4) Submit reviews of two of your peer's work (500-750 words each, in addition to in-any text comments).
Provide two copies of each review: One for the student and one for the instructor.

Week 12: March 30

Presentations. Readings to be determined by presenters. Consult cuLearn

Week 13: April 6

Final draft of essays due. (3000-4000 words). No title page needed. Please note word count on first page.
Presentations. Readings to be determined by presenters. Consult cuLearn (if necessary)

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.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

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.