

PSCI 5810 - F
Approaches to Environmental Politics
Tuesdays, 11:35-2:25

This course will be held in-person. To confirm location, consult Carleton Central.

I General information

Instructor: Peter Andrée

In-person Office Hours: Tuesdays, 3-4pm. Loeb D691

Online Office Hours: Thursdays, 4pm to 5pm via zoom (sign up via Brightspace)

Email: Peter.Andree@carleton.ca (I will respond within 48 hours)

All email communication is to be via official Carleton university e-mail accounts and/or Brightspace, not personal emails.

II 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 the human/more-than-human 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 potentially destabilizing 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 can be thought of in two parts. First, it is a graduate-level introduction to the interdisciplinary field of environmental politics for political science students who may or may not be familiar with this area of research, but open to students from other disciplines too. This course goal is met through a focus on a core text written by John Dryzek, and by discussing podcasts produced by the professor along with Prof. Ryan Katz-Rosene of the University of Ottawa (<https://www.ecopoliticspodcast.ca/>). 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. The course is designed to allow students to bring in a range of theoretical approaches to the study of power relations and politics (whether

domestic or international) that they would like to gain more experience with. To that end, the readings for the latter part of the course are not all set in advance, so students can help set the agenda.

III Course Format

This is a seminar course. There will be no 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 responses to the podcasts and readings for 5 weeks of material. All students are expected to contribute to class discussion and give a pecha kucha presentation once during the second half of the term.

IV Learning outcomes

- *By the end of this class, students should be able to:*
- Characterize the field of environmental politics/ecopolitics, including major topics, fields of research, and issues of contention.
- Critically analyze a variety of environmental political positions using Dryzek's approach to discourse analysis as well as other approaches introduced through course readings.
- Plan and execute a research project that includes preparing a pecha kucha presentation, a series of short written assignments and a final course essay.
- Undertake constructive peer reviews of the research and writing of fellow graduate students.

V Texts

There is one required text for the course, John Dryzek's (2022) *The Politics of the Earth*, Fourth Edition. Oxford University Press. It is available for purchase at Haven Books (Corner of Sunnyside and Seneca in Ottawa). The remaining readings can be found through on-line journals available through Carleton's library.

VI Evaluation

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

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

VII Assignments

Research assignments:

Assignment	Due date	% of final grade
1) Description of your field of research and research question. Why is this question important? This should include background on your case, including a (selective) literature review and (if relevant) a discussion of the role of key actors (government, industry, civil society) on the issue. (max. 1500 words via Brightspace)	Week 4: October 4	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?) (max. 1500 words via Brightspace)	Week 6: October 18	10%
3) First complete draft of essay (3000-4000 words, submitted to me and your peer reviewers via Brightspace)	Week 10: November 15	-2%/day if not completed on time
4) Reviews of two other student's essays (min 500 words plus comments in the margins, shared via Brightspace)	Week 11: November 12	10%
5) Final draft of essays due (3000-5000 words via Brightspace).	Week 13: December 6	30%

Participation: Half of your participation grade will be based on attendance in class. Any more than one absence will 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 occasionally be asked to work in small groups during class time.

Podcast/reading/video responses:

Before each class for 5 of the 12 weeks, each student should submit a short (300-500 words, excluding references) response to that week's podcasts, videos AND readings to the course Brightspace site. This short piece should present your own analysis and insights: a) in response to an issue raised by authors, films and/or podcast guests; b) by relating the readings or podcasts to the topic you are researching for the course; c) by picking a representative quote and critiquing it in reference to the rest of that week's material; and/or d) raising questions for further discussion. I also expect at least some of your responses to include critical analysis of the way environmental issues are framed by authors or podcasts guests drawing on Dryzek's discourse approach by, for example, situating what is said in relation to one or more of his environmental discourses, and by drawing attention to underlying ontological and epistemological assumptions, as well as key metaphors and

rhetorical devices (see the first chapter of the text). The primary purpose for reading responses is to kick-start discussions and to identify issues that need further elaboration.

These responses should meaningfully incorporate references to each of the required readings, podcasts or videos for that week, but don't have to systematically analyze all required resources, nor do they need to touch on the optional resources (though they may). Come prepared to share your response in class, and to contribute to discussions in all classes you attend based on the readings and podcasts scheduled for that week. Students are responsible for submitting a total of 5 responses. Podcast/reading/video responses will not be accepted after the start of class unless supported by suitable documentation (see below under Accommodations during COVID). If students submit more than 5 responses, I will count their top 5 grades.

Presentation:

In the latter half of the term, each student will do a pecha kucha presentation on their research, discussing their main research questions, and work completed to date, including preliminary arguments and conclusions. About half of the presentation should focus on your chosen theoretical approach. Presentation dates will be assigned by the instructor based on the topic students are working on. Presentations will be done in a pecha kucha format (20 slides, 20 seconds each, for a total presentation time of 6 min and 40 seconds (<https://en.wikipedia.org/wiki/PechaKucha>)). Rehearse well especially if this is your first time presenting using this format! There are lots of tips available online (e.g. <https://www.youtube.com/watch?v=vIDV0gCbeXA>). Presenters should use slides (e.g. PowerPoint or Prezi) and post them to the course Brightspace site before the presentation. Grading will be based on both content and style. 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 taken by the article's author(s) relates to your own work. Articles selected should be 10 to 20 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 Brightspace site. After each presentation, there will be up to fifteen minutes available for questions and general discussion on both the presentation and the article.

Policy on Late Assignments:

Podcast/reading/video responses will not be accepted after the beginning of the class that they are due unless you can provide suitable documentation (see below under Accommodations during COVID). For research assignments (with the exception of the first essay 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 classmates to complete their work on time. **Lateness penalties for these two assignments are 2%/day off your final course grade.**

VIII Course schedule

Week 1: September 13: Introduction

Required: Podcasts: Ecopolitics series 1, episodes 1 (Introduction) and 2 (James Meadowcroft)

Optional: David Attenborough's film 'A Life on our Planet' (2020) available through Netflix.

Week 2: September 20: Foundational concepts and debates; discourse analysis

Required:

- Dryzek, John. 2013. *The Politics of the Earth*. p.1-72 (Global limits and their denial)
- Podcasts: Ecopolitics series 1, episode 5 (environmental political history in Canada) and Season1, episode 4 (Environmental Racism and Justice in Canada)
- Video: Six miles deep / Six milles à l'horizon (2010) written and directed by Sara Roque; produced by Lea Marin. National Film Board of Canada
https://www.nfb.ca/film/six_miles_deep/

Optional:

- Video: Lester Brown. 2012. Perspectives on Limits to Growth: World on the Edge
<http://www.youtube.com/watch?v=KPfUqEj5mok>
- 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=Dtbn9zBfJSs>

Week 3: September 27: Environmental governance and politics**Required:**

- Dryzek, John. *The Politics of the Earth*. p.73-122 (administrative rationalism and democratic pragmatism,)
- Podcasts: Ecopolitics series 1, episodes 6 (federalism) and 15 (ENGO Voices)
- Winfield, Mark and Douglas Macdonald. 2020. "Federalism and Canadian Climate Change Policy." in *Canadian Federalism: Performance, Effectiveness, and Legitimacy*, Fourth Edition. University of Toronto Press. Ed. Herman Bakvis, Grace Skogstad.

Optional:

- Podcast: Ecopolitics series 2, episode 10 (Dairy cows, climate change and settler colonialism: Insights from Aotearoa/New Zealand)
- Andrée, Peter. 2011. 'Civil society and the politics of GMO failures in Canada: A Neo-Gramscian analysis.' *Environmental Politics* 20(2): 173-191

Week 4: October 4: Economic rationalism and neoliberalism

First Research Assignment due

Presentations begin

Required:

- Dryzek, John. *The Politics of the Earth*. p.123-146 (Economic rationalism)
- Podcasts: Ecopolitics series 1, episodes 11 (Environmental political economy) and 13 (Corporate sustainability)
- Additional readings to be assigned by presenters (consult Brightspace)

Optional:

- Ecopolitics podcast Season 1, episode 14 (corporate social responsibility)
- Ecopolitics podcast Season 3, episode 3 (How do we confront capitalism's excesses? Between revolution and reform)
- Video: Joel Kovel. 2011. The Relevance of Karl Marx in the 21st Century.
<https://www.youtube.com/watch?v=SKuXwIOBeBk>

Week 5: October 11: Global ecopolitics**Required:**

- Dryzek, John. *The Politics of the Earth*. p.147-186 (sustainable development and ecological modernization)
- Video: 1972 UN Conference on the Human Environment
<http://www.youtube.com/watch?v=mJUk70tfELA>

- Podcasts: Ecopolitics series 2, episodes 1, 2 (Intro to Global Ecopolitics parts 1 and 2) and 3 (theory and methods)
- Additional readings to be assigned by presenters (consult Brightspace)

Optional:

- Simpson, Leanne. 2008. Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships. *Wicazo Sa Review* 23 (2): 29-42
- Meadowcroft, James. 'Reaching the limits? Developed country engagement with sustainable development in a challenging conjuncture', *Environment and Planning C*, 31(6) (2013): 988 –1002.
- Banerjee, Subhabrata Bobby. 2003. Who Sustains Whose Development? Sustainable Development and the Reinvention of Nature. *Organization Studies* 24(1):143-180

Week 6: October 18: Indigenous treaty relations and the environment

Second Research Assignment due.

Required:

- Podcasts: Ecopolitics series 1, episodes 8 (Indigenous environmental knowledge) and 10 (treaty relations)
- Videos: 1) Stiegman, Martha. In Defense of our Treaties. National Film Board ` (<https://www.youtube.com/watch?v=AelOZMtcolo>); 2) Stiegman, Martha and Sherry Pictou. We Story the Land. V Tape. (<http://westorytheland.ca/>)
- Additional readings to be assigned by presenters (consult Brightspace)

Optional:

- Podcasts: Ecopolitics season 2, episode 9 (Indigenous environmental rights: the Maya of Belize)

Week 7: October 25: (Reading week: no classes)

Week 8: November 1: International relations of the environment

Required:

- Podcasts: Ecopolitics series 2, episodes 6 (great power politics and the environment) and 7 (multilateral agreements and institutions)
- Additional readings to be assigned by presenters (consult Brightspace)

Optional:

- Ecopolitics Podcast season 3, episode 5 (How can we confront the environmental challenges associated with Canadian mining?)

Week 9: November 8: North-South environmental relations

Required:

- Dryzek, John. *The Politics of the Earth*. p.187-248 (Radicalism)
- Podcast: Ecopolitics series 2, episode 4 (eco-colonialism and environmental justice)
- Additional readings to be assigned by presenters (consult Brightspace)

Optional:

- Ecopolitics podcast season 2, episode 13 (Resources, population, and the global environment: a case study in water)
- Video: Vandana Shiva. 2014. Decolonize the mind. <https://www.youtube.com/watch?v=-rV0soljRQk>
- Video: Gaia Hypothesis - James Lovelock. 2007. <https://www.youtube.com/watch?v=GIFRq2skuDI>

- Video: Arne Naess and the Deep Ecology Movement (short version). 2015.
<https://www.youtube.com/watch?v=GJz2zVW9WHM>

Week 10: November 15: Ecological democracy

First draft of essays due (3000-4000 words) Please note word count on first page.

Required:

- Dryzek, John. The Politics of the Earth. p.249-260 (Encountering the anthropocene)
- Podcast: Ecopolitics series 1, episode 9 (ecofeminism and queer ecologies)
- Additional readings to be assigned by presenters (consult Brightspace)

Week 11: November 22: Revisiting “growth” and “justice” in the Anthropocene

Peer reviews of two other student’s essays due.

Required:

- Podcasts: season 2, episode 8 (Environmental Justice and the Anthropocene) and Season 2, episode 11 (Growth, degrowth, agrowth)
- Additional readings to be assigned by presenters (consult Brightspace)
- Also: Please find and read the Peer Review guidelines for an academic journal of your choice.

Week 12: November 29: Transitioning to a low carbon economy

Required:

- Podcasts: Ecopolitics Season 2, episode 14 (global cities, environmental politics and low carbon transition) and season 3, episode 4 (What does a just transition really entail?)
- Readings to be determined by presenters. Consult Brightspace

Week 13: December 6

Final draft of essays due. (3000-5000 words). Please note word count on first page.

Required:

- Podcasts: Ecopolitics Season 3 episode 1 (What does it mean to be an Eco-citizen?) and Season 3, episode 6 (Is the local a romantic eco-myth?)
- Readings to be determined by presenters. Consult Brightspace

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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>

Requests for Academic Accommodation

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

Pregnancy accommodation: Please contact your instructor 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor 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](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

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 must be provided to students who engage in student activities at the national or international level. Please contact your instructor 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>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: carleton.ca/sexual-violence-support.

Plagiarism

Carleton's [Academic Integrity Policy](#) defines plagiarism as "presenting, whether intentional 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, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- 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 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.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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. The departmental office will not accept assignments submitted in hard copy.

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

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.