PSCI 5810 - S
Approaches to Environmental Politics
Tuesdays and Thursdays, 11:35am-2:25pm
This course will be hybrid (synchronous). To confirm location, consult Carleton Central.
Note: Tuesday classes will be held in person with hybrid options for those outside Ottawa.
Thursday classes will be online via zoom for everyone.

I   **General information**

Instructor: Peter Andrée
In-person Office Hours: Tuesdays, 2:30pm-3:30pm. Loeb D691
Online Office Hours: Thursdays, 3pm to 4pm 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 interconnected and dependent we are with well-functioning natural systems. Growing inequalities between the wealthy and poor, and the fact that class, race and gender can influence whether or not one is 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 are seeing many 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 continue to degrade, and we can expect an increase in the scale and impact of natural disasters. These issues will result in further 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 and impacts 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 field of research, and 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 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 podcasts and 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 classes of material. All students are expected to contribute to class discussion and give a pecha kucha presentation once during the term.

IV   Learning outcomes

By the end of this class, students should be able to:
o   Characterize the field of environmental politics/ecopolitics, including major topics, fields of research, and issues of contention.
o   Critically analyze a variety of environmental political positions using Dryzek's approach to discourse analysis as well as other approaches introduced through course readings.
o   Plan and execute a research project that includes preparing a pecha kucha presentation, a series of short written assignments and a final course essay.
o   Undertake constructive peer reviews of the research, presentations 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 the Carleton Bookstore or can be ordered online. 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. Participation in at least 50% of classes is required to receive a passing grade.

VII **Assignments**

Research assignments:

Assignment	Due date	% of final grade
1) Description of field of research and positing of a 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)	May 15, 11pm	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)	May 22, 11pm	10%
3) First complete draft of essay (3000-4000 words, submitted to me and your peer reviewers via Brightspace)	June 10, 11pm	-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)	June 13, 11:30am	10%
5) Final draft of essays due (3000-5000 words via Brightspace).	June 18, 11pm	30%

Participation: Half of your participation grade will be based on attendance in class. (Please let the instructor know if you will be missing a class. You are allowed to miss one class without penalty.) 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 classes, each student should submit a short (300-500 words, excluding references) response to at least three of the resources (assigned podcasts, videos, or 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 class'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 class, 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 class. 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. If students submit more than 5 responses, I will count the top 5 grades.

Presentation:

At some point during 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 classes 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 date 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 issue 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. For research assignments (with the exception of the first essay draft and peer review), late work will be accepted up to one day late with a 5% penalty/day on that assignment (up to a max 15% penalty). Assignments handed in late may not receive any written feedback from me, but 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**.

Course Policy on Generative AI
Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google's Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. Generative AI can be used as a guide to new topics and bodies of literature. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about, much as one might use Wikipedia. As with Wikipedia, the validity of which also varies, text written by Generative AI tools should not be copied into a student's assignment, or even quoted from directly. Instead, students should find and work from original primary or secondary sources, as appropriate, to inform their papers, and then cite those sources in their list of references cited.

If Generative AI tools are used as aids in the research process for any course assignment, students must include, in an attachment alongside the relevant assignment submission, a word or pdf document that includes a statement about how they used generative AI, along with copies of all texts generated by these tools that informed their research process.

I reserve the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

VIII   **Course schedule**

Class 1: May 7: Introduction
Required: Podcasts: Ecopolitics series 1, episodes 1 (Introduction) and 2 (James Meadowcroft)

Class 2: May 9: Foundational concepts and debates; discourse analysis
Required:
- Dryzek, John. 2013. *The Politics of the Earth.* Part I (Introduction) and Part II (Global Limits and their Denial) p.1-72
- Podcast: 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:
- Ecopolitics series 1, episode 5 (environmental political history in Canada)
- Video: The PRC Forum: Julian Simon. http://www.youtube.com/watch?v=uLQoa_FA_zo

Class 3: May 14: Environmental governance and politics; Introduction to Pecha Kucha format
Required:
- Dryzek, John. *The Politics of the Earth.* Part III p.73-122 (only Administrative Rationalism and Democratic Pragmatism,)
- Podcasts: Season 3, episode 3 (How do we confront capitalism's excesses? Between revolution and reform)
- 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)
- Podcast: Ecopolitics series 1, episode 6 (federalism)

Class 4: May 16: Economic rationalism and neoliberalism

First Research Assignment due
Presentations begin
Required:
- Dryzek, John. *The Politics of the Earth.* p.123-146 (Economic rationalism)
- Podcast: Ecopolitics series 1, episode 14 (corporate social responsibility)
- Additional readings to be assigned by presenters (consult Brightspace)

Optional:
- Ecopolitics podcast Season 1, episodes 11 (Environmental political economy) and Season 1, episode 13 (corporate sustainability in Canada)

Class 5: May 21: Global ecopolitics
Required:
- Dryzek, John. *The Politics of the Earth.* p.147-186 (sustainable development and ecological modernization)
- Podcasts: Ecopolitics series 2, episodes 1, 2 (Intro to Global Ecopolitics parts 1 and 2)
- Video: 1972 UN Conference on the Human Environment http://www.youtube.com/watch?v=mJUk70tfELA
- 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)2: 29-42

Class 6: May 23: Indigenous treaty relations and the environment
Second Research Assignment due.
Required:
- Podcasts: Ecopolitics season 2, episode 8 (Environmental Justice and the Anthropocene) and season 2, episode 9 (Indigenous environmental rights: the Maya of Belize)
- Additional readings to be assigned by presenters (consult Brightspace)

Optional:
- Podcasts: Ecopolitics series 1, episode 8 (Indigenous Environmental Knowledge and Politics) and 10 (treaty relations)
- Videos: 1) Stiegman, Martha. In Defense of our Treaties. National Film Board (https://www.youtube.com/watch?v=AeIOZMtcoIo);
-      2) Stiegman, Martha and Sherry Pictou. We Story the Land. V Tape. (http://westorytheland.ca/)

Class 7: May 28: International relations of the environment
Required:
- Podcasts: Ecopolitics series 2, episodes 6 (great power politics and the environment) and series 2, episode 7 (multilateral agreements and institutions)
- Additional readings to be assigned by presenters (consult Brightspace)

Class 9: May 30: Ecological democracy.
Required:
- Dryzek, John. *The Politics of the Earth.* p.187-248 (Radicalism)
- Podcast: Ecopolitics series 1, episode 9 (ecofeminism and queer ecologies)
- Additional readings to be assigned by presenters (consult Brightspace)

Optional:

- Video: Vandana Shiva. 2014. Decolonize the mind. https://www.youtube.com/watch?v=-rV0soIjRQk
- Video: Arne Naess and the Deep Ecology Movement (short version). 2015. https://www.youtube.com/watch?v=GJz2zVW9WHM

Class 10: June 4: North-South environmental relations
Required:
- Podcast: Ecopolitics series 2, episode 4 (eco-colonialism and environmental justice) and season 3, episode 5 (How can we confront the environmental challenges associated with Canadian mining?)
- 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)

Class 11: June 6: Class cancelled. Peter at a conference. Time to work on your essays!

Class 12: June 11: Politics of the Anthropocene
Draft Essays due.
Required:
- Dryzek, John. The Politics of the Earth. p.249-260 (Encountering the anthropocene) and
- Please find and read the Peer Review guidelines for an academic journal of your choice.
- Additional readings to be assigned by presenters (consult Brightspace)

Class 13: June 13: Eco-citizenship
Peer reviews of two other student's essays due.
Required:
- Podcasts: Ecopolitics Season 3 episode 1 (What does it mean to be an Eco-citizen?)
- Readings to be determined by presenters. Consult Brightspace

Class 14: June 18: Transitioning to a low carbon economy
Final essays due.
Required:
- Podcasts: Ecopolitics Season 3, episode 4 (What does a just transition really entail?) and Ecopolitics Season 2, episode 11 (Growth, Degrowth, Agrowth)
- Readings to be determined by presenters. Consult Brightspace

Appendix

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 to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will 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. For more information, please click here.

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.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's Academic Integrity Policy addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The 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.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question 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.