**POLITICAL SCIENCE 333A1 FALL 2018**

**ECOLOGY AND POLITICS**

**Tues and Thurs. 11:00 – 12:20 Tory Bldg. 1--005**

**Instructor: Professor Laurie Adkin**

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**Office hours Thursday 1:30-3:30 or by appointment**

**“*Knowledge is about the past; Wisdom is about the future.”***

(Cree elder quoted by artist Jane Ash Poitras in a mixed media exhibition

at the Edmonton Art Gallery in 1992.)

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

**Course Description:**Ecology and Politicssurveys multiple ways of understanding global and local ecological crises, along with approaches to resolving these crises. The course begins with an introduction to political ecology as an integrated, multi-scalar theoretical framework for examining socio-environmental problems. The two key approaches utilized by political ecologists are political economy and discourse analysis. John Dryzek’s book, *Politics of the Earth*, provides the backbone of our study of environmental discourses, but this is supplemented by the work of other authors, which brings into play indigenous knowledge, environmental justice movements, and feminist historical analysis of the nexus between capitalism, patriarchy, and science (Merchant’s *The Death of Nature*). Environmental discourses address such questions as: Is there an “environmental crisis? If so, what are the causes? What are the solutions? We ask: What social, economic, and political interests underpin these discourses, and what are the implications of their interpretations and prescriptions for socio-ecological futures? If their explanations conflict, how do we choose among them? On the basis of “scientific evidence”? Principles of ecology? Faith in the market and in human ingenuity? Commitments to social justice? What is the meaning of “sustainable development”? Who is responsible to do what?

**Prerequisites for Pol. S. 333:***The prerequisite for this course is one of Pol S 230, 240, 235, or consent of instructor. This course is not designed for 1st and 2nd year students*.An introductory-level background in political theory and political economy is necessary to comprehend the material in this course.  Comparable prerequisites from other faculties (e.g., the ENCS programme in ALES) will be considered. If you have not already done so, please email the instructor details of the courses you have taken that may serve as prerequisites for Pol. S. 333, *including their titles and course numbers*, or send a copy of your courses/grades transcript. At the request of the instructor, the Department may cancel your registration if you do not have the required course prerequisites.

**Course Goals:**

* to enhance students’ awareness and understanding of a range of environmental problems and the different (sometimes conflicting) responses to these problems
* to develop students’ abilities to evaluate political discourses by learning to identify their epistemological and ontological assumptions, and to investigate the interests and agency behind discursive strategies
* to introduce an intersectional way of thinking about the impacts of social and ecological change--as well as policy responses--on differently situated subjects
* to familiarize students with the political economy and actor-centered (discourse analysis) approaches used by political ecologists, and to give students opportunities to use these in evaluating course material and in researching subjects of particular interest to them
* to develop analytical, writing, and research skills

**Class format:**The course combines lectures with films, class discussion, group work, class exercizes, and, sometimes, student presentations. An e-class website provides an additional venue for interaction, as well as access to required and supplementary materials.

**Required texts (available in the Campus Bookstore, SUB)**

John S. Dryzek, *The Politics of the Earth (Environmental Discourses)*. 3rd ed. Oxford, UK: Oxford University Press, 2013.

John S. Dryzek, Richard B. Norgaard, and David Schlosberg, *Climate-Challenged Society*. Oxford, UK: Oxford University Press, 2013.

Carolyn Merchant*, The Death of Nature: Women, Ecology, and the Scientific Revolution*. San Francisco: Harper & Row Pubs.,1980.

*Recommended* (copies ordered for the Campus Bookstore)

Kate Turabian, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. A *Manual for Writers of Research Papers, Theses, and Dissertations.* Eighth Edition: Chicago Style for Students and Researchers. University of Chicago Press, 2013. [or most recent edition]

**Course Website: e-class**

**REQUIREMENTS AND EVALUATION**

Students should note that in all but exceptional situations,*all* components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4 (3) of the University Calendar.

|  |  |  |  |
| --- | --- | --- | --- |
| **component** | **grade %** | **details** | **Due date** |
| attendance | pass/ fail | To pass this course you must attend a *minimum* of 16 / 25 class sessions. (Attendance will be taken.) | Attendance tallied at the end of term |
| Assignment 1 | 20% | Max. 5-page “reflection” or “methodology” paper. See detailed instructions at the end of the syllabus. | October 4 |
| Assignment 2 | 35% | Max. 10-page analysis (text) of a policy document or media coverage of an environmental issue. See detailed instructions at the end of the syllabus. | November 22 |
| Participation | 10% | Attendance and participation in class discussions and exercizes | Assessed at the end of term |
| End of term take-home exam | 35% | Essay questions with word limit | December 7-17 |

Previous years’ take-home exams are not available, but questions on each topic are available on the course website.

**Recording of Lectures:** Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**Use of electronic devices in class**: Laptop computers may be used for taking or reading notes, for group work, or when making presentations. The use of laptops for note-taking *is not recommended*, both because research shows that this is less useful for you than hand-writing, and because laptops interfere with personal interaction in the classroom and may be distracting to other students. (See links to the research on this on the course website.) Use of laptops for other purposes is not permitted*. Use of i/smart/cell phones and other electronic devices in class is not permitted.*

**Grading Practices:**

* Tests and assignments will be assigned a letter grade. A+ grades will be considered in the final calculation.
* When grading assignments, I use my judgment, based on 25 years of teaching, regarding where a paper falls on the grading scale, and using the criteria that I have provided. (I do not use a grades distribution chart to assign grades.) When calculating final grades, I use a combination of considerations, listed in order of importance: the numerical score resulting from the assignment grades (these are not curved or adjusted to any pre-set formula); evidence of individual improvement and effort over the term (comes into play when a final grade is border-line); the overall performance of the class. The last consideration is more likely to influence grade distribution in a large class than in a seminar class, *if* the mean grade differs *significantly* from the GFC’s mean for a course at that level, *and* *if* there are no apparent justifications for this variation. (Classes do perform differently, overall, depending on the level of preparation and abilities of their constituents, although such variations in class averages are generally smaller the larger the class size.)
* A grading rubric for essay work is provided at the end of this syllabus.
* Note the Department of Political Science policy that: "Grade appeals regarding term work must be initiated before the final exam is written, unless the work is handed back at the final exam."

**Absences, late penalties, and missed assignments or exams:**

* Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.
* It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. Extensions will be granted in the case of illness or personal crisis. *Extensions must be requested* *before* *the due date* for the assignment. In fairness to students who have completed their work on time, there will be a penalty for late papers for which extensions have not been granted. The penalty for late papers will be 0.2 points per day (e.g., a 4.0 paper one day late will receive 3.8; a 2.7 paper two days late will receive 2.3). Papers more than five days late will not be accepted. An extension for an assignment due at the end of the term may result in a grade of incomplete, due to grade submission deadlines.
* Missed assignments: Work not submitted will be assigned a grade of zero.
* Missed exams: Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*. **Deferred Final Examination:** For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](https://cloudfront.ualberta.ca/-/media/arts/student-services/documents/2017-documents/deferred-final-exams-april-2017.pdf)

**Undergraduate Student Grading Scale**

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| --- | --- | --- |
| **Excellent A+ 4.0 (4.3)** | **A 4.0** | **Minimal Pass D 1.0** |
| **A- 3.7** | **Good B+ 3.3** | **Failure F 0.0** |
| **B 3.0** | **B- 2.7** |  |
| **Satisfactory C+ 2.3** | **C 2.0** |  |
| **C- 1.7** | **Poor D+ 1.3** |  |

**Academic Integrity**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca/)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

All students should consult [the Academic Integrity website](https://www.ualberta.ca/current-students/academic-resources/academic-integrity). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](https://www.ualberta.ca/provost/dean-of-students/student-conduct-and-accountability/discipline-process) .

**Student Resources:**

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB): The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the  [Accessibility Resources](https://www.ualberta.ca/current-students/student-accessibility-services) webpage.

The Academic Success Centre: (1-80 SUB): [The Academic Success Centre](https://www.ualberta.ca/current-students/academic-success-centre) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall): The [Centre for Writers](https://www.ualberta.ca/current-students/centre-for-writers/) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](https://www.ualberta.ca/current-students/wellness) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](https://www.ualberta.ca/current-students/ombuds) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

**Learning and working environment:**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment.

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**University of Alberta Sexual Violence Policy**

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover. To read the policy in more detail, please visit: <https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](https://calendar.ualberta.ca/content.php?catoid=20&navoid=4939#Evaluation_Procedures_and_Grading_System) section of the University Calendar.

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

**COURSE GUIDE**

The syllabus provides a guide to the topics we will be covering. You should make every effort to complete your readings before the class in which they will be discussed. Please note that, while I will try to keep us on schedule, there may be some variation in the pace of the course depending on class discussions or unforeseen events. Attend class regularly and check the course website often to keep up with any changes in scheduling. PLEASE CONSULT THE COURSE SCHEDULE ON E-CLASS.

**Sept 4 Introduction** to the course

**Sept 6 Global Political Ecology**

What is political ecology?Lecture and discussion ofHubert Sauper’s documentary film, *Darwin’s Nightmare* (2004/05, 106 mins.)

*What is “Darwinian” about the relationships that Hubert Sauper documents in his film? What does this film tell us about “global political ecology” as a framework for analysing contemporary ecological and social crises?*

[**http://topdocumentaryfilms.com/darwins-nightmare/**](http://topdocumentaryfilms.com/darwins-nightmare/)

or/

[**https://www.youtube.com/watch?v=EDK0o8nzfuo&feature=youtu.be**](https://www.youtube.com/watch?v=EDK0o8nzfuo&feature=youtu.be)(subtitled in Spanish)

See *Darwin's Nightmare* course notes

**Sept 11** **Global Political Ecology** [Lecture and group work]

*In the views of these authors, what is the relationship between globalization and poverty?* *What has “development” meant in social and ecological terms for majorities in the global South? What kind of development do these authors advocate, and what are its implications for the Global North?*

Required readings:

Philip McMichael, “Feeding the World: Agriculture, Development, and Ecology,” in L. Panitch and C. Leys, eds. *Coming to Terms with Nature,* pp. 170-194. [available electronically and from course website]

Vandana Shiva, “Poverty and Globalization.” BBC Reith Lecture 2000; online at <http://news.bbc.co.uk/hi/english/static/events/reith_2000/lecture5.stm>.

John Bellamy Foster and Brett Clark, “Ecological Imperialism” The Curse of Capitalism,” in *Socialist Register* 2004, pp. 186-201.

If you need a primer on the way the concept “development” is used in comparative politics, consult this text by Philip McMichael: *Development and Social Change: A Global Perspective* (Sage Pubs., 2016), ch. 1.

**Sept 13-18** **Introduction to discourse analysis** (lecture)

*What is “discourse analysis” and why do we do it? What are Dryzek’s guidelines for characterizing environmental discourses?*

Required readings:

*Politics of the Earth*, ch. 1: “Making sense of the Earth’s politics: a discourse approach,” pp. 3-22.

Recommended:

Jamie Peck, “Neoliberal hurricane: who framed New Orleans?” in *Coming to Terms with Nature,* pp. 102-129. E-book: <https://socialistregister-com.login.ezproxy.library.ualberta.ca/index.php/srv/issue/view/444>

**Discourse Analysis**

Discourse analysis is used to understand the ways in which actors try to frame what is at stake in a conflict. What are their assumptions about human nature? About a good society? About the appropriate role of the state vis-à-vis the market? How do they try to establish the superiority of their knowledge of the issue? We uncover these assumptions in the language they use, and sometimes in imagery (as in advertising, logos, banners, the staging of events, etc.). How do they marginalize—or exclude altogether—competing claims or alternatives to their preferred interpretations and solutions? Whoever succeeds in establishing the “dominant” interpretation of a conflict/event has greater chances of determining the possible outcomes.  For example, a conflict about clear-cut logging may be constructed, discursively, so as to pit loggers and their dependants against environmentalists (a “jobs versus the environment” trade-off). Or, it might be constructed as a conflict between economic drives for profit maximization and excessive consumption, on one hand, and a local community that wants to ensure sustainable livelihoods, on the other hand. Discourse analysis typically focuses on actors: how do they make sense of, or try to “fix” the meaning of, any issue or question?  What strategies do they use? In *Politics of the Earth*, John Dryzek provides a framework for identifying and differentiating among environmental discourses.

**September 20 The Discourse of Global Limits to Growth** (lecture/discussion)

*From the “survivalists” of the 1970s to scientific interventions in the 21st century*

What Dryzek labels “survivalism” is one (early) variant of the belief that there are “limits to growth” in terms of both human population growth and human use of the earth’s resources. Ecologists generally believe that surpassing the earth’s ecosystems’ capacities to reproduce themselves will have unpredictable and uncontrollable consequences for humans and other species. While humans may not cease to exist as a species, they will be radically affected by “overshoot”--some populations more negatively than others, depending upon their location and access to resources. Other concepts/metaphors used in environmental discourse to capture the idea of limits to growth include “ecological footprint” and “planetary boundaries”.

Discussion questions:

* *Are there ecological limits to human economic and population growth?*
* *Are the concepts/metaphors of ecological footprint [EF] and planetary boundaries useful representations of the problems linked to human population growth, consumption, pollution, and climate change?*
* *Are the concepts of ecological footprint, carrying capacity, and earth overshoot useful? Influential?*
* *According to these authors, what must be done, and by whom, to prevent ecological collapse?*
* *How do you think these concepts have influenced political discourse and policies?*

Required readings:

*Politics of the Earth*, ch. 2: “Looming tragedy: Limits, boundaries, survival.”

M. Wackernagel and William Rees, *Our Ecological Footprint: Reducing Human Impact on the Earth* (New Society Pubs., 2006), esp. pp. 7-16, 28-30. [book on reserve at Rutherford Library]

OR/ Read the “Frequently asked questions” section on the Global Footprint Network website and browse as needed to understand the concepts: <http://www.footprintnetwork.org/en/index.php/GFN/page/frequently_asked_technical_questions/#ic>.

Arjen Y. Hoekstra, Thomas O. Wiedmann, “Humanity’s unsustainable environmental footprint,” *Science* Vol. 344, Issue 6188 (June 2014): pp. 1114-1117.

DOI: 10.1126/science.1248365

Recommended:

Rockström, J., W. Steffen, K. Noone, Å Persson, F. S. Chapin, et al. 2009. “A safe operating space for humanity.” *Nature* 461: 472-475.

Steffen, Will, Johan Rockström, Katherine Richardson, et al. 2018. “Trajectories of the Earth System in the Anthropocene.” *Proceedings of the National Academy of Sciences of the United States of America* [PNAS] vol. 115, no. 33 (August 14): 8252-8259.

Some studies that use the concepts of EF and planetary boundaries:

1. Hugh Mackenzie, Hans Messinger and Rick Smith. 2008. *Size Matters:* *Canada’s Ecological Footprint, by Income*. Ottawa: Canadian Centre for Policy Alternatives, (June), <http://www.policyalternatives.ca/sites/default/files/uploads/publications/National_Office_Pubs/2008/Size_Matters_Canadas_Ecological_Footprint_By_Income.pdf>
2. Robert Costanza et al. 2017. “Building a sustainable and desirable economy-in-society-in-nature.” Ch. 16 in Stanislav Shmelev, ed., *Green Economy Reader: Lectures in Ecological Economics and Sustainability*, pp. 367-454. Switzerland: Springer International Publishing. University of Alberta library access: <https://link-springer-com.login.ezproxy.library.ualberta.ca/book/10.1007%2F978-3-319-38919-6>
3. Margaux Isman et al. 2018. “Ecological footprint assessment for targeting climate change mitigation in cities: A case study of 15 Canadian cities according to census metropolitan areas,” *Journal of Cleaner Production* vol. 174 (February): 1032-1043. <https://www-sciencedirect-com.login.ezproxy.library.ualberta.ca/science/article/pii/S0959652617324976>

**September 25-27 Promethean Discourse** (lecture/film/discussion)

*What are the key arguments, or claims, of the “Prometheans”? Do you share their faith in the capacity of markets and technologies to dissolve ecological limits to growth? Can you think of some examples of Promethean thinking in contemporary political discourse?*

Required readings:

*Politics of the Earth*, ch. 3. “Growth unlimited: The Promethean response.”

*Nuclear Dynamite* (film dir. by Gary Marcuse, 2000, 52 mins., NFB/Face to Face Media). <https://www.youtube.com/watch?v=TX1Q5w4X7zI> (available on youtube.com in five parts)

Course notes: Nuclear Dynamite.rtf

**October 2-4 Ecofeminist perspectives on limits to growth and Prometheanism** (Group work/lecture/discussion)

*Identify the key arguments here, as well as Merchant’s methodology. What are the implications of her analysis for the contemporary crisis of nature? Does a non-mechanistic, non-patriarchal conception of nature survive anywhere today? Do we need one? In what ways does a gender axis of analysis bring new insights to environmental problems like climate change?*

Required readings:

Carolyn Merchant, Introduction, ch. 1, and ch. 7 in *The Death of Nature: Women, Ecology, and the Scientific Revolution.*  [Read more of the book if you have time.]

Ariel Salleh, “Ecofeminism,” in Clive Spash, ed. *Routledge Handbook of Ecological Economics: Nature and Society*. London: Routledge, 2017): 48-56.

Course notes: [gendered dualisms.docx](http://polsci333.pbworks.com/w/file/46727980/gendered%20dualisms.docx)

Recommended:

Naomi Klein, “Gulf Oil Spill: A Hole in the World,” *The Guardian* June 19, 2010, <http://www.guardian.co.uk/theguardian/2010/jun/19/naomi-klein-gulf-oil-spill>.

Carolyn Merchant, “The Scientific Revolution and *The Death of Nature,”* *Isis* vol. 97 (2006): 513-533. [“a twenty-ﬁve-year retrospective of the book’s contributions to ecofeminism, environmental history, and reassessments of the Scientiﬁc Revolution”]

**October 9-11 Indigenous world views and the crisis of nature** (lecture/film/discussion)

*What are the relationships between colonialism and the crisis of nature? (Note that Vandana Shiva also makes such connections, in the context of India and other former colonies of European powers.) How do indigenous perspectives speak to other environmental discourses, and where are they being heard (or not heard)?*

Required readings

Winona LaDuke, *All Our Relations*, 1-6 and 197-200. Cambridge, MA: South End Press, 1999.  [book on reserve]

Ardith Walkem, “The Land is Dry: Indigenous Peoples, Water, and Environmental Justice,” 303-320. In Karen Bakker, ed. *Eau Canada: The Future of Canada’s Water*. Vancouver: UBC Press, 2007.  E-book: <http://www.deslibris.ca.login.ezproxy.library.ualberta.ca/ID/408598>

Mary Arquette, Maxine Cole, and the Akwesasne Task Force on the Environment, “Restoring our relationships for the future,” 332-350. In *In the Way of Development: Indigenous Peoples, Life Projects, and Globalization.* Eds. Mario Blaser et al. Zed Books, 2004. e-book: <http://eds.b.ebscohost.com.login.ezproxy.library.ualberta.ca/ehost/ebookviewer/ebook/ZTAwMHhuYV9fMTEyMDMwX19BTg2?sid=3fd45313-0a6d-4a24-b737-d7a07246c0f1@sessionmgr103&vid=0&format=EB&lpid=lp_332&rid=0>

Course notes on indigenous knowledge

Film: *One River, Many Relations* (c. 2015), 61 mins. Available through University of Alberta video streaming collection: <https://search-alexanderstreet-com.login.ezproxy.library.ualberta.ca/view/work/bibliographic_entity%7Cvideo_work%7C3383919>

**Oct 16-18 Market fundamentalism and neoclassical economic approaches to ecological crisis** (lecture/discussion)

Required readings

*Politics of the Earth*, ch 6: “Leave it to the Market: Economic Rationalism”

Joseph E. Aldy and Robert N. Stavins, “The Promise and Problems of Pricing Carbon: Theory and Experience,” *Journal of Environment and Development* vol. 21, no. 2 (2012), pp. 152-180.

Market-based approaches to the regulation of greenhouse gas emissions

A continuum of positions exists with regard to letting the market regulate human use of the environment. Some economists and politicians believe, like Anderson and Leal, that commodifying everything is the answer. Others support “market-based” approaches to environmental policy because they think it is the only politically feasible way of improving environmental performance. It is, of course, possible to support a mix of state and market forms of regulation, e.g., government monitoring and enforcement of environmental laws combined with market incentives for investors and consumers. Policy approaches to the problem of greenhouse gas emissions reduction allow us to examine market-based and alternative (collective, political, institutional) approaches to the environmental regulation of capitalist economies.

Recommended

Dryzek et al., *Climate-Challenged Society*, ch. 3: “The costs of inaction and the limits of economics.”

Michele Betsill and Matthew J. Hoffmann, “The contours of `cap and trade’: The evolution of emissions trading systems for greenhouse gases,” *Review of Policy Research* vol. 28, no. 1 (2011), pp. 83-106.

Terry L. Anderson, and Donald R. Leal, *Free Market Environmentalism*, revised ed. (London: Palgrave, 2001), 9-26. [e-book available]

<http://books.google.ca/books?id=roxpZ6wZQsEC&pg=PA9&source=gbs_toc_r&cad=3#v=onepage&q&f=false>

**October 23-25 Implications of limits to growth for neoclassical economics: ecological economics** (lecture/discussion)

*What does the scientific evidence that the reproductive and absorptive capacities of ecosystems are not limitless, and that exceeding the limits may be catastrophic for life on the planet as it has existed for thousands of years, mean for neoclassical economic theory?*

Required readings:

Herman Daly, "Economics in a full world," *Scientific American* September 2005, pp. 100-107.

OR/ Herman Daly, *Beyond Growth: The Economics of Sustainable Development* (1997), chs. 10, 11. [book on reserve at Rutherford Library]

Recommended:

Robert Costanza et al. 2017. “Building a sustainable and desirable economy-in-society-in-nature.” Ch. 16 in Stanislav Shmelev, ed., *Green Economy Reader: Lectures in Ecological Economics and Sustainability*, pp. 367-454. Switzerland: Springer International Publishing. University of Alberta library access: <https://link-springer-com.login.ezproxy.library.ualberta.ca/book/10.1007%2F978-3-319-38919-6>

Jeroen C. J. M. van den Bergh. 2001. “Ecological economics: themes, approaches, and differences with environmental economics.” *Regional Environmental Change* no. 2, pp. 13-23.

**October 30 Payment for Ecosystem Services: Questioning the Commodification of Nature** (group work)

*Why do some actors see the commodification of “ecosystem services” as being problematic or objectionable?*

Required readings:

Kathleen McAfee, "The Contradictory Logic of Global Ecosystem Services Markets,” *Development and Change* vol. 43 issue no. 1 (January 2012): 105-131.

Rosemary-Claire Collard and Jessica Dempsey, “Life for sale? The politics of lively commodities,” *Environment and Planning A* vol. 45 (2013): 2682-2699.

Recommended:

Clive L. Spash and Iulie Aslaksen, “Re-establishing an ecological discourse in the policy debate over how to value ecosystems and biodiversity,” SRE Discussion Paper, Vienna University of Economics and Business (June 2014), [30 pp.]

**Nov 1** **Questioning assumptions about human nature and market values** (group work)

*Is further commodification of nature the way to resolve environmental crises? Is a (state-based) regulatory approach necessary? What are the appropriate roles for markets, states, and citizens in dealing with problems such as pollution, climate change, or water scarcity? Is selling “permits to pollute” ethical? If not, is it necessary? Why?*

Required Readings:

Shane Gunster, “Self-Interest, Sacrifice, and Climate Change: (Re-)Framing the British Columbia Carbon Tax,” in Michael Maniates and John M. Meyer, eds., *The Environmental Politics of Sacrifice* (MIT Press, 2010): 187-216. (for other chapters, e-book: <https://ebookcentral.proquest.com/lib/ualberta/detail.action?docID=3339146>

Robert Goodin, “Selling Environmental Indulgences,” *Kyklos* 47 (1994), 573-96.

**Nov 6 The implications of limits to growth and climate change for global ethics and responsibilities: the concepts of ecological debt and climate justice** (group work)

*What is Just? Which approach to allocating responsibility for climate change would you take, and why?*

Required readings:

South-South Summit on Climate Justice and Finance, “Cancun Declaration,” 12 January 2011, <http://cadtm.org/Cancun-Declaration>.

Dryzek et al., *Climate-Challenged Society,* chapter 5, pp. 75-92.

**Nov 8 Environmental Racism/Environmental Justice** (film/discussion)

*Discussion questions:* *Where do the terms “environmental racism” and “environmental justice” come from and what do they mean? How are they being used or rearticulated in different contexts? Are they effective, politically? Do we hear these terms in Canadian political discourse? Why or why not?*

Required:

Robert D. Bullard, “Environmental Justice in the 21st Century.” (c. 21 pp.) Access online at [www.ejrc.cau.edu/ejinthe21century.htm](http://www.ejrc.cau.edu/ejinthe21century.htm).

film: *Shelter in Place* (2009) 48 mins [also available through library: <http://fod.infobase.com.login.ezproxy.library.ualberta.ca/p_ViewVideo.aspx?xtid=42253>]

Recommended: *Politics of the Earth,* ch. 10.

**November 13, 15: NO CLASSES: READING WEEK**

**November 20 Environmental racism, cont’d.**

Film: Downstream [depending on availability]

**Thurs Nov 22-Mon 27 Anthropocene, or Capitalocene? (November 22:** **Bring examples of greenwashing)**

Required reading:

Heather Rogers, “Garbage capitalism’s green commerce,” in Leo Panitch and Colin Leys, eds., *Coming to Terms with Nature* (2006)*,* pp. 231-253. [Bring examples of “greenwashing” to class.]

Andreas Malm, “Who lit this fire? Approaching the history of the fossil economy,” *Critical Historical Studies* (Fall 2016): 215-248. [discussion]

Recommended:

Elmar Altvater, “The social and natural environment of fossil capitalism,” in *The Socialist Register 2007* vol. 43: *Coming to Terms with Nature.* Colin Leys and Leo Panitch, eds. Merlin Press, UK., 2006.

**Thurs Nov 29 – Thurs Dec 6 Democratization as a condition of ecological change**

(lecture/discussion)

*What are the obstacles to effective action on climate change and other socio-ecological crises? How can they be overcome? What roles should governments and citizens play?*

Required readings:

*Politics of the Earth*, ch. 11: “Ecological Democracy”

Peruse: Edmonton Citizens Panel on Energy Transition and Climate Change, <https://www.edmonton.ca/city_government/city_vision_and_strategic_plan/citizens-panel-energy-climate.aspx>

Laurie Adkin, “Crossroads in Alberta: climate capitalism or ecological democracy?” in *Socialist Studies Journal* vol. 12, no. 1 (Spring 2017): 1-30, <https://www.socialiststudies.com/index.php/sss/article/view/27191/20045>.

Recommended:

Mario Candeias, Green Transformation: Competing Strategic Projects. Occasional paper published by the Rosa Luxemburg Foundation, Berlin, Germany, April 2013, <http://www.rosalux-nyc.org/wp-content/files_mf/analysis_green_transformation.pdf> (English Translation).

Laurie E. Adkin, “Democracy from the Trenches,” in L. E. Adkin, ed., *Environmental Conflict and Democracy in Canada* (Vancouver: UBC Press, 2009), pp. 1-15.

**Take-home exam will be posted on the last day of classes**

**ASSIGNMENT ONE**

You have a choice between two types of exercise here. You may write *either* a “reflection” paper (exercize #1) *or* a methodological paper (exercize #2). Both call for analytical thinking in relation to one or more environmental problems. The word limit for this assignment is 5 double-spaced pages, 12-point font (plus references)).

1. **Reflection Paper**

In the first four weeks of this course, a number of concepts are introduced that may be new, or that may be unfamiliar to you, used in a socio-political context. These include: ecosystems, metabolic rift, ecological imperialism, limits to growth, ecological footprint, carrying capacity, planetary boundaries, ecological debt, climate justice, and steady-state economies. Reflect on how these concepts have influenced your thinking about the nature of environmental problems. Has any of these concepts called into question knowledge that was presented to you in other contexts (e.g., knowledge gained from media, other courses, work training, family upbringing, or a cultural or religious community to which you belong)? Has any of these concepts caused you to think about an environmental problem in a new way? Or, have you considered and rejected the validity of any of these concepts? *Using examples*, explain how your past understanding of particular problems has changed as a result of your encounter with these concepts. Alternatively, identify the concepts that you find problematic or invalid, *and explain why.*

* You may focus on two or more of these concepts; you do not have to discuss *all* of them.
* You may discuss both concepts that you feel have shifted something in your thinking, and concepts that you reject.

1. **Methodology paper**

This exercize calls on you to review what you have learned about two “pillars” of political-ecological theory: political economic-analysis and discourse analysis, and then to think about how you would use both methods to develop an explanation for a particular environmental problem. Choose a problem and outline how you would employ *both* a political-economic analysis *and* a discourse analysis to try to explain the origins of this problem and the roles of the actors that are central to its development (or its outcome). This assignment does not call for a full-fledged analysis of the problem drawing upon extensive research. However, it does require that you think about the relevant actors, material and other interests, and other factors that may need to be investigated, to come up with a reasonably comprehensive account of the conflict.

* Your case study could be anything from a motion before Edmonton City Council to ban pesticide spraying or protect farmland from urban sprawl, to the battle over approval of the Northern Gateway Pipeline, the official response to Hurricane Katrina or the Deep Horizon oil rig disaster, or the outcome of the Copenhagen or Paris CoPs. (These are just examples, taken from different “scales.”)
* You will need to begin your paper with a description of the case study (the problem), and then set out your methodology.
* See the “model methodology paper” on e-class.

**ASSIGNMENT TWO**

The aim of this assignment is to see how effectively you can use and integrate the various approaches to understanding environment problems that we surveyed in weeks 3 to 5 of the course: *limits to growth (the science and economics of), Prometheanism, eco-feminism, indigenous knowledge, and environmental justice*. You can do this in one of two ways, either by analyzing a substantial policy document, or by reviewing the media coverage of a particular issue. These two options are set out in more detail below. For this assignment, you should cite *at least five scholarly publications* in addition to your core text (topic 1) or your media sources (topic 2). Word limit: 10 double-spaced pages (for text), plus references, 12-point font.

1. Think about an **environmental policy issue** that interests you, e.g., land use regulation, wilderness protection, climate change action, sustainable food production. Are you interested in policy at the municipal level? In a provincial or other sub-national jurisdiction? At a national level? Or perhaps a policy developed by an international non-governmental organization or an international body like the United Nations or the World Trade Organization? Once you’ve made these decisions, identify a substantial policy document that can constitute the centrepiece of your analysis. Here are some examples of documents that you could analyze:

* The final text of the Paris CoP21, December 2015: <https://unfccc.int/resource/docs/2015/cop21/eng/l09r01.pdf>
* The report of the Climate Change Leadership Panel to the Minister of Environment and Parks, Government of Alberta, October 2015: [Climate Leadership Report to Minister](http://www.alberta.ca/documents/climate/climate-leadership-report-to-minister.pdf)
* The [[https://landuse.alberta.ca/_layouts/IMAGES/icpdf.gif](https://landuse.alberta.ca/LandUse%20Documents/Lower%20Athabasca%20Regional%20Plan%202012-2022%20Approved%202012-08.pdf)Lower Athabasca Regional Plan](https://landuse.alberta.ca/LandUse%20Documents/Lower%20Athabasca%20Regional%20Plan%202012-2022%20Approved%202012-08.pdf) (2012), approved by the PC Government of Alberta in August 2012
* Pan-Canadian Framework on Clean Growth and Climate Change (2016): <https://www.canada.ca/content/dam/themes/environment/documents/weather1/20170125-en.pdf>
* Report and recommendations of the Joint Review Panel on the Enbridge Northern Gateway pipeline application (2013): <file:///C:/research/climate%20change%20policy%20Canada/A56136-3%20NEB%20-%20Report%20-%20Northern%20Gateway%20-%20Volume%201%20Connections%20-%20OH-004-2011.pdf>
* Report and recommendations of the National Energy Board of Canada on the Trans Mountain Expansion Project (Kinder Morgan ULC pipeline expansion application) (May 2016): <file:///C:/research/climate%20change%20policy%20Canada/A77045-1%20NEB%20-%20Report%20-%20Trans%20Mountain%20-%20%20Expansion%20Project%20-%20OH-001-2014.pdf>

What should your analysis include? Identify the key ontological and epistemological assumptions that underpin the way the questions or issues are framed by the document’s authors. (Go back to chapter 1 of *Politics of the Earth*, if needed, for a review of these assumptions.) Draw on our survey of discourses (listed above) to discuss the implications of these assumptions. How do they shape what the authors view as being important? What kinds of knowledge are privileged? What might an ecofeminist theorist have to say about the assumptions made by the authors about human-nature relationships, their representation of public interest, the goals they prioritize, the implications of the recommendations for the gendered division of labour, and so on? Ask similar questions from the standpoints of the indigenous, limits to growth, and environmental justice approaches. You could also identify what possible solutions or approaches to the problem were not considered by these decision-makers, and offer an explanation for what was considered a “thinkable” or “feasible” solution as well as what was precluded from consideration.

Supplement your reading of the text by drawing upon other, published analyses that contextualize its contents. You may find critiques, for example, written by academics (political ecologists, feminist economists, indigenous studies scholars), representatives of First Nations, conservation biologists, members of racialized communities, or others.

1. Choose an environmental issue that interests you and examine the ways in which it has been presented by various media outlets. These are some questions to ask about the **media coverage,** but this is not an exhaustive list. What are the dominant “framings” of the meaning of the issue (the cause, the stakes, the solutions)? Which interpretations tend to be privileged, and which marginalized, or excluded altogether? Were the news outlets you surveyed consistently choosing to interview, or quote, some actors/sources (e.g., government spokespersons, politicians, business leaders) while omitting or downplaying the perspectives of other actors? What is conveyed to the public about who the authoritative knowers, or experts are, and how are these messages conveyed? How do stories about this issue indicate what roles governments, citizens, corporations, scientists, or other actors are expected to play in resolving the problem or conflict? What assumptions are made about “natural” relationships (e.g., gender roles, the right of the settler state to decide on the uses of aboriginal traditional territories, the human-nature relationship, *homo economicus*, etc.)? Provide quotations from your media sources to support your interpretations of their coverage of the issue.

Be sure to analyze enough media reports and enough media sources to be able to make reasonably representative claims about such things as “dominant” framings or excluded perspectives. Also, be careful to define your criteria. Is a particular framing of the issue “dominant” because it is widely repeated by major news outlets with mass readerships/audiences? (Have you chosen a representative sample of “major news outlets”?) (The nature of the media sources is also part of the analysis. For example, daily news outlets with a large, national readership or audience (like the *Globe and Mail* or CTV prime time news broadcast) could be described as “mainstream” media, whereas a source like rabble.ca or <https://thetyee.ca/> gives voice to social movement actors and critical/left perspectives, and reaches a smaller audience. Social media typically provide platforms for the left and right poles of the ideological spectrum.)

As with topic (1), above, draw on scholarly analyses of the issue you have chosen, as these will provide more information (including political-economic context, interests, actors) that will enrich your analysis of the media coverage.

**GENERAL GUIDELINES FOR READING, CLASS PARTICIPATION,**

**AND ASSIGNMENTS**

**Reading:**

The syllabus poses questions regarding the readings. Use these questions to look for important points as you read. Also take into account the general questions listed below. Take notes. Have your readings done by the beginning of the section in which there will be lectures and class discussion about them.

 Each approach makes certain assumptions about human nature, the “natural” dynamics of human societies, and the possibilities for organizing the relationships among humans and between humans and nature. In each case, try to identify what these assumptions are. Also, for each approach, ask yourself the following questions: What are the key arguments of this author? How does s/he understand the causes of the environmental crisis? Given this interpretation, what solutions are implied? What needs to be changed, and how, in order to create an ecologically sustainable human existence? What struggles will this entail? Which social or political actors might take the lead in these struggles? How important is the goal of reducing inequalities and poverty within human societies for this approach? How are economic and social relationships related to (part of the explanation for) environmental problems?

As new perspectives are introduced, try to relate these to one another. For example, on what grounds do eco-socialists criticize the market liberalism approach? What might eco-feminism have to say about Prometheanism? What does the environmental justice approach take into account that may have been missing from other approaches?

**Participation:**

* Arrive on time and do not leave before the class period ends. Do not start packing up your things before the class is over, as this is distracting for others. Do not use electronic devices in class unless it is a laptop, and for the purposes of class work.
* In class discussion, demonstrate a knowledge of the readings, keep on subject, raise good questions, and interact with others. You are addressing not only the professor, but also other class participants. Listen to others respectfully and try to respond to their points.

**GENERAL WRITING GUIDELINES**

**You must use an accepted essay-writing manual for the social sciences.** The Chicago Manual of Style (CMS) is preferred, but APA is also acceptable. The CMS may be accessed online (<http://www.chicagomanualofstyle.org/home.html>), or, you may purchase a style manual. The Turabian et al. manual (see below) provides general guidelines for writing essays, in addition to the style formats for bibliographies, endnotes, and so on. Copies have been ordered for the Campus Bookstore. **Provide the complete reference for the style manual used on the title page of your essay.** (Do not include the manual reference in your bibliography or list of references.) Failure to use a style manual or to proofread your essay for grammatical errors, as well as inadequate research, will negatively affect your grade. Note that the Arts Faculty requires instructors to “take into consideration the quality of expression [in] assessing the written work of students and to refuse to accept work that is markedly deficient in the mechanics of composition.”

Endnote, footnote, or referencing styles are all acceptable, but you must choose and use only ONE. (References are preferred.)

Your essay should be type-written and double-spaced, with font no smaller than this (12 pt). The pages should have one-inch margins. Make sure your pages are numbered.

You may use internet publications, but these should be correctly cited (so that sources may be relocated by other researchers). You should also provide the date on which you accessed the publication online. For detailed instructions on citing electronic sources, consult your style manual.

**Printed copies of the essays are to be handed in at the beginning of class on the due date.**

**Documentation and Writing**

* There are good reasons for using correct, standard styles for punctuation and documentation in your essay; these include clarity and accuracy in identifying the sources of any factual statements or claims you make, and ready comprehension of your writing by the readers. A major problem area is the use of quotations; consult a style guide for the correct practices. Whether you use a referencing style, footnotes, or endnotes, learn an accepted documentation style and use it consistently. The same rule applies for your bibliography or list of references.
* Many common practices such as paraphrasing, or failing to clearly identify the source of arguments used in an essay, border on plagiarism and should be avoided. *If you have any doubts concerning the correct way to use or to credit sources, the correct use of footnotes, and so on, please consult your writer's manual. If you still have questions, talk to your instructor.* The penalties for submitting plagiarized work are detailed in the Faculty of Arts statement appended to your course syllabus.
* It is perfectly acceptable to write in the first person.

When using references in your paper, make sure that it is evident to your reader why you are citing a particular source at the end of a sentence. To do this, identify the source of your data or of the argument or interpretation *in the sentence itself.* Here’s an example.

Do not write:

The February 2010 White Paper revealed a significant shift in government policy toward the regulation of gold mining (Smith 2006, 12).

[This sentence implies that this is *your* opinion, based on *your* reading of the document, and so it is confusing to the reader to see *another author* cited at the end of the sentence. If, in fact, you are reporting *someone else’s* interpretation of the meaning of the document, state this clearly.]

Write:

In the view of Margaret Smith (2006, 12), an environmental lawyer at CELA, the February 2010 White Paper revealed a significant shift in government policy toward the regulation of gold mining.

[In this example, you see that the reader is also given some information about the expertise or background of the person whose interpretation you are reporting; this helps the reader to assess the significance of the opinion. Always introduce your sources in this way when you first refer to them. We generally state the full name of the source, too, the first time we cite that source, but not subsequently.]

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| --- | --- | --- |
|  | **Criterion for Evaluation** | Grade |
|  | Writing |  |
|  | * essay had a coherent structure, with an introduction of the question, development of argument, and analytical conclusions * stylistically, the essay exhibited clarity of meaning, concision, correct use of vocabulary, and was interesting to read * writing was grammatically correct (including use of acceptable sentence structure, i.e., no sentence fragments, run-on sentences, misuse or lack of commas, semi-colons, colons, etc.) * essay was carefully proofread for spelling, typing, and other errors * the author avoided repetition of points, vague statements, unnecessary verbiage * quotations were used correctly; their sources were introduced and identified in the text * **An A paper presents its case with exceptional lucidity.** | |
|  | Argumentation/Analytical ability |  |
|  | * the analytical question was clearly stated and its relevance explained; theoretical issues or debates are identified * the argument was clearly and strongly developed throughout the paper, so that it was clear how each point related to the central question(s) of the essay * attention was paid to the consistency of the argument * theories or research related to this subject were acknowledged and, where appropriate, explained * a clear grasp of the relevant concepts was demonstrated * definition of terms, acronyms, or concepts was provided where needed * adequate empirical evidence was presented to support claims or arguments * alternative explanations were considered for the phenomenon under investigation * conclusions brought together the arguments and evidence to answer the question or questions set out in the introduction * **An A paper has elements of originality and exceptional grasp of theoretical concepts.** | |
|  | Research |  |
|  | * the citations show that a serious effort was made to find good sources for this topic, including a search of periodical databases, books, sources of documents, and any other sources necessary to inform the analysis * at least 10 peer-reviewed sources have been cited * empirical claims were well-supported by documentation of evidence * the author has not relied too heavily on only one or two sources for argumentation or data * **An A paper has identified the key authors in a subject area, demonstrates awareness of competing perspectives or hypotheses, and provides sufficient evidence to make a persuasive argument**. If the topic is very current, or information about it is hard to find, an A paper will identify these problems, explain its methodology, and show that every effort has been made to unearth relevant sources. | |
|  | Documentation |  |
|  | * correct use of in-text (author date) references or other documentation style, including for any endnotes, footnotes, and the list of references or bibliography * all references were complete (identifying author, publisher, place, and date of publication as well as title and other information necessary for another reader to relocated the source) * the complete reference for the style manual used was provided on the cover page of the essay * uses of other authors’ concepts, arguments, or words were acknowledged and correctly attributed * **An A paper correctly attributes and fully references all of its sources of information using an accepted documentation style for the social sciences.** | |

**Excerpts from the *Code of Student Behaviour***

(updated effective APRIL 2008)

|  |  |
| --- | --- |
| **30.3.2(1) Plagiarism**  No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.  **30.3.2(2) Cheating**  **30.3.2(2) a**  No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.  **30.3.2(2) b**  No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6 (4).  **30.3.2(2) c** No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.  **30.3.2(2) d**  No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere. | **30.3.2(2) e**  No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.    **30.3.6(4)  Misrepresentation of Facts**  No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.  **30.3.6(5)  Participation in an Offence**  No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.    **The Truth In Education (T\*I\*E) project** is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behavior. There are helpful tips for Instructors and Students.  Please take the time to visit the website at: <http://www.ualberta.ca/tie> |