POLITICAL SCIENCE 333A1 FALL 2016
ECOLOGY AND POLITICS

Tues and Thurs. 11:00 – 12:20, Tory 1--5
Instructor: L. Adkin, Assoc. Professor
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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.)

Course Description: This 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 are political economy and discourse analysis. The Dryzek book, Politics of the
Earth, provides a set of categories of environmental discourse, including: “limits to growth,”
“Prometheanism” (or the denial of limits to growth in liberal economic thought and the rejection of
the precautionary principle in scientific-technocratic discourse), and; “sustainable development.” To
these I add more focused considerations of ecocentrism, indigenous knowledge, and
environmental justice, as well as a 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?

Course Goals:
• to develop students’ abilities to evaluate critically the discourses that interpret the meaning
  of ecological problems. It introduces the political economy and actor-centered (discourse
  analysis) approaches used by political ecologists, and gives students opportunities to use
these in evaluating course material and in researching subjects of particular interest to them.
• to introduce students to research on ecological development alternatives and give them an
  opportunity to apply these to a specific problem or question.
• to develop analytical, writing, and research skills.

Prerequisites for Pol. S. 333: The prerequisite for this course is one of Pol S 230, 240, 235, or
consent of instructor. At the request of the instructor, the Department may cancel your registration
if you do not have the required course prerequisites. An introductory-level background in political
theory and political economy is necessary to comprehend the material in this course. This course is
not designed for 1st and 2nd year students. 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.

**Class format:** The course combines lectures with films, class discussion, and presentations. A website provides an additional venue for interaction, as well as access to required and supplementary materials.

**Use of electronic devices in class** Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material 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 instructor. 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. (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*.

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

**Recommended**

**Course Website:** [http://polsci333.pbworks.com/](http://polsci333.pbworks.com/)
To access the website, type in your University of Alberta email address and a password. The website contains recommended readings and other resources intended to enrich your learning in this course and to help you to investigate research topics. We will also use the website to share the work of class working groups. The website is continually updated by the instructor, so you should check it frequently during the term. In addition to new resources, posted to topics and country pages, announcements concerning the course will be posted on the front page. Notice of upcoming talks, conferences, films, or other events of interest to political science students will be posted on the Events page. If you have notices that you would like to share with the class, please email them to the instructor.
REQUIREMENTS AND EVALUATION

- Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc? No.
- Service Learning component: N/A
- Past or Representative Evaluative Course Material Available through the Exam Registry Students' Union http://www.su.ualberta.ca/services/infolink/exam/: Yes.
- Additional mandatory Instructional fees (approved by Board of Governors): None

Attendance, Absences, and Missed Grade Components: Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. In addition to the assigned readings, students are responsible for all curriculum covered in the lecture periods. 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.

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<tr>
<th>assignment</th>
<th>Grade %</th>
<th>Details</th>
<th>Due date</th>
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<tbody>
<tr>
<td>attendance</td>
<td>pass/fail</td>
<td>To pass this course you must attend a minimum of 16 / 25 class sessions. (Attendance will be taken.)</td>
<td>Attendance tallied at the end of term</td>
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<tr>
<td>Discussion paper</td>
<td>20%</td>
<td>Discussion paper on any course topic that particularly interests you. max 10 pp. See further instructions at the end of the syllabus.</td>
<td>October 27</td>
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<tr>
<td>Policy analysis</td>
<td>30%</td>
<td>Provide an analysis of the Government of Alberta’s climate change plan. Paper max. 5000 words (text) plus references. See detailed instructions at the end of the syllabus.</td>
<td>written papers due Dec 6</td>
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<td>Class presentation of policy work, 20 mins.</td>
<td>Nov 29-Dec 1</td>
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<td>Participation</td>
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<td>Attendance and participation in class discussions and exercises</td>
<td>Assessed at the end of term</td>
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<td>End of term</td>
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<td>Essay questions with word limit</td>
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<td>take-home exam</td>
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Grading: Tests and assignments will be assigned a letter grade. A+ will be represented by 4.3. When grading assignments I use my judgment, based on 26 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.)

Note that the Department of Political Science now has a 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."

**Rules for extensions, late penalties and missing work:** 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 in December. Please note that, beyond certain limits, extensions may only be granted by the Faculty of Arts and under specified, medically documented conditions. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar.

**Undergraduate Student Grading Scale**

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

**Plagiarism & Academic Dishonesty:** 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 http://www.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID_page=37633) 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. An important excerpt from the Code of Student Behaviour is appended at the end of this syllabus. Additional information and resources are available through the U of A’s Truth in Education project: http://www.uofaweb.ualberta.ca/TIE/.

SPECIALIZED SUPPORT & DISABILITY SERVICES:
Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): http://www.uofaweb.ualberta.ca/SSDS/. This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction & Authorization" form.

For help with writing and learning skills, consult the Student Success Centre http://www.studentsuccess.ualberta.ca/ or the Centre for Writers http://c4w.ualberta.ca/.

Feeling Overwhelmed? (In need of student, social, financial or security services?):
The Student Distress Centre is there to listen, offer support, supply information and provide services:
- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www.su.ualberta.ca/sdc
- Chat: http://www.campuscrisischat.com/

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, scheduling of guest speakers, or unforeseen events. We might get ahead of, or behind schedule at some points in the
term. Attend class regularly and check the course website often to keep up with any changes in scheduling.

**Sept 1-6 Critical Political Ecology: Global and Local**

**Sept 1-6 Screening of *Darwin's Nightmare*** (film by Hubert Sauper, 2004, 106 mins.).
See course webpage [Darwin's Nightmare](#).
Course notes: [Darwin's Nightmare notes.doc](#)

**Sept 8 lecture on political ecology and discussion of readings**

**Discussion questions:** *In the views of these authors, what is the relationship between globalization and poverty? What is “Darwinian” about the relationships that Hubert Sauper documents in his film? 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:**


[ecological debt and imperialism overhead.doc (course notes)](#)
[political ecology overhead.docx (course notes)](#)

**Recommended:**
Environment Minister of Paraguay talks about the environmental debt owed to the South, 2009 speech: [Rivas speech on ecological debt 2009.doc](#)

**Sept 13 Environmental Discourses: An Introduction (lecture)**

*What is “discourse analysis” and why do we do it? What are Dryzek’s categories of environmental discourse?*

**Required readings:**
[discourse overheads.doc](#) (course notes)
[notes on discourse theory.doc (course notes)](#)
Recommended:
Jamie Peck, “Neoliberal hurricane: who framed New Orleans?” in *Coming to Terms with Nature*, pp. 102-129. [journal available electronically through the Univ. of Alberta library]

**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? John Dryzek sets out a number of elements of discourse to look for in *Politics of the Earth*.

**Sept 15 Class work on discourse analysis**
For this class, bring one print ad or short text to class, or email an electronic image or video clip to the instructor in advance so it may be uploaded to the course website. The texts/images should contain an environmental dimension or have an environmental significance. We will discuss what the ads or texts aim to communicate to their audiences (and who their audiences are). What messages are conveyed about humans’ relationships to nature or to other species? About the existence or absence of ecological crises?

**Consult the questions on this page:** [Analysis of images and texts exercise]

**Sept 20 Global limits to growth (seminar discussion)**
*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.

Discussion questions:
- Are there ecological limits to human economic and population growth?
- 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?

Required readings:
John Dryzek, ch. 2. "Looming tragedy: Limits, boundaries, survival."
Hugh Mackenzie, Hans Messinger, and Rick Smith, Size Matters: Canada’s Ecological Footprint, by Income. Ottawa: Canadian Centre for Policy Alternatives, June 2008,
Course notes: THE LIMITS TO GROWTH.pptx

Recommended
Tim Flannery, "Bushfires, heatwaves and early deaths: the climate is changing before our eyes," The Guardian 25 August 2015,

Sept 22 Ecological Economics (lecture)

Required reading:
OR/ Herman Daly, Beyond Growth: The Economics of Sustainable Development (1997), chs. 10, 11. [book on reserve at Rutherford Library]
Course notes: Herman Daly’s ecological economics.pptx

Recommended:

The End of Growth?

A pioneer of ecological economics, Herman E. Daly began publishing about ecological limits to growth in the 1970s. Among his other works are Steady-State Economics (1977). and Ecological Economics: Principles and Applications, 2nd ed. (2011). In recent years a new crop of books has appeared proclaiming “the end of growth.” These often focus on the implications of “peak oil,” and call for economic restructuring along lines similar to those advocated by Daly decades ago. See, for example: John Michael Greer, The Wealth of Nature: Economics as if SurvivalMattered (2011); Richard Heinberg, The End of Growth: Adapting to Our New Economic Reality (2011); Jeff Rubin, Why Your World Is about to Get a Whole Lot Smaller (Oil and the End of Globalization) (2009), and; Jeff Rubin, The End of Growth (2011).

Sept 27 Growth Forever: Prometheanism
Nuclear Dynamite (film dir. by Gary Marcuse, 2000, 52 mins., NFB/Face to Face Media). Course notes Nuclear Dynamite.rtf

Sept 29 Prometheanism, cont’d.: Concepts and Discourse (seminar)
Discussion questions: 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? For class discussion: can you think of some examples of Promethean thinking in contemporary political discourse?

Required readings:
John Dryzek, ch. 3. “Growth unlimited: The Promethean response.”
coursenotes: Prometheanism and its Critics.pptx

Oct 4 Prometheanism, Science, Gender: The Death of Nature (lecture and discussion)
Discussion questions: 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, according to Himangana Gupta, does a gender axis of analysis bring new insights to environmental problems like climate change?

Required readings:

Himangana Gupta, "Women and Climate Change: Linking Ground Perspectives to the Global Scenario." Indian Journal of Gender Studies vol. 22 no. 3 (October 2015): 408-420. [website]

Course notes: Ecofeminism.pptx  gendered dualisms.docx

Recommended:
All of the Merchant book.

Oct 6  Our Energy Futures: Peak Oil, peak fossil fuels, and the end of growth (lecture and discussion)

Discussion questions: What do “peak oil” and “peak fossil fuels” mean for global capitalism? Where do Altvater and Buck disagree, and whose arguments do you find more persuasive? Why?

**Peak Oil/Peak Fossil Fuels**

Peak oil is the point in time at which the production of oil by a country (or globally) will reach a maximum (will plateau) and thereafter decline. This peak was reached in the United States in 1971 with regard to conventional crude oil production, and is predicted to occur at the global level between 2005 and 2020. (See United States Department of Energy, “Peaking o’ World Oil Production: Impacts, Mitigation, & Risk Management,” by Robert L. Hirsch, SAIC, Project Leader, Roger Bezdek, MISI, Robert Wendling, MISI. United States Department of Energy, February 2005, as well as this interview with the chief economist of the International Energy Association (IEA), December 2008: http://www.guardian.co.uk/business/2008/dec/15/oil-peak-energy-iea.) The Post Carbon Institute in the United States publishes reports and articles on peak oil. See http://www.energybulletin.net/. In his recent book, Why Your World Is about to Get a Whole Lot Smaller, Jeff Rubin discussed the evidence that we are now “scraping the bottom of the barrel” of global oil reserves in the form of “unconventional” oil (tar sands, deep water, shale). These reserves are, however, substantial, and have pushed back the supply issues that were predicted earlier. The question remains as to the climatic and other environmental effects of extracting and combusting these fossil fuels. It is in this sense that ecologists now refer to “peak fossil fuels.”
Required readings
Daniel Buck, "The ecological question: can capitalism prevail?" in *Coming to Terms with Nature*, pp. 60-71.
Course notes: *capitalism and peak oil.pptx*

Recommended:

Oct 11 Environmental Racism/Justice (lecture and 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 readings:
Dryzek, ch. 10.

Recommended:
Sachs and Santarius, chs. 3 and 4.
film: *Shelter in Place* (48 mins)

Oct 13 Environmental racism in the Canadian context
Films on Canadian cases (to be determined, according to availability).

Oct 18 Indigenous Perspectives on Human-Nature Relations (seminar)
Discussion questions: 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:


Course notes: [course notes on indigenous knowledge.docx](#)

Oct. 20 Group work on policy analysis

Oct 25 Market-based approaches to ecological sustainability and their critics (lecture)

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 economic restructuring. Policy approaches toward the problem of greenhouse gas emissions reduction allow us to examine the broad issues with regard to market-based versus alternative approaches to the environmental regulation of capitalist economies.

Required readings
John Dryzek, ch 6.


Course notes: [Free market environmentalism.pptx](#)


Recommended

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

Michele Betsill and Matthew J. Hoffmann, “The contours of ‘cap and trade’: The evolution of emissions trading systems for greenhouse gases,” *Review of Policy*

Oct 27 Market-based approaches, cont’d. Discussion paper due in class.

Nov 1 Questioning market values (seminar)

Discussion questions: What do you think of the arguments made by the “free market environmentalists” and the more mainstream neoclassical economists? Some the general questions to consider are: 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:

Nov 3 group work (exchange of positions)

Nov 8, 10: NO CLASSES: READING WEEK

Nov 15 Payment for Ecosystem Services: Questioning the Commodification of Nature

Required reading:
Debating Carbon Markets
Arguments about the adequacy of market-based approaches to environmental problems are being played out in current policy debates about the reduction of GHGs. The predominant market-based approach taken by governments so far to reduce greenhouse gas emissions (GHGs) has been to create markets for the buying and selling of emission credits (e.g., the European Union’s Emissions Trading Scheme, the world’s biggest carbon market). There have been many critical analyses of existing emissions-trading schemes (trading in emission allocations, allowances, or permits), including the Clean Development Mechanism and Joint Implementation Mechanism of the Kyoto Protocol. For one assessment of approaches to GHG reduction, read Oliver Tickell, *Kyoto2: How to Manage the Global Greenhouse* (London; New York: Zed Books, 2008). More sources are available on the course website.

Nov 17 Sustainable Development and Ecological Modernization (lecture)

Required readings
Dryzek, chs. 7, 8.
Course notes: notes on SD for website.doc

Recommended:
Dryzek, chs. 4, 5.

Nov 22 Green consumerism and “garbage capitalism” (lecture and discussion)

Required reading:

Nov 24 group work

Nov 29-Dec 1 presentations of policy analyses

December 6
Policy analysis paper due
Take-home exam distributed in class

INSTRUCTIONS FOR DISCUSSION PAPER

This should be a critical review of the readings pertaining to a particular topic or question that we have covered in the course. You may draw upon any required or recommended course readings that you think are relevant to the question you have chosen. Try to identify the authors' theoretical approaches to the problem, and evaluate the contributions and shortcomings of these approaches. Although this assignment falls due before we will have covered all of the environmental discourses, you may read ahead and choose a topic from the latter part of the course if you wish. You have considerable scope, with this assignment, to formulate a question that is related to the course content. For example, you could:

- review the arguments regarding biophysical limits to economic growth, identifying the discursive strategies used by the various authors to decide the question, and the ontological or epistemological grounds upon which you come to your own conclusions.
- review the arguments made by the Marxist theorists (McMichael, Bellamy and Clark, Altwater, Buck, Rogers) that capitalism is fundamentally destructive of nature and not ecologically sustainable. Do you agree?
- examine the implications of Carolyn Merchant's work for the claims of the Prometheans who rely heavily on faith in science and technology to push back limits to economic growth. (You may want to look at some of the additional sources on the ecofeminism page for this topic.)
- ask if the indigenous cultures described by LaDuke, Walkem, the Akwesasne working group, and others can survive and thrive in the context of capitalist development. What are the implications of your answer?
- thinking about the analyses offered by the first set of authors in the course, reflect on the relevance of ecology for political science and the consequences of not attending to social-ecological relationships.
- drawing upon the readings having to do with environmental racism, climate justice, and global political ecology, discuss how the recognition of the social distribution of environmental harms has changed the nature of political conflict in multiple contexts.

ANALYSIS OF THE GOVERNMENT OF ALBERTA’S CLIMATE ACTION PLAN

The NDP government elected in Alberta in May 2015 has taken a series of steps to develop a new climate change action plan. These steps are outlined on the Ministry of Environment and Parks' website [http://aep.alberta.ca/climate-change/default.aspx](http://aep.alberta.ca/climate-change/default.aspx), where the relevant documents may also be found. The Climate Change Advisory Panel appointed by the Minister in August 2015, held brief public consultations and received written submissions before producing its recommendations in late October 2015. The
government adopted most of the Panel’s recommendations and has passed laws to implement a number of measures. Your task is to review carefully the Panel’s report, as well as the policy statements, legislation, and measures that have been adopted in principle or implemented as of September 2015. Core sources for you will be:


Thinking through the arguments for and against market-based approaches to environmental regulation and the alternative perspectives (e.g., ecological economics, environmental justice, indigenous knowledge, the gendered nature of Alberta’s resource-dependent economy) that you have encountered, assess the adequacy of the government’s plan to reduce greenhouse gas emissions. Essentially, you are asking whether—given the nature of Alberta’s economy at this time, its political dynamics, and the policy options and resources available to the government—this is the “best possible” plan. (You may want to add to the list of factors to consider!)

So, you will be asking questions such as:
- Which options for reducing greenhouse gas emissions did the Panel consider? Which did it reject or not consider at all?
- What reductions in GHGs will actually be achieved and within what timeframe? Are these targets ambitious enough? Too ambitious? Which criteria should the government use to set its targets?
- What rationales have been offered by the government for its choices? How valid are the justifications for the choices made?
- Should the government set different targets or use different means to achieve reductions? If so, outline your ideas and explain why these approaches are preferable to those chosen so far by the government. Try to anticipate the counter-arguments you would face from the government, the opposition parties, the economic actors, or other societal interests.

Process: Three class periods have been set aside to enable your group to meet. You may wish to schedule additional meetings, as needed. I recommend that, by early October, all members of your group should have reviewed the Panel report and the government’s plan and made notes, so that when the group meets you can begin to work out common positions. There may be aspects of the plan that you don’t fully
understand, and need to investigate further. There may be strong disagreements with regard to your assessments of the government's plan or your preferred alternatives. Allocate tasks to be completed by your October 20th meeting. Decide how you will write the report so that everyone participates in drafting sections, reviewing, and editing. On November 3rd each group will share a draft of its key points of criticism and its alternative proposals with the other groups. This may cause your group to rethink some of its ideas or positions. At your last meeting, November 24th, you should finalize how you will present your work to the class. I will be available as your "resource person" during the scheduled group meeting times.

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 that I list here (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 Prometheus? What does the environmental justice approach take into account which 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.

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.

A detailed grading scheme is available on the course website.

For help with writing and learning skills, consult the Student Success Centre [http://www.studentsuccess.ualberta.ca/](http://www.studentsuccess.ualberta.ca/) or the Centre for Writers [http://c4w.ualberta.ca/](http://c4w.ualberta.ca/).
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS 
AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

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).

Cheating (Continued)

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. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

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.

More information can be found at: http://www.osja.ualberta.ca/en.aspx
**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR**  
**FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM**

### Procedures for Instructors Regarding Plagiarism, Cheating, Misrepresentation of Facts and Participation in an Offence

The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

#### 30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

### Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

- 30.4.3(2) a.i a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
- 30.4.3(2) a.ii Reduction of a grade in a course
- 30.4.3(2) a.iii a grade of F for a course
- 30.4.3(2) a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
- 30.4.3(3) b Expulsion
- 30.4.3(3) c Suspension

The following sanctions may be used in rare cases:

- 30.4.3(3) e Suspension of a Degree already awarded
- 30.4.3(3) f Rescission of a Degree already awarded

### 30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)c.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

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**PROFESSOR STEVEN PENNEY**  
**CHAIR, CAMPUS LAW REVIEW COMMITTEE**  

**DR STEVEN DEW**  
**PROVOST AND VICE-PRESIDENT (ACADEMIC)**

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and of student disciplinary procedures.

Updated: 27/08/2015