Course Description: Ecology and Politics surveys 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 AES) 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, class exercises, and, sometimes, student presentations. A website provides an additional venue for interaction, as well as access to required and supplementary materials.

Required texts (available in the Campus Bookstore, SUB)

Recommended (copies ordered for the Campus Bookstore)

Course Website: Information about how to access the website will be provided separately.

REQUIREMENTS AND EVALUATION

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<tr>
<th>component</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>Assignment 1</td>
<td>20%</td>
<td>Max. 5-page “reflection” or “methodology” paper. See detailed instructions at the end of the syllabus.</td>
<td>October 5</td>
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<tr>
<td>Assignment 2</td>
<td>35%</td>
<td>Max. 10-page analysis (text) of a policy</td>
<td>November 21</td>
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<tr>
<td>Participation</td>
<td>10%</td>
<td>Attendance and participation in class discussions and exercises</td>
<td>Assessed at the end of term</td>
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<tr>
<td>End of term take-home exam</td>
<td>35%</td>
<td>Essay questions with word limit</td>
<td>December 8-18</td>
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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.

**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. (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.**

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

**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 and late penalties:

- 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.

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<tr>
<th>Undergraduate Student Grading Scale</th>
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<tr>
<td>Excellent A+ 4.0 (4.3)</td>
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<tr>
<td>A- 3.7</td>
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<tr>
<td>B 3.0</td>
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<tr>
<td>Satisfactory C+ 2.3</td>
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<tr>
<td>C- 1.7</td>
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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."
Academic Honesty:
All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the 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.

Learning 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. The department urges anyone who feels that this policy is being violated to:
• Discuss the matter with the person whose behaviour is causing concern; or
• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.
For additional advice or assistance regarding this policy you may contact the Student Ombuds Office: (http://www.ombudservice.ualberta.ca/). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110.

Student Accessibility Services:
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

FEELING OVERWHELMED? (In need of student, social, financial or security services?)

The Student Distress Centre listens, offers support, supplies information and provides services:
• Call: 492-HELP (492-4357)
• Drop in: 030-N in the S.U.B.
• Visit: www.su.ualberta.ca/sdc
• Chat: www.campuscrisischat.com/

LEARNING AND WRITING SUPPORT
Students looking to improve their essay writing or study habits are encouraged to visit the Student Success Centre at 2-300 Students Union Building. The SSC exists to help students maximize their educational experience. The writing resources staff provide workshops and one-
on-one sessions with students, for a small fee. Visit the website at: www.uofaweb.ualberta.ca/academicsupport/writingstaff.cfm

**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.

**UNDERSTANDING ENVIRONMENTAL PROBLEMS**

**Sept 5 Introduction** to the course
Screening of the first part of Hubert Sauper’s documentary film, *Darwin’s Nightmare* (2004, 106 mins.)

**Sept 7 Global Political Ecology cont’d.**
Screening of second part of *Darwin’s Nightmare*
Supplementary reading (course notes on the film): [Darwin’s Nightmare notes.doc](#)

*Class discussion of the film: 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?*

**Sept 12 Global Political Ecology**
Lecture and discussion of readings

**Required readings:**

Course notes: [political ecology](#)
Course notes: [Phillip McMichael](#)

**Discussion questions:** 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?

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

**Sept 14 Introduction to discourse analysis**
*What is “discourse analysis” and why do we do it? What are Dryzek’s guidelines for characterizing environmental discourses?*

**Required readings:**
Course notes:
*Politics of the Earth*, ch. 1: "Making sense of the Earth’s politics: a discourse approach."

**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]

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**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 sets out a number of considerations that are useful in identifying and differentiating among environmental discourses.

September 19  The Discourse of Global Limits to Growth
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.

Required readings:
Politics of the Earth, ch. 2: “Looming tragedy: Limits, boundaries, survival.”
DOI: 10.1126/science.1248365

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

September 21  Science meets Economics: Limits to Growth, cont’d.

Required readings:


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?

**September 23 Ecological economics**

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](Herman Daly's ecological economics.pptx)

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**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 Survival Mattered* (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).

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**Sept 28 Limits to growth and the concepts of ecological debt and climate justice**

What’s Just?” Which approach to allocating responsibility for climate change would you take, and why?
Required readings:
Course notes: ecological debt
South-South Summit on Climate Justice and Finance, “Cancun Declaration," 12
Climate-Challenged Society, chapter 5, pp. 75-92.

Recommended:
Environment Minister of Paraguay talks about the environmental debt owed to the South, 2009
speech: Rivas speech on ecological debt 2009.doc
Steven Lee Myers and Nicholas Kulish, “Growing Clamor about Inequities of Climate
Crisis,” New York Times November 16, 2013,
climate-crisis.html?pagewanted=2&_r=0&smid=tw-share&pageviewed=print.

October 3 Growth Forever: Promethean Discourse

Required readings:
Course notes: Prometheanism and its Critics.pptx

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? Can you think of some examples of Promethean thinking in
contemporary political discourse?

October 5 First assignment due / Prometheanism, cont’d.

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

Recommended: Interactive, documentary film by Brenda Longfellow, Offshore http://offshore-
interactive.com/site/

October 10 Ecofeminist perspectives

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.]
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

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?

Recommended:

October 12 Indigenous world views and the crisis of nature

Required readings


Course notes: course notes on indigenous knowledge.docx

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)?

October 17 Environmental Racism/Environmental Justice

Required readings:

Film: Shelter in Place (48 mins)
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?

Recommended: Politics of the Earth, ch. 10.

October 19 Environmental racism, cont’d.
Films on Canadian cases (to be determined, according to availability).

SOLUTIONS TO ENVIRONMENTAL PROBLEMS

October 24 Administrative Rationalism

Required readings
Politics of the Earth, ch. 4: “Leave it to the Experts: Administrative Rationalism”

October 26 Democratic Pragmatism

Required readings
Politics of the Earth, ch. 5: “Leave it to the People: Democratic Pragmatism”

October 31 Ecological Democracy

Required readings:
Politics of the Earth, ch. 11: “Ecological Democracy”
Recommended:

November 2 Market fundamentalism and liberal economic approaches to environmental regulation (liberal environmentalism)

Required readings
Politics of the Earth, ch 6: “Leave it to the Market: Economic Rationalism”
Course notes: Free market environmentalism.pptx

**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 economic restructuring. Policy approaches to 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.

**Recommended**

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

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


**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.

**November 7 Market-based approaches, cont’d.**
November 9 Questioning market values

Required Readings:

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

November 14, 16: NO CLASSES: READING WEEK

November 21 Second assignment due / Payment for Ecosystem Services: Questioning the Commodification of Nature

Required reading:

November 23 Greenwashing

Required reading:

For class discussion: Bring an example of “greenwashing.”

November 28 Sustainable Development Discourse and Ecological Modernization
Required readings
Dryzek, chs. 7, 8.
Course notes: notes on SD for website.doc


November 30 Sustainable Development, cont’d.

December 5 Bringing things home: Which way forward?

Required reading:

Discussion: Based on your knowledge of environmental discourses, political economy, and the palette of political and policy choices available to governments, how do you evaluate the Government of Alberta’s responses to climate change?

Recommended:

December 7 Class choice

Take-home exam will be posted Friday December 8

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.

(2) Methodology paper

This exercise 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.

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/09r01.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
- The Lower Athabasca Regional Plan (2012), approved by the PC Government of Alberta in August 2012

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.

(2) 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.]
<table>
<thead>
<tr>
<th><strong>Criterion for Evaluation</strong></th>
<th><strong>Grade</strong></th>
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<tbody>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>• essay had a coherent structure, with an introduction of the question, development of argument, and analytical conclusions</td>
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<tr>
<td>• stylistically, the essay exhibited clarity of meaning, concision, correct use of vocabulary, and was interesting to read</td>
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<tr>
<td>• 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.)</td>
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<tr>
<td>• essay was carefully proofread for spelling, typing, and other errors</td>
<td></td>
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<tr>
<td>• the author avoided repetition of points, vague statements, unnecessary verbiage</td>
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<tr>
<td>• quotations were used correctly; their sources were introduced and identified in the text</td>
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<tr>
<td>• <strong>An A paper presents its case with exceptional lucidity.</strong></td>
<td></td>
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<tr>
<td><strong>Argumentation/Analytical ability</strong></td>
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<tr>
<td>• the analytical question was clearly stated and its relevance explained; theoretical issues or debates are identified</td>
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<tr>
<td>• 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</td>
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<td>• attention was paid to the consistency of the argument</td>
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<tr>
<td>• theories or research related to this subject were acknowledged and, where appropriate, explained</td>
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<tr>
<td>• a clear grasp of the relevant concepts was demonstrated</td>
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<tr>
<td>• definition of terms, acronyms, or concepts was provided where needed</td>
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<tr>
<td>• adequate empirical evidence was presented to support claims or arguments</td>
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<tr>
<td>• alternative explanations were considered for the phenomenon under investigation</td>
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<tr>
<td>• conclusions brought together the arguments and evidence to answer the question or questions set out in the introduction</td>
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<tr>
<td>• <strong>An A paper has elements of originality and exceptional grasp of theoretical concepts.</strong></td>
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<tr>
<td><strong>Research</strong></td>
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</tr>
<tr>
<td>• 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</td>
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<tr>
<td>• at least 10 peer-reviewed sources have been cited</td>
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<tr>
<td>• empirical claims were well-supported by documentation of evidence</td>
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<tr>
<td>• the author has not relied too heavily on only one or two sources for argumentation or data</td>
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<tr>
<td>• <strong>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.</strong> 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.</td>
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<tr>
<td><strong>Documentation</strong></td>
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<tr>
<td>• correct use of in-text (author date) references or other documentation style, including for any endnotes, footnotes, and the list of references or bibliography</td>
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<tr>
<td>• 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)</td>
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<tr>
<td>• the complete reference for the style manual used was provided on the cover page of the essay</td>
<td></td>
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<tr>
<td>• uses of other authors’ concepts, arguments, or words were acknowledged and correctly attributed</td>
<td></td>
</tr>
<tr>
<td>• <strong>An A paper correctly attributes and fully references all of its sources of information using an accepted documentation style for the social sciences.</strong></td>
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### EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
(UPDATED EFFECTIVE APRIL 2008)

<table>
<thead>
<tr>
<th>30.3.2(1) <strong>Plagiarism</strong></th>
<th>30.3.2(2) <strong>Cheating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>30.3.2(2) a</strong> 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. <strong>30.3.2(2) b</strong> 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). <strong>30.3.2(2) c</strong> No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work. <strong>30.3.2(2) d</strong> 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.</td>
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<tr>
<th>30.3.2(2) <strong>e</strong> 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.</th>
<th>**30.3.6(4) <strong>Misrepresentation of Facts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>**30.3.6(5) <strong>Participation in an Offence</strong></td>
</tr>
<tr>
<td>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.</td>
<td><strong>The Truth In Education (T*E) project</strong> 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: <a href="http://www.ualberta.ca/tie">http://www.ualberta.ca/tie</a></td>
</tr>
</tbody>
</table>
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).

30.3.2(2) 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) b.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once 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.

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