

Dalhousie University
Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.
We are all Treaty people.

Faculty of Arts & Social Sciences

POLI 3385 - POLITICS OF THE ENVIRONMENT
Fall term: September 5, 2023 - December 6, 2023

SECTION A: COURSE INFORMATION

3 Credits

Schedule: Tuesdays and Thursdays, 14:35 – 15:55 p.m.

Location: Rowe 1011

Instructor: Patricia Dias

Office: Henry Hicks, 3rd floor, Room 352

Office Hours: Tuesdays and Thursdays 16:00 pm to 17:00 pm or by appointment (in-person or online)

Email: patricia.dias@dal.ca

Online materials: <https://dal.brightspace.com/d2l/home/279728>

The instructor will communicate with students through email and BrightSpace announcements. Students are required to sign onto BrightSpace at least once every week and to take note of any mass announcements there. Students are encouraged to use office hours and BrightSpace tools for questions and share knowledge.

Course Description

This course examines competing perspectives on two over-riding questions:

1. What are the key political and socio-economic causes of environmental problems?
2. What types of political and socio-economic change are needed to achieve ecological sustainability?
3. In other words, do lasting environmental solutions require radical changes in our political and socio-economic structure and consciousness, or are minor reforms to current practices enough?

Topics:

- the debate over the severity of ecological crisis
- competing perspectives on ideas of limits to growth and sustainable development the links between poverty, North-South inequality, and environmental degradation
- environmental justice and inequalities in the exposure to environmental hazards and relative contributions to environmental problems
- controversies over the impact of population growth and how to respond to it
- the promise and limits of technological solutions to environmental problems

- the role of consumerism in ecological degradation
- market-based environmentalism
- ecological modernization (in theory and practice) and the related idea of “green growth”
- ecological critiques of capitalism and the search for systemic alternatives
- the debate over a Green New Deal

Learning Outcomes

- Students will further develop their understanding of major global environmental challenges.
- Students will demonstrate understanding of major competing perspectives on the socio economic and political causes of environmental degradation and corresponding proposals for how to address environmental challenges.
- Students will be able to apply concepts in political science to analysis of environmental issues.
- Students will further develop their communication skills (public speaking, writing, listening critically) through class discussions and written assignments.
- Students will further develop their skills in research, analysis, and synthesis of information through their research papers.

Course Format

The course will be combine **lectures** and class **discussion, analysis** of materials: chapters books, papers, news, videos, etc.

Pre-requisites

30 credit hours required; previous coursework in Political Science recommended. Previous course in Political Science is recommended, but not required.

Expectations and Grading

Assessment	Date of Evaluation	Weight
Attendance & Participation	Weekly	10%
Quiz 1; Quizz 2	3 - Oct 23 - Nov	10%
Midterm Exam	5 - Oct	25%
Paper	31 - Oct (Paper Abstract) 26 - Nov (Final Paper)	30%
Final Exam – Scheduled by Registrar’s Office	Dec 8 - 19	25%

For information on how your percentage grade will be converted into a letter grade and grade point, see Dalhousie’s grade scale and definitions: https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and%20definitions.html

Course Assessments

Attendance and Participation.

You are expected to

- **attend every class** (unless you are ill) and, with the exception of the first class, to complete the assigned readings before class.
- **participate actively**
- **respectfully in group discussions**—without dominating discussion and preventing others from speaking.

Due to the **size of the class**, this component of the grade will be based **mainly on attendance**.

Students who stand out for constructive contributions to discussions throughout the semester will gain additional points.

Quizzes

There will be two short-quizzes to assess your knowledge and review key concepts covered in the readings and lectures.

Midterm

A take-home midterm will be distributed by October 6 and will be due on October 17.

Research Paper

You will write a abstract and a final paper (see template). You are also free to propose your own theme considering course topics and subject to approval of the instructor.

1. Select a topic and a bibliography.
2. Write one paragraph with Abstract (you may want to submit it sooner). This is an opportunity to receive feedback as you develop your paper earlier.
3. Final paper: 3,000 to 4,000 words

The research paper is the largest single component of your grade; you should treat it as an important project rather than a last-minute rush job.

Final Exam

The final exam will cover material from the entire semester. You should be able to finish the exam within 2 hours, although you will have 3 hours to complete it. It will take place during the exam period from December 8 to 19. The final exam schedule, which the Registrar's Office determines, will be released by October 1. *Do not make travel plans until you know the date of the final exam.*

Late Penalties:

Assignments submitted after the due date will receive a late penalty (10% credit reduction penalty for each week of delay). Plan your work well in advance to avoid late penalties. Late penalties are rolled out gradually to give you some extra flexibility.

Recording

Lectures could be recorded by the instructor and posted on brightspace to help you review points covered in class. They will likely not capture what students say during class discussion. If you wish to make your own audio recording of the class, you may do so, but please ask for permission first.

Plagiarism

All students need to be familiar with the norms surrounding plagiarism and academic integrity.

To ensure that you understand what plagiarism is, see:

https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html.

I also suggest that you take the following online quiz: <https://www.bc.edu/bc>

<web/schools/mcas/departments/political-science/undergraduate/academic-integrity/academic-integrity-quiz.html>. You might find some surprises.

N.B. I have often had to report students for academic integrity violations. In some cases, the violations appeared to be unintentional as the students did not understand the rules for the proper citation of others' work. Don't let it happen to you—or me (it's no fun for anybody).

The instructor may use plagiarism detection software to review assignments.

Generative writing tools like Chat GPT, Google Translate and QuillBot (etc.) are not permitted in any class.

If you have any questions about academic integrity and plagiarism, please ask. Also see the University Statement on “Academic Integrity” in section C near the end of this syllabus.

Course Themes and Readings

Required Book:

Dryzek, John S. 2022. *Politics of the Earth: Environmental Discourses* (4th edition). Oxford: Oxford University Press.

You can find the required readings in the required book and other articles or chapters, through links on the course website on BrightSpace. See some additional reading recommended in section B, If you want to look more deeply into a specific issue or write a research paper on the topic. All literature is “highly recommended”.. *If you have difficulties accessing any of the readings, whether required or recommended, please let me know.*

Course Schedule

Last Day to Drop without “W”/Last Day to Change from Audit to Credit and Vice Versa: October 4, 2023

Module	Dates	Topic
Module 1	05-Sep	Introduction
Module 2	07-Sep	The Politics of Global Limits
Module 3	12-Sep	Sustainable Development
Module 4	14-Sep	Environmental Justice
	19-Sep	Environmental Justice

Module 5	21-Sep	Poverty and the Environment
	26-Sep	Poverty and the Environment
Module 6	28-Sep	The Politics of Population
	03-Oct	The Politics of Population
	03-Oct	QUIZ 1
	05-Oct	MIDTERM EXAM
Module 7	10-Oct	Technology and Environmental Politics
	12-Oct	Technology and Environmental Politics
Module 8	17-Oct	Market-Based Environmentalism
Module 9	19-Oct	Ecological Modernization and Green Growth
	24-Oct	Ecological Modernization and Green Growth
Module 10	26-Oct	The Politics of Consumption (I)
	31-Oct	The Politics of Consumption (II)
	31-Oct	Paper (Abstract)
Module 11	02-Nov	Is Capitalism Sustainable?
	07-Nov	Is Capitalism Sustainable?
Module 12	09-Nov	Time for a Green New Deal?
	13 - 17 Nov	Break
	21-Nov	Time for a Green New Deal?
Module 13	23-Nov	Review and Reflections
	23-Nov	QUIZ 2
	26-Nov	FINAL PAPER
	8-19 Dec	EXAM

*****Class schedule is subject to change.**

Course Readings

Module 1 - Introduction

Dryzek. "Making Sense of the Earth's Politics." Chapter 1 in *Politics of the Earth*.

COP 26 global climate conference in Glasgow, 2021:

Elizabeth Wathuti: <https://www.youtube.com/watch?v=8YPZgAbryr8>

David Attenborough: <https://www.youtube.com/watch?v=qjq4VWdZhq8>

Module 2: The Politics of Global Limits

Dryzek. "Looming Tragedy: Limits, Boundaries, Survival." Chapter 2. "Growth Unlimited: The Promethean Response." Chapter 3.

Simon, Julian. 1995. "The State of Humanity: Steadily Improving." *Cato Policy Report* 17.5 (September / October): <http://www.cato.org/policy-report/septemberoctober-1995/state-humanity-steadily-improving> (N.B. In this article, focus on the key elements of the Promethean argument about how environmental challenges can be overcome.)

Tupy, Marian L. 2018. "Julian Simon Was Right: A Half-Century of Population Growth, Increasing Prosperity, and Falling Commodity Prices." *Economic Development Bulletin* (Cato Institute) 29:1-12. <https://www.cato.org/publications/economic-development-bulletin/julian-simon-was-right-half-century-population-growth>

Hickel, Jason. 2021. "What Does Degrowth Mean? A Few Points of Clarification." *Globalizations* 18(7):1105–11.

Module 3: Sustainable Development

Dryzek. Chapter 7, "Greener Growth: Sustainable Development."

Chasek, Pamela S., David L. Downie, and Janet Welsh Brown. 2021. Pp. 23-30, 258-268, 277- 285 in *Global Environmental Politics* (8th edition). New York: Routledge.

World Commission on Environment and Development. 1987. "Towards Sustainable Development." Excerpt from *Our Common Future*. Oxford: Oxford University Press, Pp. 211-221 in *Green Planet Blues*.

Module 4: Environmental Justice

Dryzek. Pp. 214-216, "Environmental Justice."

Maung, Rebecca, and David N. Pellow. 2021. "Environmental Justice." Pp. 35–52 in *Handbook of Environmental Sociology*, edited by B. S. Caniglia, A. Jorgenson, S. A. Malin, L. Peek, D. N. Pellow, and X. Huang. Springer Nature.

Powys Whyte, Kyle. 2020. "Environmental Justice, Indigenous Peoples and Consent." Pp. 35–49 in *Lessons in Environmental Justice: From Civil Rights to Black Lives Matter and Idle No More*, edited by M. Mascarenhas. Sage Publications.

Waldron, Ingrid R. G. 2020. "African Nova Scotians on the Frontlines: Narratives of Resistance in the Fight Against Environmental Racism." Pp. 250-268 in *Lessons in Environmental Justice: From Civil Rights to Black Lives Matter and Idle No More*, edited by M. Mascarenhas. Sage Publications.

Module 5: Poverty and the Environment

Reilly, W.K. 1990. "The Green Thumb of Capitalism: The Environmental Benefits of Sustainable Growth." *Policy Review* Fall: 16-21.

Popovich, Nadja, Blacki Migliozi, Karthik Patanjali, Anjali Singhvi, and Jon Huang. 2019. "See How the World's Most Polluted Air Compares With Your City's." *The New York Times*, December 2. <https://www.nytimes.com/interactive/2019/12/02/climate/air-pollution-compare-air.html>

Martinez-Alier, Joan. 2014. "The Environmentalism of the Poor." *Geoforum* 54:239-241.

Lewis, Tammy L. 2020. "Environmental Movements in the Global South." Pp. 348-364 in *Twenty Lessons in Environmental Sociology*, edited by K.A. Gould and T.L. Lewis. Oxford: Oxford University Press.

Adler, David. 2016. "How Radical Ideas Turned Curitiba into Brazil's 'Green Capital.'" *The Guardian*, May 6. <https://www.theguardian.com/cities/2016/may/06/story-of-cities-37-mayor-jaime-lerner-curitiba-brazil-green-capital-global-icon>

Kim, So Young and Yael Wolinsky-Nahmias. 2014. "Cross-National Public Opinion on Climate Change: The Effects of Affluence and Vulnerability." *Global Environmental Politics* 14(1):79– 106.

Maathai, Wangari. 2004. "Nobel Lecture." December 10. <https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/>

Garrigues, Lisa Gale. 2019. "Why Costa Rica Tops the Happy Planet Index." *OpenDemocracy*, February 28. <https://www.opendemocracy.net/en/transformation/why-costa-rica-tops-happy-planet-index/>

Watch the two short videos on this web page: Banerji, Shilpa. 2017. "Local Communities Combat Climate Change in Bangladesh." *End Poverty in South Asia (World Bank)*. <https://blogs.worldbank.org/endpovertyinsouthasia/local-communities-combat-climate-change-bangladesh>

Durning, Alan B. 1989. *Worldwatch Paper #92: Poverty and the Environment: Reversing the Downward Spiral*. World Watch Institute. Pp. 5-6, 40-54.

Knight, Kyle W. 2016. "Public Awareness and Perception of Climate Change: A Quantitative Cross National Study." *Environmental Sociology* 2(1):101–13.

Module 6: The Politics of Population

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162(3859):1243-1248. (Abridged version from *Green Planet Blues*).

Bates, Diane C. 2020. "Population, Demography, and the Environment." Pp. 133-156 in *Twenty Lessons in Environmental Sociology*, edited by K.A. Gould and T.L. Lewis. Oxford: Oxford University Press.

Bongaarts, John and Brian C. O'Neill. 2018. "Global Warming Policy: Is Population Left out in the Cold?" *Science* 361(6403):650–52.

Roberts, David. 2017. "I'm an Environmental Journalist, but I Never Write about Overpopulation. Here's Why." *Vox*, September 26. <https://www.vox.com/energy-and-environment/2017/9/26/16356524/the-population-question>

Coole, Diana. 2020. "The Population Challenge." Pp. 254–65 in *Routledge Handbook of Global Sustainability Governance*, edited by A. Kalfagianni, D. Fuchs, and A. Hayden. Abingdon, UK: Routledge.

Mehta, Lyla. 2022. "Against Population Alarmism." *Great Transition Initiative*, July 15. <https://greattransition.org/gti-forum/population-mehta>.

Angus, Ian. 2012. "The return of the population bombers." *Climate and Capitalism*, July 20. <http://climateandcapitalism.com/2012/07/20/the-return-of-the-population-bombers/>

Listen to this four-minute news report to make sure you understand the "tragedy of the commons" metaphor: NPR. 2009. "Climate Change Is Victim of 'Tragedy of the Commons.'" *Morning Edition*. <https://www.npr.org/templates/story/story.php?storyId=120883813>

Hunter, Lori M., and Aseem Prakash. 2019. "Hardin's Oversimplification of Population Growth." *Nature Sustainability* 2(2):78–79.

Monbiot, George. 2020. "Population Panic Lets Rich People off the Hook for the Climate Crisis They Are Causing." *The Guardian*, August 26. <https://www.theguardian.com/commentisfree/2020/aug/26/panic-overpopulation-climate-crisis-consumption-environment>

Maynard, Robin, Anders Sirén, and Martin Earl. 2020. "Population, Poverty, and the Climate Emergency." *The Guardian*, August 28. <https://www.theguardian.com/world/2020/aug/28/population-poverty-and-the-climate-emergency>

UN DESA. 2022. "Key Messages." Pp. i-iii in *World Population Prospects 2022: Summary of Results*. New York: United Nations Department of Economic and Social Affairs. https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/wpp2022_summary_of_results.pdf

Module 7: Technology and Environmental Politics

Commoner, Barry. 1992. Chapter 1, "At War With the Planet." *Making Peace with the Planet*. New York: New Press.

Ellen McArthur Foundation. 2015. "Towards a circular economy: Business rationale for an accelerated transition." Cowes, Isle of Wight, UK: Ellen McArthur Foundation. <https://emf.thirdlight.com/link/ip2fh05h21it-6nvypm/@/preview/1?o>

[As an alternative to the Ellen McArthur Foundation report](#), you have the option of looking at the Foundation's website, "What is a Circular Economy": <https://ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview> Read the content on that page and watch these video clips: <https://www.youtube.com/watch?v=zCRKvDyyHmI>

<https://www.youtube.com/watch?v=NBEvJwTxs4w>

Geels, Frank W., Benjamin K. Sovacool, Tim Schwanen, and Steve Sorrell. 2017. "Sociotechnical Transitions for Deep Decarbonization." *Science* 357(6357):1242–44.

Mazzucato, Mariana. 2021. "Saving the Climate in a Triple Crisis." *The New Republic*, March 15. <https://newrepublic.com/article/161579/moonshot-mariana-mazzucato-climate-capitalism-crisis> (After reading the first paragraph, you can jump ahead to the paragraph starting with "Tackling the triple crisis..." Click "ctrl-F" or "Command-F" and you can use the search function to find those words).

Alexander, Samuel. 2020. "A Critique of Techno-Optimism: Efficiency without Sufficiency Is Lost." Pp. 231–41 in *Routledge Handbook of Global Sustainability Governance*, edited by A. Kalfagianni, D. Fuchs, and A. Hayden. Abingdon, UK: Routledge.

Meadowcroft, James. 2016. "Let's Get This Transition Moving!" *Canadian Public Policy* S10-S17.

Module 8: Market-Based Environmentalism

Dryzek, Chapter 6, "Leave it to the market: Economic Rationalism." (You can skim Section 6.1, pp. 127-131, and focus on the rest of the chapter).

Globe and Mail. 2021. "Canada's Carbon Pricing: How Much Is It and How Does It Work? What You Need to Know." *The Globe and Mail*, March 26.

<https://www.theglobeandmail.com/canada/article-canada-carbon-tax-explained/>

Mildenberger, Matto and Leah C. Stokes. 2020. "The Trouble with Carbon Pricing." *Boston Review*, September 23. <https://bostonreview.net/science-nature-politics/leah-c-stokes-matto-mildenberger-trouble-carbon-pricing>

Burke, Paul, Frank Jotzo, and Rohan Best. 2020. "Carbon Pricing Works: The Largest-Ever Study Puts It beyond Doubt." *The Conversation*, July 13. <http://theconversation.com/carbon-pricing-works-the-largest-ever-study-puts-it-beyond-doubt-142034>

Harrison, Kathryn. 2019. "Lessons from British Columbia's Carbon Tax." *Policy Options*, July 11. <https://policyoptions.irpp.org/magazines/july-2019/lessons-from-british-columbias-carbon-tax/>

For additional background on the economic logic behind market-based approaches, see:

Beugin, Dale et al. 2018. *Clearing the Air: How Carbon Pricing Helps Canada Fight Climate Change*. Montreal: Canada's Ecofiscal Commission. Pp. 4-17, 30-31. <http://ecofiscal.ca/wp-content/uploads/2018/04/Ecofiscal-Commission-Carbon-Pricing-Report-Clearing-the-Air-April-4-2018.pdf>

Krugman, Paul. 2010. "Building a Green Economy." *New York Times Magazine*, April 7. <http://www.nytimes.com/2010/04/11/magazine/11Economy-t.html>

Boyce, James K. 2022. "Carbon Pricing and Climate Justice." Pp. 243–57 in *The Routledge Handbook of the Political Economy of the Environment*, edited by É. Laurent and K. Zwickl. Abingdon, Oxon: Routledge.

Jaccard, Mark. 2020. "We Must Price Carbon Emissions." Pp. 95-127 in *The Citizen's Guide to Climate Success: Overcoming Myths That Hinder Progress*. Cambridge, UK: Cambridge University Press.

<https://www.cambridge.org/core/books/citizens-guide-to-climate-success/we-must-price-carbon-emissions/66AEBB8BE9A7F7760DC1BCE3A9C50748/core-reader>

Module 9: Ecological Modernization and Green Growth

Can modern society and capitalism be reformed to become ecologically sustainable? What are the key elements of an ecological modernization program that aims to reform capitalism?

What are the key criticisms of ecological modernization and the pursuit of “green growth” as a political strategy?

Is ecological modernization and its goal of “green growth” the only politically viable strategy to address our ecological problems?

Dryzek, Chapter 8. “Industrial Society and Beyond: Ecological Modernization.”

Jänicke, Martin. 2012. “‘Green Growth’: From a Growing Eco-Industry to Economic Sustainability.” *Energy Policy* 48:13–21.

Hickel, Jason. 2021. Chapter 3, “Will Technology Save Us?” in *Less Is More: How Degrowth Will Save the World*. William Heinemann. (Required pp. 137-163 / pp. 7-20 of the pdf file, starting with “Green Growth?”; first part of chapter optional).

Jänicke, Martin. 2020. “Ecological Modernization – a Paradise of Feasibility but No General Solution.” Pp. 13–23 in *The Ecological Modernization Capacity of Japan and Germany: Comparing Nuclear Energy, Renewables, Automobility and Rare Earth Policy*, edited by L. Mez, L. Okamura, and H. Weidner. Wiesbaden: Springer.

Jackson, Tim. 2017. “The Myth of Decoupling.” Pp. 84-102 in *Prosperity Without Growth: Foundations for the Economy of Tomorrow*. 2nd Edition. London: Routledge.

Module 10: The Politics of Consumption

Part I

Cross, Gary. 2000. Chapter 1 in *An All-Consuming Century: Why Commercialism Won in Modern America*. New York: Columbia University Press, 2000.

Rieger, Annika, and Juliet B. Schor. 2021. “Consumption.” Pp. 71–87 in *Handbook of Environmental Sociology*, edited by B. Schaefer Caniglia, A. Jorgenson, S. A. Malin, L. Peek, D. N. Pellow, and X. Huang. Cham, Switzerland: Springer.

Fuchs, Doris and Frederike Boll. 2018. “Sustainable Consumption.” Pp. 83-102 in *Global Environmental Politics: Concepts, Theories, and Case Studies*. London: Routledge.

Maniates, Michael. 2001. “Individualization: Plant a Tree, Buy a Bike, Save the World?” *Global Environmental Politics* 1(3):31-52. (Pages 31-44 required; remainder optional).

Fuchs, Doris et al. 2016. “Power: the missing element in sustainable consumption and absolute reductions research and action.” *Journal of Cleaner Production* 132:298-307.

Geels, Frank W., Andy McMeekin, Josephine Mylan, and Dale Southerton. 2015. “A Critical Appraisal of Sustainable Consumption and Production Research: The Reformist, Revolutionary and

Reconfiguration Positions.” *Global Environmental Change* 34:1–12.

Part II

Hayden, Anders. 2020. “Sufficiency.” Pp. 151-164 in *Routledge Handbook of Global Sustainability Governance*, edited by A. Kalfagianni, D. Fuchs, and A. Hayden. London: Routledge.

Cohen, Maurie. 2020. “Social Innovation and Sustainability.” Pp 97-122 in *Sustainability*. London: Polity.

Aronoff, Kate. 2021. “We Can Have Nice Things.” Pp. 348-353 in *Overheated: How Capitalism Broke the Planet--And How We Fight Back*. New York: Bold Type Books. (Section on shorter work hours).

Module 11: Is Capitalism Sustainable? Radical Critiques of Endless Growth & Accumulation and Post-Capitalist Visions

Magdoff, Fred and John Bellamy Foster. 2010. “What Every Environmentalist Needs to Know About Capitalism.” *Monthly Review* 61(10): <http://monthlyreview.org/100301magdoff-foster.php>

Klein, Naomi. 2018. “Capitalism Killed Our Climate Momentum, Not ‘Human Nature’.” *The Intercept*, August 3. <https://theintercept.com/2018/08/03/climate-change-new-york-times-magazine/>

Löwy, Michael. 2018. “Why Ecosocialism: For a Red-Green Future.” *Great Transition Initiative*. <https://greattransition.org/publication/why-ecosocialism-red-green-future> (Also recommended, but not required, are the replies to Löwy’s argument at <https://greattransition.org/publication/ecosocialism-roundtable>)

Löwy, Michael, Bengi Akbulut, Sabrina Fernandes, and Giorgos Kallis. 2022. “For an Ecosocialist Degrowth.” *Monthly Review*. <https://monthlyreview.org/2022/04/01/for-an-ecosocialist-degrowth/>

Jaccard, Mark. 2020. “We Must Abolish Capitalism.” Pp. 224-238 in *The Citizen’s Guide to Climate Success: Overcoming Myths That Hinder Progress*. Cambridge, UK: Cambridge University Press. https://www.cambridge.org/core/services/aop-cambridge-core/content/view/3ABF802FB584CA50695EF29A53E20395/9781108479370c12_224-238.pdf/we_must_abolish_capitalism.pdf

Rapid Transition Alliance. 2019. “The Post-Cold War Cuban Food Experiment.” <https://www.rapidtransition.org/stories/the-post-cold-war-cuban-food-experiment/>

Benz, Andreas. 2020. “The Greening of the Revolution: Changing State Views on Nature and Development in Cuba’s Transforming Socialism.” *GAIA - Ecological Perspectives for Science and Society* 29(4):243–48.

Salazar, Juan Francisco. 2015. “Buen Vivir: South America’s Rethinking of the Future We Want.” *The Conversation*, July 23. <https://theconversation.com/buen-vivir-south-americas-rethinking-of-the-future-we-want-44507>

Speth, James Gustave. 2017. “The Joyful Economy.” Next System Project. <https://thenextsystem.org/the-joyful-economy> (Required reading from bottom of p. 5 to top of p. 13, pp. 20-22; remainder recommended.)

Gibson-Graham, J. K. and Community Economies Collective. 2017. "Cultivating Community Economies." Next System Project. <https://thenextsystem.org/cultivating-community-economies>

Rudel, Thomas K. 2019. "Cuba: Agro-Ecological Farming after the Soviet Collapse." Pp. 91-112 In *Shocks, States, and Sustainability: The Origins of Radical Environmental Reforms*. Oxford: Oxford University Press.

Smith, Richard. 2016. "Six Theses on Saving the Planet." Next System Project. <https://thenextsystem.org/sites/default/files/2017-08/RichardSmith.pdf>

Module 12: Time for a Green New Deal?

Klein, Naomi. 2019. "Enter the Green New Deal" and "The Capsule Case for a Green New Deal." Pp. 25-33 and 280-291 in *On Fire: The Burning Case for a Green New Deal*. Toronto: Alfred A. Knopf.

Mann, Michael E. 2019. "Radical Reform and the Green New Deal." *Nature* 573(7774):340–41.

Ip, Greg. 2019. "Only Markets Can Make the Green New Deal Real." *The Wall Street Journal*, May 3.

Mastini, Riccardo, Giorgos Kallis, and Jason Hickel. 2021. "A Green New Deal without Growth?" *Ecological Economics* 179:106832.

Goodrich, Matthew Miles. 2022. "We Can Thank Green New Dealers for the Inflation Reduction Act." *The Nation*, August 17. <https://www.thenation.com/article/environment/thank-green-new-deal-inflation-reduction-act/>

Roberts, David. 2019. "The Green New Deal, Explained." *Vox*, March 30. <https://www.vox.com/energy-and-environment/2018/12/21/18144138/green-new-deal-alexandria-ocasio-cortez>

Pollin, Robert. 2019. "Advancing a Viable Global Climate Stabilization Project: Degrowth versus the Green New Deal." *Review of Radical Political Economics* 51(2):311–19.

Schor, Juliet B. and Andrew K. Jorgenson. 2019. "Is It Too Late for Growth?" *Review of Radical Political Economics* 51(2):320–29.

Triantafyllou, Vaios. 2019. "Interview: John Bellamy Foster on the 'Green New Deal.'" *Climate & Capitalism*. <https://climateandcapitalism.com/2019/02/12/john-bellamy-foster-on-the-green-new-deal/>

Module 13: Review and Reflection

Dryzek. Chapter 12. "Encountering the Anthropocene."

Section B: Additional Recommended Reading

Introduction: Additional Recommended Reading

- Carey, John. 2015. "The 9 limits of our planet ... and how we've raced past 4 of them." *TED*.
<http://ideas.ted.com/the-9-limits-of-our-planet-and-how-weve-raced-past-4-of-them/>
- Guterres, António. 2020. "Secretary-General's Address at Columbia University: 'The State of the Planet.'" United Nations Secretary-General.
<https://www.un.org/sg/en/content/sg/speeches/2020-12-02/address-columbia-university-the-state-of-the-planet>
- Kolbert, Elizabeth. 2011. "Enter the Anthropocene—Age of Man." *National Geographic*, March.
<http://ngm.nationalgeographic.com/2011/03/age-of-man/kolbert-text>
- Raworth, Kate and Adam Simpson. 2017. "Kate Raworth on 'Doughnut Economics'." Next System Project Podcast.
<https://thenextsystem.org/learn/stories/episode-2-kate-raworth-doughnut-economics>
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Section C: University Statements

Territorial Acknowledgement:

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.¹

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." https://www.dal.ca/about_dal/internationalization.html

For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (Read more: http://www.dal.ca/dept/university_secretariat/academic_integrity.html)

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro.
- the Student Success Centre in Truro for courses offered by the Faculty of Agriculture (https://www.dal.ca/about-dal/agricultural-campus/student-success_centre.html)

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to

education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). (Read more: <http://www.dal.ca/cultureofrespect.html>)

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't

27

be reached, or would be inappropriate, procedures exist for formal dispute resolution. (Read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

Fair Dealing policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. (Read more: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. (Read more: https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)

Student Use of Course Materials

These course materials are designed for use as part of the POLI 3385 course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

Section D: University Policies, Guidelines and Resources for Support

Dalhousie courses are governed by the academic rules and regulations set forth in the University Calendar and the Senate. (<https://academiccalendar.dal.ca/catalog/viewcatalog.aspx>)

Important student information, services and resources are available as follows: University

Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html
- Classroom Recording Protocol
https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Dalhousie Grading Practices Policy

- https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices_policy.html
- Grade Appeal Process
https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy
https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html
- Scent-Free Program
<https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html> **Learning and**

Support Resources

- General Academic Support – Advising
https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond) https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre
https://www.dal.ca/campus_life/communities/indigenous.html See also:
Indigenous Connection: <https://www.dal.ca/about-dal/indigenous-connection.html> •
Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.)
<https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>
- Black Student Advising Centre
https://www.dal.ca/campus_life/communities/black-student-advising.html • International Centre
https://www.dal.ca/campus_life/international-centre.html • South House Sexual and Gender Resource Centre
<https://southhousehalifax.ca/about/> • LGBTQ2SIA+ Collaborative -
https://www.dal.ca/dept/hres/education_campaigns/LGBTQ2SIA-collaborative.html
- Dalhousie Libraries <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html> • Dalhousie Student Advocacy Services
<https://www.dsu.ca/dsas?rq=student%20advocacy> • Dalhousie Ombudsperson
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights and Equity Services <https://www.dal.ca/dept/hres.html> • Writing Centre
https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring

29

http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Safety

- Biosafety <http://www.dal.ca/dept/safety/programs-services/biosafety.html> • Chemical Safety
<https://www.dal.ca/dept/safety/programs-services/chemical-safety.html> • Radiation Safety
<http://www.dal.ca/dept/safety/programs-services/radiation-safety.html> • Laser Safety
<https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html>