

## POLI 350: Global Environmental Politics – Fall 2025

*McGill University is located on Tiohti:áke (or Montreal) which has long served as a site of meeting and exchange, notably amongst the Anishinabeg and Kanien'keha:ka nations (the latter being one of six nations composing the Haudenosaunee confederacy). We acknowledge and refuse the ongoing harms perpetuated by colonialism and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.*

### General information

**Prerequisite:** A basic course in International Politics

**Number of credits:** 3

**Instructor:** Prof. Amy Janzwood (she/her)

*Please see additional course details in MyCourses*

### Communication

Please first email the TAs, not Prof. Janzwood, for logistical issues or clarification only and double-check that the syllabus/MyCourses page does not answer your question. Please use your University Email account and include POLI 350 in your subject line. We will do our best to respond within 48 hours – please do not expect responses to emails in the evening or over the weekend. We ask you to observe an ‘email freeze’ of 24 hours after grading is returned.

I (Prof Janzwood) prefer to answer questions in class rather than through email so other students can receive the same information, or during office hours, and I am available right before or after class.

For more substantive issues, please first visit a TA during office hours, and then Professor Janzwood if the issue persists.

Please check your University email and MyCourses regularly for course updates.

I reserve the right to make changes to the material in the case of exceptional circumstances; I will promptly communicate any changes directly through MyCourses.<sup>1</sup>

### Course description

Environmental problems like climate change, deforestation, biodiversity loss, and plastic pollution transcend national borders. This course will first explore the challenges of contemporary global environmental politics using a range of approaches in political science and beyond. We will then turn to consider the different types of interventions and responses to tackle global environmental problems. We will assess actions taken by a wide variety of actors, including international organizations, governments, corporate and financial institutions, NGOs, and social movements.<sup>2</sup>

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<sup>1</sup> As noted in 6.3 of the [Policy on Assessment of Student Learning](#), effective Fall 2024: “in the event of extraordinary circumstances beyond the control of McGill University, assessment tasks in a course are subject to change, provided students are sent adequate and timely communications regarding the change.”

<sup>2</sup> Developing a syllabus is seldom a solo exercise. I am grateful for no shortage of inspiration from other global environmental politics syllabi as well as many resources and conversations about course design from colleagues.

This course will provide you with the conceptual and analytical tools to approach a wide range of global environmental problems. We will explore urgent challenges through a range of perspectives, including liberal environmentalism, ecomodernism, decolonial, and critical political economy approaches. The course moves from big-picture ideas and debates to the roles played by governments, corporations, and social movements. Along the way, students will engage with real-world case studies, reflect on different strategies for addressing global environmental issues, and develop tools for thoughtful analysis and response. Whether you are drawn to international diplomacy, advocacy, or technological innovations, this course will help you think critically about the complex dynamics shaping our future.

### Intended learning objectives (ILOs)

Upon successfully completing this course, you will be able to:

1. Describe, critique, and apply 'big ideas' and core concepts to the study of global environmental politics;
2. Critically engage with and respond to texts in and beyond the field of global environmental politics;
3. Build your own understanding of the complex causes of global environmental problems and their oft unequal impacts and analyze responses;
4. Work collaboratively to negotiate and develop a global climate treaty;
5. Clearly communicate complex ideas in written and verbal forms; and
6. Reflect on your role – both through individual and collective action – in addressing global environmental problems

### Required course materials

All course readings are available through the McGill Library – **links are provided on MyCourses**. Note in the reading list below that some readings and podcasts are *optional*. Additional readings and resources (also not required) may be shared throughout the term on MyCourses.

### How you will spend your time in this course

We will spend our class time with a mix of interactive lectures, activities, and group work. This course is designed with both active learning and small group discussion components to supplement the lecture modules and readings. This class does not have conferences, though there are also lots of opportunities to ask questions during our class time – for your success in the course, it is imperative that you use these opportunities to clarify points of confusion.

On average, this course will require 9 hours per week for all course components, including class time (based on the Faculty of Arts [Office of Advising and Student Information Services](#), a three-credit course which presumes two hours of personal study time for each contact hour). Prof. Janzwood determined this estimate based on all tasks involved in the course with the [Enhanced Course Workload Estimator](#) developed by Betsy Barre and colleagues.

### Attendance & class recordings

Students are expected to come to class on time, have completed each week's readings beforehand, and be prepared to contribute to discussions or activities.

If you are ill, then please do not show up to class. Class recordings of some content will be made available on MyCourses for review and accommodation purposes for **one week**. Class recordings do not

replace a student's presence in a class; rather, they provide complementary pedagogical support for student learning.

## Means of evaluation

### Overview

Assessment	Deadline	Weight
Reading engagement	Throughout the course (e.g., 12pm Wed., see Perusall)	10%
Welcome to GEP entry	Friday September 26 <sup>th</sup> (5pm)	15%
<ul style="list-style-type: none"> <li>First draft (10%)</li> <li>Final draft (5%)</li> </ul>	Wednesday Dec. 3rd (5pm)	
Midterm exam	Friday Oct. 10 (in-class)	30%
Summit of the Future simulation		15%
<ul style="list-style-type: none"> <li>Position paper (10%)</li> <li>Reflection (3%)</li> <li>Self/peer assessment (2%)</li> </ul>	Wednesday Nov. 19 <sup>th</sup> (12pm)	
	Friday Nov. 28 <sup>th</sup> (5pm)	
Final exam	During the exam period	30%
<b>Total</b>		<b>100%</b>

## Assessment descriptions

### Reading engagement

The readings provide many of the core concepts and arguments that we will grapple with together. This course uses the Perusall platform to exchange ideas and build a sense of community while reading collaboratively – this way, we see what is interesting, challenging, or confusing to one another and benefit while gaining insights from a broader, shared perspective.

Beginning in Week 3, one reading per week – indicated with an asterisk (\*) in the reading list below and in MyCourses – are uploaded to Perusall for you to read and **annotate before Wednesday's class at noon** (unless otherwise indicated) – the deadline is indicated in Perusall and **comments submitted after the deadline will not be graded**. Due to the high number of students, we will not accept requests for extensions under any circumstances. You are still expected to complete the other reading in your own time before class.

You must access Perusall **through the link in MyCourses each week** to ensure that your grades are transferred to MyCourses or else you will not receive credit.

The purpose of these assignments is to develop your critical thinking skills while also engaging with the readings together with your peers. You will be (randomly) assigned to a reading group for the term. You must comment substantively to clarify, connect, and extend ideas in the reading. You may also ask relevant questions and address the comments and questions that other students have provided.

For tips on commenting, review the 'Welcome message' in Perusall. Please complete the "Making the most of Perusall," assignment (about 30 minutes) to help you write high-quality comments and practice interacting with classmates. You can also review this quick [guide](#) at any time.

Each annotated reading is automatically graded for the quality and quantity of your contributions. The number of comments required for full credit is specified in Perusall. Your overall reading engagement grade will be an average of the grades for each reading (approximately 10 in total).

**Note – you may choose not to engage in Perusall**, and instead, your final exam will be worth 40%. If you prefer this option, email Prof Janzwood by the add/drop deadline.

On tips for reading in this class more generally, I recommend: Hoover, Amelia. 2013. “[How to Read Political Science: A Guide in Four Steps](#)” [blog post]. Drexel University.

### *Welcome to Global Environmental Politics, our DIY textbook*

Textbooks can be helpful resources, but they often become outdated quickly. So, you are going to create your own! In this assignment, you will develop an introductory online resource for the study of Global Environmental Politics (GEP).

Working collaboratively, you will research a topic in GEP and write a 1,000-word (excluding references) plain language primer. The purpose of this assignment is to provide a clear, concise, engaging, and accessible explanation of a key concept, issue, or institution in GEP.<sup>3</sup>

Prof. Janzwood will provide a list of suggested topics in MyCourses. You may write on an alternative topic, but you must get approval for the topic first. Note your group has flexibility in how you approach the topic, as long as you frame it through the lens of Global Environmental Politics. You should think critically about debates, assumptions, and implications related to your topic. A rubric is available on MyCourses.

To help you work effectively as a group, you **should use a collaborative platform** (we recommend Google Docs, but Word in OneDrive works too). This allows you to write together in real time, leave comments and use track changes. The “version history” also allows the teaching team to see contributions, edits, and comments. Each group member must contribute substantive writing or editing within the document itself – **do not** copy/paste from other documents.

Your primer should:

- Be written for a general audience, such as future POLI 350 students
- Have a clear structure with sub-headings as necessary
- Highlight relevant key terms or themes (**use bold** for emphasis)
- Include at least five scholarly sources. You may include course materials, but you should also go beyond them
- Include a bibliography and demonstrate appropriate citations. Please use author-date style for in-text citations, linked with hyperlinks where possible
- Include a link to the collaborative document (e.g., Google Doc or Word in OneDrive) you have been working in. Be sure you change the permissions for the teaching team to access the document e.g., in your Google Doc, go to “Share,” then click “Anyone with a link can view”
- **Optional** – you may want to include (if appropriate) one or more of the following elements:
  - A key quote (epigraph) or a provocative question to hook your reader

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<sup>3</sup> I am grateful to Heather Millar and colleagues for their “Welcome to Canadian Politics” online guide on which this assignment is adapted, available here: <https://welcometocanadianpolitics.ca/>.

- An image with a caption, though make sure it's [Creative Commons \(CC\) licensed or in the public domain](#)
- A timeline or figure to illustrate key developments
- A “breakout box” with examples or mini case studies
- 2 or 3 discussion questions that encourage readers to think critically and engage with the material (this will *not* be included in your word count)
- A short, curated “additional resources” section

**How to get started:** Start by drawing on course resources, but you are also expected to go beyond the course material for your research. Look at a range of sources for information (i.e. scholarly articles, newspaper archives, and government publications). You can use other textbooks, but be **very careful** not to plagiarize either the content or form of these types of entries.

**How to submit:** The assignment is researched and written collaboratively, but you should submit it individually in MyCourses.

**Peer & self evaluation:** For the **draft only**, you must also complete the Self & Peer Assessment Form in MyCourses and submit it with your assignment

**How we will use this assignment:** I will invite students to share about their entries as they relate to our course at different points. Some entries may feature in an online repository and could be used in future iterations of POLI 350!

**Final version:** You will have the option to revise your topic entry over the term, and you will submit the final version at the end of the term. Time-permitting, we will hold an in-class peer review session. In your final version, include a **one-paragraph reflective summary** of what changed (note this does *not* count towards your word count).

### *Mid-term exam*

The midterm will comprise the first six weeks of content (i.e., up until the Fall Break) based on the lectures, class discussions, activities, and readings.

### *Alternative Summit of the Future negotiation*

You are tasked with responding to [this letter](#) from 77 world leaders and Nobel laureates calling for the U.N. [Summit of the Future](#) to address the production of fossil fuels. You must negotiate and develop a [multilateral treaty](#) on fossil fuel non-proliferation, which centers on:

*robust commitments to manage and finance a fast and fair global transition away from coal, oil and gas extraction in line with the 1.5°C limit agreed to by nations in the Paris Agreement.*

Your goal is to collaboratively create a realistic and effective treaty that moves beyond fossil fuels, taking into account socio-economic, environmental, and political considerations.

You will work in small groups to represent key stakeholders, including countries, non-governmental organizations, civil society organizations, international organizations, private-sector organizations, media outlets, and more.

### *Delegation position paper*

Prior to the simulation, you will research the issue of supply-side climate politics and relevant policy options, and determine your delegation's interest regarding these. Your delegation will prepare a concise position paper (~1,000 words, excluding references). A rubric is available on MyCourses.

Your delegation's position paper must:

- Summarize your interests, rationale, and key negotiation points
- Be written **from the perspective of your assigned stakeholder**
- Include a minimum of eight citations, including at least three academic articles
- Include a **one-minute statement** (not included in the word count) that will be read at the Opening Plenary. The statement should be concise, compelling, and clearly convey your delegation's stance and key negotiation points

You *must* submit this brief before the negotiations begin. You will only need to submit one assignment per group in MyCourses.

A "tips" document will be available in MyCourses to help you get the most out of the simulation.

The simulation will take place over two classes on November 18<sup>th</sup> and 20<sup>th</sup> and will be organized as follows:

- Day 1: all students gather for an Opening Plenary where key issues are presented. Each delegation makes a brief opening statement, one minute each. You will then break into smaller negotiation groups based on regional or interest group alignments. Each group works on specific sections of the treaty, such as a preamble, mechanism(s), differential treatment, timeline, financing, credibility, and compliance.
- Day 2: groups will work to incorporate their proposals into a cohesive draft treaty, addressing points of contention and refining language. Then, after final adjustments to the text, a consensus is sought. Ultimately, a successful treaty will be adopted by consensus – if a qualified majority is reached.

### *Post-simulation reflection*

After the simulation, students will complete a self- and peer assessment and reflect on their experience and the simulation's outcomes. In your reflection, consider:

- How realistic was your delegation's behaviour?
- What did you learn about climate diplomacy?
- What was the most challenging aspect and how did you address it?

Responses should be approximately 250-300 words in length. Be sure to cite course concepts and materials.

### *Final exam*

The comprehensive final examination will consist of essay questions and will take place on a university-selected date during the regular final exam period.

### *General notes*

- All assignments are submitted in MyCourses unless otherwise indicated
- Additional details may be shared in MyCourses

- Name the file as follows: Lastname\_Firstname\_POLI350\_Assignmentname.docx. For group assignments, use the name of one group member but ensure that all members of the group are listed on the cover page
- Please submit in either Word, RTF, or Adobe PDF format, no other types of files are permitted, and Word documents are preferred whenever possible
- For citations, please use the Chicago Manual of Style's author-date style
- Please include the word count
- Please save a local copy of all assignments

### Grading & regrading

To ensure fairness and consistency for everyone, I do not bump or round grades.

For information on grading – including the grading scheme and other grades – please consult the Arts Office of Advising and Student Information Services (OASIS) web page [here](#).

I (Prof. Janzwood) make significant efforts to ensure that grading is consistent and fair. If you would like an assignment to be reread by myself, please submit a written justification with a rationale for any requested change of the grade. If I decide the original grade is inappropriate, I will re-grade it (which overrides the original grade). Note that the new grade could be higher, the same, or lower than the original grade.

You also have the right to request a reread by a third party. Requests for rereads must be made within 10 working days of the date of the return of the graded materials to the student, and reassessments should normally be completed within 20 working days of the request. Students must make this request in writing to the Instructor and include a rationale for any requested change of the grade.

Note this course *does not* offer a [Supplemental Exam](#).

Incomplete Courses: If you face extraordinary circumstances and are unable to complete term work, you must contact Prof. Janzwood to request an extension of the deadline for your work until after the end of the course. If Prof. Janzwood agrees this is the best course of action, she will submit [a grade of K \(Incomplete\)](#). Per University regulations, if you do not complete the required work before the deadline, a grade of KF (i.e., a failed course, calculated as an F) will be updated on your record.

### Late policy & add/drop

Most assignments in this class must be completed by the due date or they will not be graded (for example, reading engagement in Perusall, negotiation briefs, and writing portfolio submissions). This is out of fairness to your classmates. For all other assignments (e.g., simulation reflection), we will deduct 5% a day, including on weekends, for up to a total of 25% (5 days). We will not accept late assignments after five days, and you will receive a grade of 0. If you face extraordinary circumstances and require an extension, please contact the Instructor – appropriate documentation is required.

If you join the course after the start of the term, it is your responsibility to catch up on all missed content (see available lecture recordings in MyCourses) and information about assignments (review MyCourses for missed announcements).

## McGill policy statements

### Language of submission

In accordance with McGill University's [Charter of Students' Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à [la Charte des droits de l'étudiant](#) de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue.

### Academic integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#). See [McGill's guide to academic honesty](#) for more information.

#### *A note on academic integrity in POLI 350:*

All work submitted in this course must be your own, completed following the University's academic regulations. Use of AI tools, including ChatGPT, is not permitted in this course unless explicitly stated.

A main learning outcome in this course is to develop your ability as an autonomous, critical and reflective thinker. While AI can be helpful in many ways, if used improperly, it will seriously affect your ability to achieve this learning outcome. It is solely your responsibility to make all submitted work your own, maintain academic integrity, and avoid any type of plagiarism. As the teaching team, we reserve the right to use various plagiarism-checking tools in evaluating your work, including those screening for AI-generated content; we will take disciplinary action as needed.<sup>4</sup>

If you are unsure about the standards for citations or for referencing your sources, ask a member of the teaching team and/or use this [Quick Reference guide](#).

### Course topics & readings

As noted above, you must complete the readings *before* the first class meeting each week unless otherwise indicated. A reminder that the links for the readings are available in MyCourses (Content tab). The readings indicated with an asterisk (\*) are those uploaded to Perusall.

I have assigned between two and three substantive readings per week. Often the weeks that have two substantive readings also have either a podcast or a short piece (such as an op-ed). Some weeks also have optional readings – a reminder that the optional readings are truly that, optional, and are designed to deepen your understanding of the week's topic or provide an alternative perspective.

The schedule below outlines the topic for each week as well as a key question or two – keep these in mind as you complete the required reading/listening.

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<sup>4</sup> Adapted from Xiongyi Liu (Cleveland State University) and Lucy Hinton (King's University College at Western University).



## Course schedule

Part I. Foundations & big ideas in global environmental politics		
Week 1. Aug. 27	<b>Introduction to the course</b>  <i>What is GEP and why does it matter in this moment?</i>	<ul style="list-style-type: none"> <li>Syllabus 📄</li> <li>Schlosberg, David. 2023. "2. Turbulence, Converging Crises, and Environmental Justice." In <i>Global Environmental Politics in a Turbulent Era</i>, 13–24. Edward Elgar Publishing.</li> <li>Solnit, Rebecca. 2023. "Difficult is Not the Same as Impossible." In <i>Not Too Late: Changing the Climate Story from Despair to Possibility</i>, ed. Rebecca Solnit, and Thelma Young-Lutunatabua, 3–10. Chicago, IL: Haymarket Books.</li> </ul>
Week 1. Aug. 29	<b>Perspectives on the problem</b>  <i>How do we manage the commons?</i>	<ul style="list-style-type: none"> <li>Dauvergne, Peter, and Jennifer Clapp. 2023. "Surging Biojustice Environmentalism from Below: Hope for Ending the Earth System Emergency?" <i>Global Environmental Politics</i> 23 (4): 3–16.</li> <li>Bernstein, Steven, and Matthew Hoffmann. 2019. "Climate Politics, Metaphors and the Fractal Carbon Trap." <i>Nature Climate Change</i> 9 (12): 919–25.</li> <li><b>Optional:</b> Episode 1.12: "The Politics of Decarbonization," The Ecopolitics Podcast, 11 August 2020</li> </ul>
Week 2. Sept. 3	<b>Liberal environmentalism &amp; the power of ideas</b>  <i>How and why do norms matter?</i>	<ul style="list-style-type: none"> <li>Bernstein, Steven. 2000. "Ideas, Social Structure and the Compromise of Liberal Environmentalism." <i>European Journal of International Relations</i> 6 (4): 464–512.</li> </ul>
Week 2. Sept. 5	<b>Institutionalizing norms</b>  <i>Is ocean plastic pollution a successful case of norm adoption?</i>	<ul style="list-style-type: none"> <li>Dauvergne, Peter. 2018. "The Power of Environmental Norms: Marine Plastic Pollution and the Politics of Microbeads." <i>Environmental Politics</i> 27 (4): 579–97.</li> <li>Carrington, Damian. 2025. "'Total Infiltration': How Plastics Industry Swamped Vital Global Treaty Talks." <i>The Guardian</i>, July 23.</li> </ul>
Note the Add/Drop deadline is Tuesday, September 9 <sup>th</sup>		
Week 3. Sept. 10 & 12	<b>Multilateral environmental agreements</b>  <i>How did we get to the Paris Agreement?</i>  <i>How effective are international rules?</i>	<ul style="list-style-type: none"> <li>Renato Redentor Constantino. 2023. "How the Ants Moved the Elephants in Paris." In <i>Not Too Late: Changing the Climate Story from Despair to Possibility</i>, ed. Rebecca Solnit, and Thelma Young-Lutunatabua, 73–81. Chicago, IL: Haymarket Books.</li> <li>Dimitrov, Radoslav S. 2016. "The Paris Agreement on Climate Change: Behind Closed Doors." <i>Global Environmental Politics</i> 16 (3): 1–11.</li> <li>*Green, Jessica F. 2021. "Climate Change Governance: Past, Present, and (Hopefully) Future." In <i>Global Governance in a World of Change</i>, edited by Jon C. W. Pevehouse, Kal Raustiala, and Michael N. Barnett. Cambridge University Press.</li> </ul>
Week 4. Sept. 17	<b>Ecomodernism &amp; earth system governance</b>  <i>Can we innovate our way out of crisis?</i>	<ul style="list-style-type: none"> <li>*Symons, Jonathan. 2019. "Introduction," in <i>Ecomodernism: Technology, Politics, and the Climate Crisis</i>. Polity: 1–12.</li> <li>Biermann, Frank. 2022. "21. Earth System Governance: World Politics in the Post-Environmental Age." In <i>Routledge Handbook of Global Environmental Politics</i>, 2nd ed. Routledge.</li> </ul>
Week 4. Sept. 19	<i>Is geo-engineering worth the risks?</i>  <i>Should we be experimenting or even researching Solar Radiation</i>	<ul style="list-style-type: none"> <li>Episode 4.4 "Geoengineering." The Ecopolitics Podcast, March 20, 2025</li> <li>Biermann, Frank, Jeroen Oomen, Aarti Gupta, Saleem H. Ali, Ken Conca, Maarten A. Hajer, Prakash Kashwan, et al. 2022. "Solar Geoengineering: The Case for an International Non-use Agreement." <i>WIREs Climate Change</i>, 1–8.</li> </ul>

	<i>Management (SRM)? If so, how?</i>	<ul style="list-style-type: none"><li>• <b>Optional:</b> Keith, David. 2021. "What's the Least Bad Way to Cool the Planet?" <i>The New York Times</i>, 1 October.</li></ul>
Week 5. Sept. 24	<b>Critical political economy</b>  <i>Is capitalism compatible with solving the crisis, or is it the root cause?</i>	<ul style="list-style-type: none"><li>• *Patel, Raj, and Jason W. Moore. 2017. "Introduction." In <i>A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet</i>, 1–43. University of California Press.</li><li>• <b>Optional:</b> Ciptet, David, J. Timmons Roberts, and Mizan R. Khan. 2015. "2. Power Shift." In <i>Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality</i>, 23–52. The MIT Press.</li></ul>
Week 5. Sept. 26	<b>Climate colonialism</b>  <i>How should we understand responsibility in the context of the climate crisis?</i>	<ul style="list-style-type: none"><li>• Bhambra, Gurminder K., and Peter Newell. 2022. "More than a Metaphor: 'Climate Colonialism' in Perspective." <i>Global Social Challenges Journal</i>: 1–9.</li><li>• *Fuhr, Harald. 2021. "The Rise of the Global South and the Rise in Carbon Emissions." <i>Third World Quarterly</i> 42 (11): 2724–46.</li><li>• <b>Optional:</b> Purdon, Mark. 2024. "Introduction." In <i>The Political Economy of Climate Finance Effectiveness in Developing Countries: Carbon Markets, Climate Funds, and the State</i>: 1–33. Oxford University Press.</li></ul>
Week 6. Oct. 1 & Oct. 6	<b>Indigenous knowledge systems and rights</b>  <i>What does decolonization look like?</i>	<ul style="list-style-type: none"><li>• *Liboiron, Max. 2021. "Introduction." In <i>Pollution Is Colonialism</i>, 1–38, Durham, NC: Duke University Press.</li><li>• Episode 2.9: "Indigenous Environmental Rights: The Maya of Belize," The Ecopolitics Podcast, 18 March 2021.</li><li>• <b>Optional:</b> Whyte, Kyle. 2020. "Too Late for Indigenous Climate Justice: Ecological and Relational Tipping Points." <i>WIREs Climate Change</i> 11 (1): 1–7.</li></ul>
Week 7. Oct. 8 & 10	Midterm review (Wednesday) Midterm exam (Friday)	
Oct. 15 & 17	Reading week – Enjoy the break! 😊	
Part II. Dilemmas & debates		
Week 8. Oct. 22 & 24	<b>Resource politics &amp; sustainable development</b>  <i>What can we learn about GEP from 'the local'?</i>	<ul style="list-style-type: none"><li>• *Kauffman, Craig M., and Pamela L. Martin. 2014. "Scaling up Buen Vivir: Globalizing Local Environmental Governance from Ecuador." <i>Global Environmental Politics</i> 14(1): 40–58</li><li>• Compaoré, W. R. Nadège. 2018. "Escaping the 'Resource Curse' by Localizing Transparency Norms" In Katharina P. Coleman and Thomas K. Tieku, eds. <i>African Actors in International Security: Shaping Contemporary Norms</i>. Boulder, CO: Lynne Rienner, 137–152.</li><li>• <b>Optional:</b> Balboa, Cristina M. 2014. "How Successful Transnational Non-Governmental Organizations Set Themselves up for Failure on the Ground." <i>World Development</i> 54 (February): 273–87.</li></ul>
Week 9. Oct. 29 & 31	<b>The growth debates</b>  <i>What is the relationship between growth and the environment?</i>	<ul style="list-style-type: none"><li>• Episode 2.11: "Growth, Degrowth, Agrowth," The Ecopolitics Podcast, 10 March 2021.</li><li>• *Katz-Rosene, Ryan M. 2025. "Overthrowing Growth: Eco-Marxism and the Growth of Degrowth." In <i>The Growth–Environment Debate: An Introduction</i>. New Horizons in Environmental Politics. Edward Elgar Publishing.</li></ul>
Week 10. Nov. 5	<b>Great power politics &amp; energy transitions</b>  <i>Is green industrial policy the answer?</i>	<ul style="list-style-type: none"><li>• Green, Jessica F. 2025. "Green Industrial Policy: Creating Green Asset Owners." In <i>Existential Politics: Why Global Climate Institutions Are Failing and How to Fix Them</i>. Princeton University Press, 115–133.</li><li>• Allan, Bentley, Joanna I. Lewis, and Thomas Oatley. 2021. "Green Industrial Policy and the Global Transformation of Climate Politics." <i>Global Environmental Politics</i> 21 (4): 1–19.</li></ul>

Week 10. Nov. 7	<i>Interdependence, 'onshoring', or otherwise?</i>	<ul style="list-style-type: none"><li>• *Riofrancos, Thea. 2023. "The Security–Sustainability Nexus: Lithium Onshoring in the Global North." <i>Global Environmental Politics</i> 23 (1): 20–41.</li><li>• Hawkins, Amy. 2025. "The World Wants China’s Rare Earth Elements – What Is Life like in the City That Produces Them?" <i>The Guardian</i>, June 26.</li></ul>
Week 11. Nov. 12 & 14	<b>Supply-side climate action</b>  <i>Our last best hope?</i>	<ul style="list-style-type: none"><li>• *Green, Fergus, and Richard Denniss. 2018. "Cutting with Both Arms of the Scissors: The Economic and Political Case for Restrictive Supply-Side Climate Policies." <i>Climatic Change</i> 150 (1): 73–87.</li><li>• Asselt, Harro van, and Peter Newell. 2022. "Pathways to an International Agreement to Leave Fossil Fuels in the Ground." <i>Global Environmental Politics</i>, 1–20.</li></ul>
Week 12. Nov. 19 & 21	<b>Alternative Summit of the Future on a fossil fuel non-proliferation treaty</b>	
<b>Part III. Non-state actors</b>		
Week 13. Nov. 26	<b>Corporate power</b>  <i>Can big business be sustainable?</i>	<ul style="list-style-type: none"><li>• *Dauvergne, Peter. 2018. "The Global Politics of the Business of 'Sustainable' Palm Oil." <i>Global Environmental Politics</i> 18 (2): 34–52.</li><li>• van der Ven, Hamish. 2019. "6. Drawing Big Lessons from Small Labels." In <i>Beyond Greenwash: Explaining Credibility in Transnational Eco-Labeling</i>, 154–176. Oxford University Press.</li></ul>
Week 13. Nov. 28	<b>ENGOS &amp; movements</b>  <i>Advocacy or direct action?</i>	<ul style="list-style-type: none"><li>• Pacheco-Vega, Raul, and Amanda Murdie. 2020. "When Do Environmental NGOs Work? A Test of the Conditional Effectiveness of Environmental Advocacy." <i>Environmental Politics</i>: 1–22.</li><li>• Eilstrup-Sangiovanni, Mette, and Teale N. Phelps Bondaroff. 2014. "From Advocacy to Confrontation: Direct Enforcement by Environmental NGOs." <i>International Studies Quarterly</i> 58 (2): 348–61.</li><li>• <b>Optional:</b> Riofrancos, Thea. 2022. "Where Should the Climate Movement Go Next?" <i>The Nation</i>, July 25.</li></ul>
Week 14. Dec. 3	<b>Wrap up &amp; final reflections</b>  <i>Individual vs. collective action?</i>	<ul style="list-style-type: none"><li>• *Steinberg, Paul F. 2024. "From Apocalypse to Empowerment: Reframing Climate Action." <i>Global Environmental Politics</i> 24 (4): 105–28.</li><li>• Episode 2. "Common Sense in Motion" Commons Sense Podcast, hosted by Barbara Leckie and Joel Westheimer, July 2, 2025</li><li>• <b>Optional:</b> "Is Your Carbon Footprint BS?" How to Save A Planet Podcast, 18 March 2021</li></ul>
Fin! 🎉		

### Additional statements

#### Academic accommodation

Students experiencing an extraordinary personal situation, or a temporary illness may request additional assistance and support in order to meet certain academic obligations. The Student Affairs Office (SAO) is available to meet with students to discuss ways to provide some flexibility in the program and to accommodate particular circumstances. Students must be prepared to provide supporting documentation when seeking considerations. For more information, or to request academic support, visit the [SAO's academic considerations or support](#) page.

Students who wish to request academic accommodation must do so before the last day of the term as specified in the University Calendar.

Students who register with [Student Accessibility and Achievement](#) have the same personal rights and responsibilities and academic rights and responsibilities as all McGill students. For more information, please consult the [McGill Student Rights and Responsibilities](#) web page and the [Policy Concerning the Rights of Students with Disabilities](#).

Students who because of religious commitment cannot undertake or submit an assessment task in a course have the right to request reasonable accommodation in fulfilling the assessment in accordance with the [Policy for the Accommodation of Religious Holy Days](#).

Pregnant students and students caring for dependants have the right to request reasonable accommodation in fulfilling an assessment in a course in accordance with the [Guidelines for the Academic Accommodation of Pregnant Students and Students Caring for Dependants](#).

#### Basic needs

If you have difficulty affording food or if you lack a safe and stable place to live (and believe that these circumstances may affect your performance in this course) we encourage you to contact the [Dean of Students](#), who can connect you with support services. If you feel comfortable doing so, please let a member of the teaching team know as well so we can discuss how we can best support your learning.

#### Copyright

Instructor-generated course materials are protected by law and may not be copied or distributed in any form or in any medium without the explicit permission of the instructor. Copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

#### Course evaluations

[Mercury course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

#### Equity, diversity, inclusion, & decolonization

We seek to promote an equitable and inclusive classroom environment. We invite you to help create a classroom where everyone can feel safe to take intellectual and emotional risks. The topics we are exploring in this class, like systemic injustice and colonialism, are often challenging intellectually and emotionally. We intend to present course materials that promote and are respectful of diversity, and we ask the same of you in our discussions together. Your suggestions and feedback are encouraged and appreciated at any time in the course; we will also ask for your general (anonymous) feedback on the course approximately halfway through the term. We also encourage all students to visit office hours during the term so that I (Prof Janzwood) can get to know you better and can discuss any concerns or challenges that might affect your success in this course.

The University has committed to taking measures over the next five years [to enhance diversity and ensure equitable opportunities and a sense of belonging for all](#). For more information about the University's equity initiatives and resources, visit [Equity at McGill](#).

### Extraordinary circumstances

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

### Grading & assessments

The official grade in each course (which displays on the transcript) is a letter grade. The University assigns grade points to letter grades; for more information, see the University's regulations on [grades and grade point averages](#).

The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. Additional policies governing academic issues that affect students can be found in the [McGill Charter of Students' Rights](#).

### Harassment, discrimination & sexual violence

The [Office for Sexual Violence Response, Support and Education \(OSVRSE\)](#) provides support for all members of the McGill community who have been impacted by sexual violence and works to foster a culture of consent on campus and beyond.

If you are in crisis or seeking support outside of business hours, you can call the provincial sexual violence helpline at 1-888-933-9007, which is available 24/7 in English and French.

The [Office for Mediation and Reporting](#) (OMR) is responsible for policies and processes regarding harassment, discrimination, and sexual violence; if you or someone you know is dealing with harassment, discrimination, or sexual violence, then please [reach out](#) to the OMR.

For more resources on harassment, discrimination, and sexual violence, see McGill's dedicated [page](#).

### Health & wellness

All of our health and wellness resources are integrated into the [Student Wellness Hub](#) (in the Brown Student Services Building). The Hub can help connect you with different types of care, including [urgent care](#), [off-campus and/or virtual care](#), [wellness resources](#), [self-directed care](#), or access to clinicians (including nurses, doctors, psychiatrists, counsellors, Access Advisors, Local Wellness Advisors, dietitians, and sexologists).

It's important to take care of your mental health. Diminished mental health can interfere with optimal academic performance. Do your best to engage in self-care and maintain a healthy lifestyle this semester. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone – please reach out for support when you need it. The source of symptoms might be related to your coursework; if so, please speak with one of the instructors.

[Access Advisors](#) and [Local Wellness Advisors](#) offer an excellent first step toward obtaining care. Access Advisors can help you navigate the services offered by the Student Wellness Hub, explore other on-campus resources, and access off-campus support. Local Wellness Advisors provide one-on-one appointments and facilitate tailored wellness programming.

[Keep.meSAFE](#) can also connect you with licensed counsellors for in-person, phone, chat or video counselling (free for all McGill students).

You can also refer to [Managing your climate anxiety spiral – McGill edition](#), written by Prof. Janzwood and Joshua Medicoff. In it, you'll find a variety of techniques to manage your anxiety and what to do when things get overwhelming.

*If you are feeling desperate and hopeless and are considering hurting yourself or someone else, call 9-1-1.*

*If you or another McGill community member is in immediate danger and you are at the downtown campus, you can call Campus Security at 514-398-3000. If you are at the Macdonald campus, you can call 514-398-7777.*

#### Inclusive learning environment

We endeavour to provide an inclusive learning environment in this course. However, if you experience barriers to learning in this course, do not hesitate to discuss them with a member of the teaching team and/or [Student Accessibility and Achievement](#).

The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.

#### Electronic devices

Mobile computing and communications devices are permitted in class as negotiated by the class (for more information, see these [guidelines](#)). Please be considerate when using your devices to minimize distractions for your classmates.

No audio or video recording of any kind is allowed in class without the explicit permission of the instructor.

#### Learning support resources

Consult resources from [Teaching and Learning Services \(TLS\)](#) on topics such as time management, study strategies, group work, exam prep, and more. For further individualized support, check out the programs and resources offered by [Student Accessibility and Achievement](#).

#### Preferred pronouns

You can [learn here](#) about gender identity and pronouns. Consult [Equity at McGill's 2SLGBTQIA+ Initiatives](#) and [Gender and Sexuality](#) websites, [Queer McGill](#), and the [Union for Gender Empowerment](#) for information and resources specific to the McGill context.

Please email the teaching team if you would like us to refer to you by a different name than the [name indicated](#) in your student record or to inform us of your preferred pronouns.

#### Recording privacy

I will notify you if part of a class is being recorded. By remaining in classes that are recorded, you agree to being recorded, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students

registered in the course. Please consult me if you have concerns about privacy and we can discuss possible measures that can be taken to address your concerns.

#### Reference letters

I am more than happy to write reference letters for students that I have taught, given that you believe I am the best person to write you a letter. In order for me to write the strongest letter possible, I ask that you contact me if: (i) you have received (or are on track to receive) an A grade in this course, and (ii) you participated in class regularly and attended my office hours more than once (so that I can speak to your strengths personally). [For more details, see this post on my personal website.](#)

#### Sustainability

McGill has policies and initiatives to promote a culture of sustainability at McGill. For more information, see the [Office of Sustainability](#).

#### Student services

[Student Services](#) offers many excellent resources, including the [Career Planning Service](#), [Campus Life & Engagement](#), the [First Peoples' House](#), and [International Student Services](#).