

POLI 350: Global Environmental Politics – Fall 2023

Please note that this is a draft – the final version will be uploaded to MyCourses

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

Class schedule: Wednesdays and Fridays 10-11:30 am

Classroom: Rutherford Physics Building (RPHYS) 112

Conferences: *Location/sections to be determined (these 50-minute conferences will be held starting from Week 3; each student must register on Minerva for a conference session before the add/drop deadline on September 12)*

Teaching team

Professor Amy Janzwood (she/her), Instructor

Office hours: Wednesdays 11:30-1:30 (and by appointment) – please sign up on MyCourses

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Teaching Assistants

Devashri Awasthi (she/her)

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Communication

Please first email the TA(s) (not the instructor) for logistical issues or clarification only. Double-check that the syllabus 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 instant replies to emails, especially in the evening or over the weekend.

For more substantive issues, please email a member of the teaching team to schedule a time to meet.

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

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.

A note on the syllabus¹

This course is *not* a comprehensive survey of global environmental problems or politics; however, my hope is to provide you with the theoretical tools to understand the complexity of environmental problems and the transformative potential of various responses and interventions. We will also, at times, read work beyond political science because interdisciplinary perspectives can add much value to our understanding of these complex problems (and indeed, political science scholarship on global environmental problems is often informed by work across other disciplines, including geography, sociology, economics, and more). While there is perhaps a disproportionate focus in class materials on the climate crisis, you have the opportunity to become an expert in a topic of your choice through the group assignment.

Recognizing that there is much terrific work on environmental problems across the world – and our limited time over the course of the semester – I have tried to provide you with some choices in the readings based on your interests in a particular environmental problem and/or geographic context – these are indicated in the reading list by ‘CYOA (Choose Your Own Adventure)’.

Intended learning objectives (ILOs)

By the end of this course, you should be able to:

1. Apply multiple theoretical lenses to understand the complex causes of global environmental problems and their oft unequal impacts;
2. Critically engage with and respond to texts in and beyond ‘the field’ of global environmental politics;
3. Work collaboratively and think critically to analyze a global environmental problem, how it has been addressed, and identify a (more) meaningful response;
4. Clearly communicate complex ideas in written, verbal, and visual forms; and
5. Reflect on your role – both through individual and collective action – in addressing global environmental problems

¹ Developing a syllabus is seldom a solo exercise. I have endeavored (to the best of my ability) to acknowledge folks for adapting a particular idea. More generally, I am grateful for inspiration from other global environmental politics syllabi including from Jessica Green, Matthew Hoffmann, Kate Neville, and Hamish van der Ven, as well as many resources and conversations about course design from colleagues (especially Jen Gobby) and Teaching and Learning Services at McGill.

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 are *optional*. Additional readings and resources (also not required) will be shared throughout the term on MyCourses.

How you will spend your time in this course

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. Prof. Janzwood will post a weekly ‘to-do’ list to help you stay on track throughout the term, including an estimate of how long each task should take. We encourage you to keep your own log of your own time spent on course tasks.

We will spend our class time (Wednesdays and Fridays 10-11:30 am) with a mix of interactive lectures, activities, and group work. A more detailed schedule will be posted on MyCourses. Conferences are an *additional* component of the course (details below).

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. 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
Quizzes	Weekly/in-class (see schedule in MyCourses)	15%
Conference preparation & participation	Weekly/in-class (see schedule in MyCourses)	20%
• Attendance & participation (10%)		
• Reading response(s) (5%)	Variable (sign-up required); due the day before the conference at 5pm	
• Presentation (5%)	Variable (sign-up required)	
In-class/midterm test	Friday Oct. 20 (in-class)	20%
• Individual component (85%)		

<ul style="list-style-type: none"> • Collaborative component (15%) 		
Group assignment		45%
<ul style="list-style-type: none"> • Outline (10%) 	Wednesday Oct. 4 (5pm)	
<ul style="list-style-type: none"> • Presentation (10%) 	Wednesday Nov. 24 OR Friday Nov. 29 (in-class)	
<ul style="list-style-type: none"> • Self and peer assessment (5%) 	Friday Dec. 1 (in-class)	
<ul style="list-style-type: none"> • Final paper (20%) 	Tues Dec. 5 (5pm) (<i>to be confirmed</i>)	
Total		100%

Assessment descriptions

General notes

- A rubric will be available in MyCourses for all assignments and more details will be shared for assessments in advance
- All assignments are due at 5pm unless otherwise stated. All assignments are submitted in MyCourses unless otherwise indicated
- 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
- Please save a local copy of all assignments

Quizzes

We will have weekly multiple-choice quizzes in class. The purpose is to gauge your understanding of course materials (primarily readings – required readings only) in a low-stakes setting. If you are absent during a class in which we have a quiz, you will *not* be able to make it up. However, your **three lowest** quiz marks will automatically be dropped. There will be 10 quizzes over the term – please see the schedule in MyCourses.

Conferences preparation & participation

Attendance & participation

Conferences will begin after the add/drop deadline (September 12). The purpose of conferences is to generate and engage in discussions that build on the course material and to learn from peers.

It is expected that you will attend conferences having done the required readings and are prepared to engage with the material. Attendance will be taken during conferences, and your TA will also provide a grade based on your participation and engagement in group discussions and activities. If you have concerns about participation in larger group discussions, *please speak with your TA about making an alternative arrangement*. At the midway point in the course, we

will share a 'preview' of your participation grade – if you have questions or concerns about your participation, please speak with your TA.

We will waive up to two conferences in which you are absent, no questions asked. For these conferences, you do not need to notify your TA. Any absence beyond these two conferences will affect your attendance and participation grade.

Reading response(s)

Develop your reading response based on a (single) required reading of your choice from the syllabus (except those indicated with **). You may submit **either 1 or 2 responses** over the course of the term – if you submit two responses, the higher grade will be counted. The purpose of this assignment is to think critically about the assigned reading and to help stimulate meaningful discussion (it will also prepare you for your presentation to your conference section). You will *complete and submit this individually*, but you will present one to the class as a pair (details below).

Your response must be submitted **by the day before** the designated conference by 5pm. Your response should be **no longer than one page (single-spaced) or 500 words**. Response requirements (aka the 3-2-1 response):²

- Describe the *three* most important aspects of the reading (e.g., key ideas, concepts, and/or arguments), and briefly justify your choices;
- Identify *two* aspects – either that you don't understand or that you want to critique and briefly discuss why (or you can identify one critique and one source of confusion); and
- Compose *one* question that you would want to pose to the author of the text, the answer to which should go beyond the reading content and your two areas of confusion/critique – if you are also presenting this week, this will provide a jumping-off point for the conference discussion (and if you are not presenting you can also raise this question to the class as a means of participation)

Conference presentation

You will have the opportunity to present **in pairs** to your conference section based on your individual Reading Responses (see details above). The presentation should be a **maximum of 6 minutes**. The purpose of your presentation is to share with the conference your 3-2-1 Reading Response (see details below) to stimulate discussion; this is also an opportunity to develop your communication and public speaking skills in a lower-stakes setting in advance of the final group presentation.

In-class/midterm test

This will comprise the first six weeks of content (i.e., up until the Fall Break) based on the lectures, class discussions, activities, and readings. It will have two stages with both an

² Adapted from Van Gyn, Geraldine. (2013, May 6). "The little assignment with the big impact: Reading, writing, critical reflection, and meaningful discussion." *Faculty Focus*. <https://www.facultyfocus.com/articles/instructional-design/the-little-assignment-with-the-big-impact-reading-writing-critical-reflection-and-meaningful-discussion/>

individual and group component. In the first stage, you take the test individually. In the second stage, you will form groups of 3 to answer an additional set of multiple-choice questions.

The purpose of the two-stage approach is to provide instant feedback from your peers, reduce test-related anxiety, and improve your learning and performance. To address concerns about fairness, a student's grade cannot be lower than their individual score.

Group assignment

Overview

Groups of 4 or 5 will be randomly determined by the instructor (this is done to help ensure the groups are 'fair'). The instructor will take into consideration your responses to a survey with your topic preferences.

You will have some class time to work in your groups. You are encouraged to use [Microsoft Teams](#) to collaborate and share files and resources. You must use [Zotero](#) for citation management – this is a free, open-source software that will help you manage information in your research. An introductory tutorial will be given in class. Not only is Zotero a useful time-saving tool, but it is useful for ensuring that information and sources are properly cited.

If your team is experiencing interpersonal challenges, please use the email template in MyCourses to notify Prof. Janzwood.

Choose a specific instance of a global environmental challenge (based on the survey of topics provided in class) – then identify an actor and/or a mechanism of change from Part III of the course to analyze its effectiveness in responding to the challenge. The paper should address the following questions:

- What is the underlying cause of this problem? (This should be no more than one-third of your paper and should reference at least 1 theoretical/analytical lens from Part II of the course)
- What has been done to address this? Has it been successful? Why or why not? How might the problem be (more) meaningfully addressed?

Outline

The purpose of the outline is to provide an opportunity for feedback from a TA on your group assignment. This requires you to gather research materials in an organized and timely way and to identify the paper's central argument and sub-arguments. The purpose is to explain the structure that will be used for the final essay and present a clearly stated argument. This will be approximately 1,000 words (excluding references) (approximately two single-spaced pages). You can write in bullet form. The outline should include a bibliography with a minimum of eight academic sources in addition to relevant course texts. Include a screenshot as well of your Zotero shared library.

Outlines should also include a separate title page with a tentative title, *all* students' names, McGill ID numbers, the class name, and the instructor's name.

Presentation

The purpose of the presentation is to showcase your research to the class. The format is inspired by the [Three Minute Thesis](#). You are permitted *one* PowerPoint slide.

Self and peer assessment

The purpose of this assignment is to foster students' productive and collegial work in teams, to allow you to give and receive constructive feedback, reflect on group dynamics, and encourage accountability among team members. Students will complete an ungraded peer assessment midway through the assignment to let students know how they are doing and to provide a chance to learn and improve. At the end of the assignment, students will complete both a self and peer assessment.

Final paper

The final paper should be no longer than 5-6,000 words (or approximately 10-12 pages single-spaced). The outline should include a bibliography with a minimum of 12 sources (academic and grey literature) in addition to relevant course texts.

Papers should be formatted for 1-inch margins, use a standard 12-point font, include page numbers, be single-spaced, and adhere to an accepted citation style (Chicago author-date preferred) using Zotero. Papers should also include a separate title page with an original title, *all* students' names, McGill ID numbers, the class name, and the instructor's name.

Grading & regrading

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 a third party (i.e., the instructor), please submit a written justification to the course instructor with a written rationale for any requested change of the grade. If Prof. Janzwood decides the original grade is inappropriate, she 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. 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.

Late policy & add/drop

We will deduct 5% a day for all late assignments, including on weekends, for up to a total of ten percent (25%) (5 days) – this applies to group work as well. ***We will not accept late assignments after five days.***

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

Students registering for courses during the add/drop period will be provided alternative arrangements for missed assessment tasks that were due during the add/drop period – please contact Prof Janzwood in this case.

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 personal note from Prof Janzwood **on AI and academic integrity**: artificial intelligence (AI) tools such as ChatGPT are provoking debate for many reasons, including their implications for plagiarism. **We expect students to write and edit their assignments without using these tools.** We reserve the right to use [plagiarism detection tools](#) or AI detection tools to assess the integrity of student work.*

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](#).

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 an 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

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

Mobile computing and communications devices are permitted in class as negotiated by the class (for more information, see these [guidelines](#)).

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.

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](#).

Course topics & readings

Guiding questions will be shared in advance in MyCourses. A more detailed schedule of class activities will be shared on MyCourses. As noted above, you must complete the readings *before* the first class meeting each week unless otherwise indicated.

Part I. Introductions

Week 1 (Aug. 30 & Sept. 1): Introduction to the course

Please read the entire course syllabus before our first meeting on Aug. 30; the readings below (for this week only) must be done before our Sept. 1 class

- Whyte, Kyle. "Too Late for Indigenous Climate Justice: Ecological and Relational Tipping Points." *WIREs Climate Change* 11, no. 1 (2020): 1–7. <https://doi.org/10.1002/wcc.603>
- Solnit, Rebecca. "Difficult is Not the Same as Impossible." In *Not Too Late: Changing the Climate Story from Despair to Possibility*, ed. Rebecca Solnit, and Thelma Young-Lutunatabua, 3–10. Chicago, IL: Haymarket Books, 2023. <https://bit.ly/45voeY4>
- Schlosberg, David. "2. Turbulence, Converging Crises, and Environmental Justice." In *Global Environmental Politics in a Turbulent Era*, 13–24. Edward Elgar Publishing, 2023. <https://www.elgaronline.com/edcollchap/book/9781802207149/book-part-9781802207149-8.xml>

Week 2 (Sept. 6 & 8): Introduction to the field

- Clapp, Jennifer, and Peter Dauvergne. "1. Peril or Prosperity? Mapping Worldviews of Global Environmental Change." In *Paths to a Green World: The Political Economy of the Global Environment*, 1-14, Cambridge, United States: MIT Press, 2011. <http://ebookcentral.proquest.com/lib/mcgill/detail.action?docID=3339334>
- Bernstein, Steven, and Matthew Hoffmann. "Climate Politics, Metaphors and the Fractal Carbon Trap." *Nature Climate Change* 9, no. 12 (December 11, 2019): 919–25. <https://doi.org/10.1038/s41558-019-0618-2>.
- *Optional*: Mildenerger, Matto. "The Tragedy of the Tragedy of the Commons." Scientific American Blog Network, August 23, 2019. <https://blogs.scientificamerican.com/voices/the-tragedy-of-the-tragedy-of-the-commons/>

Part II. Theoretical approaches & perspectives

Week 3 (Sept. 13 & 15): Realism, liberalism, and constructivism oh my – the ‘isms’ part I

- Vogler, John. "3. Mainstream Theories." In *Routledge Handbook of Global Environmental Politics*, by Paul G. Harris, 33–45, 2nd ed. London: Routledge, 2022. <https://doi.org/10.4324/9781003008873-5>
- Biermann, Frank. "21. Earth System Governance: World Politics in the Post-Environmental Age." In *Routledge Handbook of Global Environmental Politics*, 2nd ed. Routledge, 2022. <https://bit.ly/45tVbEk>

Week 4 (Sept. 20 & 22): Critical theories – the ‘isms’ part II

- Stevenson, Hayley. “4. Alternative Theories.” In *Routledge Handbook of Global Environmental Politics*, by Paul G. Harris, 46–59, 2nd ed. London: Routledge, 2022. <https://doi.org/10.4324/9781003008873-6>
- CYOA Alert! Choose one to read (the other is optional):
 - Ciptet, David, J. Timmons Roberts, and Mizan R. Khan. “2. Power Shift.” In *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality*, 23-52. The MIT Press, 2015. <https://direct.mit.edu/books/book/3103/Power-in-a-Warming-WorldThe-New-Global-Politics-of>
 - MacGregor, Sherilyn. “Making Matter Great Again? Ecofeminism, New Materialism and the Everyday Turn in Environmental Politics.” *Environmental Politics* 30, no. 1–2 (February 23, 2021): 41–60. <https://doi.org/10.1080/09644016.2020.1846954>

Week 5 (Sept. 27 & 29): Follow the money – Capitalism, globalization & GEP

Readings

- Patel, Raj, and Jason W. Moore. “Introduction.” In *A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet*, 1–43. University of California Press, 2017. <https://doi.org/10.1525/9780520966376>
- CYOA Alert! Choose one to read (the other is optional):
 - Riofrancos, Thea. “The Security–Sustainability Nexus: Lithium Onshoring in the Global North.” *Global Environmental Politics* 23, no. 1 (February 1, 2023): 20–41. https://doi.org/10.1162/glep_a_00668
 - Neville, Kate J. “4. Biofuels in Kenya’s Tana Delta.” In *Fueling Resistance: The Contentious Political Economy of Biofuels and Fracking*, 76–106. Oxford University Press, 2021. <https://doi.org/10.1093/oso/9780197535585.003.0004>

Week 6 (Oct. 4 & 6): Getting to the roots – Colonization, colonialism & GEP

- Sultana, Farhana. “The Unbearable Heaviness of Climate Coloniality.” *Political Geography* 99 (November 1, 2022): 1-14. <https://doi.org/10.1016/j.polgeo.2022.102638>.
- Liboiron, Max. “Introduction.” In *Pollution Is Colonialism*, 1-38, Durham, NC: Duke University Press, 2021. <https://muse-jhu-edu.proxy3.library.mcgill.ca/book/82993>

FALL BREAK (‘Week 7’ Oct. 6 & 11 – NO CLASS)

Part III. Dynamics, actors & mechanisms of change

Week 8 (Oct. 18 & 20): International organizations, regimes & rules

- **Renato Redentor Constantino. “How the Ants Moved the Elephants in Paris.” In *Not Too Late: Changing the Climate Story From Despair to Possibility*, ed. Rebecca Solnit, and Thelma Young-Lutunatabua, 73–81. Chicago, IL: Haymarket Books, 2023. <https://bit.ly/3P0hH22>

- Dimitrov, Radoslav S. “The Paris Agreement on Climate Change: Behind Closed Doors.” *Global Environmental Politics* 16, no. 3 (August 1, 2016): 1–11. https://doi.org/10.1162/GLEP_a_00361
- CYOA Alert! Choose one to read (the other is optional):
 - Downie, David. “31. Stratospheric Ozone Depletion: Elements of Success in Global Environmental Politics.” In *Routledge Handbook of Global Environmental Politics*, 2nd ed., 418–31. Routledge, 2022. <https://bit.ly/47zjoe>
 - DeSombre, Elizabeth R. “40. Fisheries and Marine Mammals: The Complexities of Collective Management.” In *Routledge Handbook of Global Environmental Politics*, 2nd ed., 539–50. Routledge, 2022. <https://bit.ly/45eSuqm>

Week 9 (Oct. 25 & 27): States & scalar politics

- Andonova, Liliana B., and Ronald B. Mitchell. “The Rescaling of Global Environmental Politics.” *Annual Review of Environment and Resources* 35, no. 1 (2010): 255–82. <https://doi.org/10.1146/annurev-environ-100809-125346>.
- Kauffman, Craig M., and Pamela L. Martin. “Scaling up Buen Vivir: Globalizing Local Environmental Governance from Ecuador.” *Global Environmental Politics* 14, no. 1 (2014): 40–58. <https://muse.jhu.edu/pub/6/article/537047>
- *Optional*: Bernstein, Steven, and Benjamin Cashore. “Complex Global Governance and Domestic Policies: Four Pathways of Influence.” *International Affairs* 88, no. 3 (2012): 585–604. https://www.jstor.org/stable/23255552?pg-origsite=summon&seq=1#metadata_info_tab_contents

Week 10 (Nov. 1 & 3): Knowledge, norms & framing

- Vanhala, Lisa, Michai Robertson, and Elisa Calliari. “The Knowledge Politics of Climate Change Loss and Damage across Scales of Governance.” *Environmental Politics* 30, no. 1–2 (February 23, 2021): 141–60. <https://doi.org/10.1080/09644016.2020.1840227>
- CYOA Alert! Choose one to read (the other is optional):
 - Allen, Jen Iris, and Jennifer Hadden. “Exploring the Framing Power of NGOs in Global Climate Politics.” *Environmental Politics* 26, no. 4 (July 4, 2017): 600–620. <https://doi.org/10.1080/09644016.2017.1319017>
 - Blondeel, Mathieu, Jeff Colgan, and Thijs Van de Graaf. “What Drives Norm Success? Evidence from Anti-Fossil Fuel Campaigns.” *Global Environmental Politics* 19, no. 4 (November 1, 2019): 63–84. https://doi.org/10.1162/glep_a_00528.

Week 11 (Nov. 8 & 10): Markets & corporate governance

- Mahdavi, Paasha, Jessica Green, Jennifer Hadden, and Thomas Hale. “Using Earnings Calls to Understand the Political Behavior of Major Polluters.” *Global Environmental Politics* 22, no. 1 (2022): 159–74. <https://muse.jhu.edu/pub/6/article/847625>
- van der Ven, Hamish. “How to Tell Credible Eco-Labels from ‘Greenwash.’” *Corporate Knights* (blog), May 3, 2019. <https://www.corporateknights.com/perspectives/guest-comment/whats-label-separating-credible-ecolabels-greenwash/>

Week 12 (Nov. 15 & 17): Advocacy & environmental NGOs

- Pacheco-Vega, Raul, and Amanda Murdie. “When Do Environmental NGOs Work? A Test of the Conditional Effectiveness of Environmental Advocacy.” *Environmental Politics* 30, no. 1–2 (February 23, 2021): 180–201. <https://doi.org/10.1080/09644016.2020.1785261>
- Ciplet, David, J. Timmons Roberts, and Mizan R. Khan. “7. Society Too Civil?” In *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality*, 155–80, 2015. <https://direct.mit.edu/books/book/3103/chapter/84956/Society-Too-Civil>
- *Optional*: Haddad, Mary Alice. “Introduction.” In *Effective Advocacy: Lessons from East Asia’s Environmentalists*, 1–19. The MIT Press, 2021. <https://doi.org/10.7551/mitpress/13475.001.0001>

Week 13 (Nov. 22 & 24): Social movements & repertoires of contention

- **“An Extremely Incomplete List of Climate Victories.” In *Not Too Late: Changing the Climate Story from Despair to Possibility*, ed. Rebecca Solnit, and Thelma Young-Lutunatabua, 92–103. Chicago, IL: Haymarket Books, 2023. <https://bit.ly/3P4nB2w>
- Riofrancos, Thea. “Where Should the Climate Movement Go Next?,” July 25, 2022. <https://www.thenation.com/article/culture/andreas-malm-climate-politics/>
- Parker, Larissa, Juliette Mestre, Sébastien Jodoin, and Margarentha Wewerinke-Singh. “When the Kids Put Climate Change on Trial: Youth-Focused Rights-Based Climate Litigation around the World.” *Journal of Human Rights and the Environment* 13, no. 1 (March 1, 2022): 64–89. <https://doi.org/10.4337/jhre.2022.01.03> [available in MyCourses]

Week 14 (Nov. 29 & Dec. 1): Visions for the future

- Clapp, Jennifer, and Peter Dauvergne. “8. Paths to a Green World? Four Visions for a Healthy Global Environment.” In *Paths to a Green World: The Political Economy of the Global Environment*, 227–245, Cambridge, United States: MIT Press, 2011. <http://ebookcentral.proquest.com/lib/mcgill/detail.action?docID=3339334>
- Ciplet, David, J. Timmons Roberts, and Mizan R. Khan. “9. Power in a Future World.” In *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality*, 210–34, 2015. <https://direct.mit.edu/books/book/3103/chapter/84958/Power-in-a-Future-World>
- *Optional*: The Red Nation. *The Red Deal: Indigenous Action to Save Our Earth*. Brooklyn, NY: Common Notions, 2021. <https://bit.ly/3E1NERr>