

University of Victoria
Department of Political Science
POLI 458/533 and HDCC 400
Topics in Environmental Politics:
Strategies for the Climate Crisis
and the Political Economy of Chains and Networks
Spring 2019

Time: R 4:30-7:20 pm

Location: DTB A357

Instructor: James (Jamie) Lawson, PhD

Office: DTB A-346

Office Hours: W 3-4 pm; R 3-4 pm.

Office Telephone: 250-721-7496 (please leave a message if I'm not in – it is relayed to email)

Email: lawsonj@uvic.ca (please put "POLI 458" "HDCC 400" or "POLI 533" in subject heading.)

Introduction

Through consideration of concrete case studies and analytical reflection, POLI 458 A01/533 A05 invites students to consider major fossil-fuel extractive industries and industrial farming chains as "commodity" or "value" chains, "global production networks", "staples", and similar conceptions. We will consider some alternatives. What sets the course apart in using these frameworks, is that the course considers the role of chains or networks as "terrains" for strategic intervention, particularly in relation to anthropogenic climate disruption and other ecological impacts.

How and to what extent can reform to these chains and through these chains enhance environmental governance and campaigns for social justice? What difference does it make to study chains or networks in particular ways? The course also reflects on the wider reciprocal impacts of climate disruption on humans, their societies and institutions. It extends the discussion to the wider range of humanity's geological impacts, a conversation generally centred on the debates surrounding the "Anthropocene".

A Note on the Course's Scientific Assumptions: This course rests on the extensive peer-reviewed research that has led to consensus positions among climate scientists worldwide on certain basic questions surrounding climate disruption. Part of that consensus is that anthropogenic (human-caused) changes to the earth, its water bodies, and its atmosphere are initiating an unprecedented and (so far) unbounded shift away from the broad climate parameters within which settled civilization emerged, and likely away from those within which the modern human species first arose. These changes rest primarily on unprecedented and accelerating emission rates and levels of several greenhouse gases over multiple decades worldwide, through fossil fuel combustion, deforestation, particular agricultural practices, and

so on. The changes operate on the world's climate, over and above the multiple natural cycles and disruptions that long-run data sets and geological records have also revealed (sun spots, variations in the earth's orbit, etc).

Climate scientists, oceanographers, and allied disciplines continue to debate the details, using a range of scientific methods. But that same family of methods has created virtual certainty that the general threats that this poses, both for non-human nature and for the existing conditions for human civilization, are unprecedentedly high, rising, and multi-faceted. To the degree that natural scientists still debate the rate and impact of these changes and risks, as much or more uncertainty surrounds possible understatement of these rates and impacts, as it does any possible overstatement.

Other natural- and social-scientific disciplines have provided an extensive body of research into more specific practical implications of these trend lines. Once again, the broad consensus is that these impacts are and will increasingly be severe and unprecedented in human history. Social scientists and humanities scholars of many descriptions investigate what human societies can and should do (if anything) to limit, stop, and/or reverse these trends and their impacts.

Given that this is the state of the natural-scientific debate, given that the instructor is not a climate scientist, and given that the university is committed to the pursuit of knowledge based on the application of methods appropriate to the subjects investigated, this course takes as read the consensus position and the continuing research initiatives on which it rests. The central question for this course is what human societies can, will, and should do about it.

Required Texts

All required readings at the POLI 458/533 CourseSpaces site or at online sites (on the web or through the library catalogues and databases).

If technology fails us, I may also send out readings in mass email mailings or on paper or electronic reserve at the Macpherson (Main) Library.

Assignments – Summary

Attendance/Participation	15%	Throughout
Paper proposal	--	Two-paragraph proposal* with 3-5 item annotated bibliography due at end of Monday Friday, Oct 4, midnight
Take-home Mid-term	15%	Released after class, Thursday, Oct 10 Tuesday, Oct 8 Due (by upload) midnight at end of Tuesday, Oct 15
Condensed Final Paper and Small-Group Discussion*	15%	Condensed final papers due at end of Tuesday, Oct 29, midnight Small-Group Discussions, in class, Thursday, Nov 7
Peer Assessments	10%	Due at end of Tuesday, Nov 12, midnight
Final Paper*	35%	Due at end of Wednesday, Dec 4, midnight
Final Workshops	10%	Submit for two of the three sessions after the CFP Discussions, at 5% each. Due in-class at end of each workshop.

***Regardless of how late they are and how large the late penalties are, you must submit a paper proposal and a condensed final paper for me to accept your final paper. I may make exceptions for exceptional cases of illness, bereavement, or similar disruption; normally I require documentation.**

Assignments – Detailed Breakdown

***All page lengths assume a Times New Roman font, 12-point size, and 1-inch margins. Different standard professional fonts are acceptable, but equivalent readability is expected, and project length will be compared against this standard. Note carefully that some assignments are calculated as double-spaced and others as single-spaced.**

Attendance and participation: An attendance sheet circulates regularly. I assess quality of participation on general preparation and engagement. I may deduct marks for exceptionally disruptive, disrespectful, or disgraceful conduct. I recognize different modes of participation and engagement (e.g., some people talk more than others, but the quieter ones may still be attentive and contributing).

NOTE: Attendance at the small group essay discussions is especially helpful for both presenters and other participants. It is an essential mark of good citizenship in the class.

Paper Proposal (1 page, plus annotated bibliography): This reports on your final paper topic and on your initial progress towards it, and it allows me to provide you some feedback. It is not graded separately, but it is a required part of the condensed final paper assignment to be presented in discussion. The paper should outline and investigate a concrete problem in carbon-based energy extraction and political strategy, climate disruption, or Anthropocene debates, or a clearly defined theoretical problem in the literature that may connect directly with environmental politics and strategy.

Your proposal (and your final paper) should engage with concepts and debates that relate closely to this course. You should not write a purely descriptive/empirical paper, but build analytical, theoretical, or critical work into the paper. Read the requirements for proposals, condensed summaries and final papers carefully before researching your topic.

The proposal has 3 distinct sections:

- 1) a paper summary paragraph covering topic, tentative research question, and key themes (1 paragraph);
- 2) a report on the student's progress to date (1 paragraph, **double**-spaced); and
- 3) a select **annotated** bibliography (3-5 items, **single**-spaced).

In addition to a complete bibliographic reference for each work cited, an annotated bibliography includes three to five sentences outlining the core topic, thesis, and arguments of the work, and suggesting concrete reasons why particular aspects of the work will contribute to the final paper.

Take-home Mid-Term

Covers required readings and class discussions for all classes to date. Designed to fit with all weekly reading choices. Format outline will come early in term.

Condensed Final Papers (ABSOLUTE maximum: 2 pages, single-spaced):*Submission*

Each student will submit two items: a) the student's condensed final paper; and b) an orientation reading or readings with a maximum total of 30 pages. Submission is to both the instructor and members of your small group. I will attempt to make this happen via CourseSpaces, but email, Dropbox or other electronic distribution may be a good alternative. We will divide into groups well before the deadline, which would enable agreements about the best means of sharing material. (If you are concerned about sharing your email address, either set up a "bespoke" email address for receiving course material, or contact me early in the term.)

Condensed final papers should be in .doc, .docx, .odt, or .rtf. I can also accept .pdf, but you must be able to read my corrections and suggestions on them. For compatibility reasons, .pages and other formats are NOT accepted.

Orientation readings should be in .pdf, .doc, .docx, .odt, or .rtf files, or by appropriate, live web-links to the original, permanent website or to the database that leads to the article. Links should accompany tested instructions for locating the document using the database. You should scan book selections and other paper sources and send them as .pdf attachments. The readings or the email to which they are attached must bear a full bibliographic entry, the student's name, and a short version of the student's research project title.

The sender is responsible for ensuring that the group has the draft and readings. This includes responsibility to follow-up on delivery problems.

Small-group members are responsible for verifying to the sender that they have received any electronic submissions, and that they can open and read them.

Contents and Format:

The condensed final paper must include

- 1) a clear statement of the projected final topic, and a clear thesis statement,
- 2) a concise, compressed presentation of the entire projected argument, subsections, and research findings, and
- 3) a truncated bibliography of one or two critical readings (NOT annotated).

The proposal should be an essentially complete statement of the final paper's contents, ready for critical review.

The focus should be on the student's own research, thinking, and argumentation.

For this assignment only, I do not expect comprehensive footnoting, and I strongly discourage direct quotation. You can use temporary parenthetical citations (author's last name and date, plus page references) and in-text attributions for any direct quotations, concepts, arguments, or evidence that are unavoidable to understand your own argument.

I evaluate the condensed final paper for clarity of design, and for the scholarship and persuasiveness of its evidence and argumentation.

NOTE: No student may ordinarily submit a final research paper without first a) submitting this condensed final extract to the professor and to the student's small group, and b) participating in its assessment in the scheduled essay discussions.

Small-Group Discussion of Condensed Final Papers (Mandatory attendance):

By the due date of the condensed final paper, the class will have formed small groups. These groups will then review each of their members' condensed final papers, with the support of orientation readings, during an in-class discussion. Contact information must circulate in advance of the due date amongst small-group members to ensure smooth exchange of these materials on the condensed final paper due date.

Preparation for discussion: Students will read the condensed final paper and reading(s) for each member of their small group. Each student will develop some constructive questions and comments based on each first draft being presented, in light of the orientation readings, earlier course work, and that student's own knowledge or reasoning. Students will also prepare a short (five-minute) informal presentation of their own first draft.

Discussion: Students will come to in-class discussion with copies (paper or electronic) of all the condensed final papers from their small group. In the discussions, each group member will present, receive feedback from others, and discuss the condensed final papers of others. Each condensed final paper should be given equal time, beginning with the author's presentation. Each other member of the small group will then take turns asking questions, identifying areas of accomplishment, and making suggestions for potential improvement. Each group member should be given roughly equal time for questions and comments. I encourage the authors to respond to questions and criticism during this exchange, to clarify any ambiguities and to engage in conversation about the issues.

The focus in these discussions should be initially on thesis statements, research organization, major areas of accomplishment, major questions arising from the drafts, and potential areas of improvement for the final paper. Each student should aim at the constructive improvement of **all** final papers in the group, including papers with which the student disagrees.

Written Assessments (½ to ¾ page, single-spaced, per assessed work): Each student submits written assessments of the condensed final paper of EACH other member of the student's small group. These written assessments should continue the focus and goals of the discussions, and take into account any clarifications from the discussions themselves. They should identify areas of accomplishment, make suggestions for potential improvement, and pose questions as needed.

Please submit these to instructor by CourseSpaces, and separately (individually) to the paper authors you reviewed. Assessments should be in .doc, .docx, .odt, or .rtf. Papers in ".pdf" are fine, too, but they must be Adobe-correctable. I do not accept other formats, but let me know if this will cause hardships. **Except by prior agreement between the presenter and the assessor, copied to the instructor, these assessments should not circulate to the other small-group members.**

Research Paper (3500-5000 words, double-spaced; MA papers: 5000-6000 words): Please submit the final paper by CourseSpaces. Papers should be in .doc, .docx, or .rtf. Papers in ".pdf" must be Adobe-correction readable; other formats are not accepted. The page limit includes the body of the text (double-spaced), a complete professional documentation (footnotes/endnotes or in-text citations) and a complete bibliography, single-spaced. (The latter is **NOT** an annotated bibliography.)

The paper should include an introduction and conclusion, a clear thesis statement in the introduction, some review of the theoretical literature that bears on the topic and thesis statement, and a body of research on the topic that supports the thesis statement while considering reasonable contrary evidence and arguments. The theoretical literature should demonstrably bear on the research. The conclusion should remind the reader how the paper proves the thesis and casts light on the theoretical issues and/or the research topic. In short, this should be a classic research paper in the social-scientific and/or humanities traditions.

The paper should clearly arise out of the proposal and first draft, and should incorporate improvements suggested in the in-class discussion or arising from it. Again, the emphasis should include theoretically informed analysis, and not exclusively descriptions of the environmental issues themselves.

Important Notes:

- 1) No student may ordinarily submit a final research paper without first submitting a first draft and then participating in its assessment and the assessment of their peers in the scheduled essay discussions.
- 2) I will not grade papers with seriously deficient documentation (footnotes, endnotes, or in-text citations, plus an appropriate bibliography). Use a common, professional social-scientific or humanities citation style, and use it consistently.

In-class Late-term Workshops (Weeks between paper discussions and final class): Format to be announced, including preparatory readings which will be posted in advance on CourseSpaces. Workshop exercises are to be completed in class and submitted for assessment. They are based on the workshop experience and assigned readings.

Style and Submission of Written Assignments

Presentation: Type or use a word processor. Proofread review articles and final paper before submission. Vocabulary, grammar, punctuation, style, and spelling: serious deficiencies lower your grade. If you become aware of a weakness in these areas, the Library's Writing Centre can help you identify and correct them. They will not edit your paper for you. An excellent basic guide for editing for clear prose is the style section in Strunk and White's *Elements of Style* (multiple editions available in print and on line). Another handy reference is William E. Messenger, et al., *The Concise Canadian Writer's Handbook*, 2nd edition, available through Oxford University Press.

Documentation: Footnotes, endnotes, or parenthetical citation are acceptable, and I require them for the final paper. Use one professional style consistently. Regardless of the style you choose, citations **must** include **specific page references**, except in citing the accomplishments of a work as a whole. A comprehensive footnoting guide (based on the Chicago footnote or endnote style) is at the University of Victoria Department of History web-site: <https://www.uvic.ca/humanities/history/current-students/undergraduate/style-guide/index.php>.

Backup Copies Required: I will make every effort to keep assignments secure during marking, and the CourseSpaces system is reliable, provided you verify a successful upload has occurred by checking CourseSpaces after submission. I will also confirm receipt of email submissions. However, students must always retain at least one paper or electronic copy of the final version of every writing assignment. A missing paper that you cannot rapidly replace is normally considered a non-existent paper.

How to Submit Your Work: Written work should be uploaded directly to CourseSpaces for the assignment. Submit in either Microsoft Word format (.doc or .docx), MWord-readable formats such as .odt, or Rich Text Format (.rtf). Papers in “.pdf” are also fine if I can open and edit them with Microsoft Word or Adobe software, and if you can then read the corrections (using comment and highlighting functions). I cannot work with .pages.

How I Mark and Return Assignments: I mark papers with comments, and return them via CourseSpaces. Under exceptional circumstances, you can submit late papers in electronic form (as an attachment in the formats described above) to my email address. **Do not slip an assignment under my office door, or under the door of the department office.** Also, please do not use the assignment drop box marked “Lawson” by the department office. Because I handle papers electronically, I rarely use that box.

PERCENTAGE GRADING SCALE

I ordinarily assign letter grades to major assignments, and convert them to the median (middle) percentage of the grade range for that letter grade, for the purposes of calculating your final grade. Sometimes I assign a borderline grade, such as “B+/A-“. These convert to the percentage at the bottom of the higher letter grade shown. For example, in the case of “B+/A-“, the student would receive an 80%, which is the lowest percentage for an A-. The verbal descriptions shift in meaning according to the level of the course – a “satisfactory” performance for a 2nd year course would probably get a lower grade in a 3rd or 4th year course.

Passing Grades	Grade Point Value	Percentage	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
Failing Grades	Grade Point Value	Percentage	Description
F	0	0 – 49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.

- The percentage grading scale applies to all Faculties at the University of Victoria.
- The percentage grades should be associated with a letter grading schema.
- A percentage grade for an N grade should be assigned in the following manner:
N GRADE: If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

Plagiarism and Academic Integrity

General remarks: By fourth year, you are expected to know and adhere to academic standards of integrity, including avoidance of plagiarism and cheating. **I will be enforcing these standards, and will be personally insulted by violations.**

Violations and penalties are handled at the departmental level, and form part of your academic record. (Who needs that trouble?)

Lack of sufficient care or knowledge about academic dishonesty is not an excuse. For the university policy on academic integrity and enforcement procedures, see the university calendar < <https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/academic-integrity.html> >.

Implicitly, you claim authorship of all ideas and words that appear under your name in an academic paper, if you do not otherwise identify them as coming from others. Borrowing with proper credit is one of the marks of high-quality scholarship, so do not avoid referencing. Well-handled, they are essential to a high-level debate or conversation. But plagiarism – a false claim about authorship – is a serious academic offence.

Precautions in Note-taking: When you take notes, be sure to mark clearly the source and page number for the source. If you are copying the exact words from a source, clearly mark where the quotation begins and ends, so that you can always distinguish your ideas and reactions from the original material. Make a clear visual distinction between a direct quotation, your own rephrasing of another author's ideas, and your personal comments, interpretations, and views.

Precautions in the review article and final paper: Give full credit (i.e., provide citations) for 1) the **actual words** of other people, and 2) the **ideas, concepts, findings, and arguments** of other people. Rule 2) applies, even if you use your own words to describe them. Unless the author's words are particularly striking or insightful, it is better to report their thoughts in your own words, while providing a citation. **WHEN IN DOUBT, DOCUMENT!**

Documentation Style: You must format citations and bibliographies professionally, using a generally accepted social-scientific or humanities documentation style. Provide the specific pages where the quotation, idea, or argument can be found. Style handbooks for scholarly documentation exist. They include the MLA Handbook, Turabian (an adaptation of the Chicago style), and others available at the bookstore. Again, the History Department has a detailed Chicago-style guide online: (<https://www.uvic.ca/humanities/history/current-students/undergraduate/style-guide/index.php>).

Other infringements of academic integrity: These include submitting an assignment written by someone else, writing an assignment for someone else, helping others to cheat, and presenting one assignment to two different courses without previous arrangement and agreement with the course instructors.

Permitted Joint Assignments

You **can** arrange for joint assignments, if all the course instructors involved, including me (Jamie Lawson), agree to it **from the proposal stage**. Usually a joint assignment is equivalent in size and difficulty to the sum of the assignments it replaces.

Late policy and academic concession arrangements

Due Dates: All written assignments are due by midnight at the end of the due date. I judge lateness based on the time shown on CourseSpaces, or on my server in the case of an email that delivers your

assignment by attachment. CourseSpaces software only allows me to set an 11:55 pm deadline, but rest assured that I note and accommodate papers uploaded in those last five minutes. That said, I recommend that you not leave submission to the last minute.

Late assignments will be penalized at 5% per day beyond the official due date, Monday through Sunday inclusive.

Extensions or deferrals: Students with valid excuses for not meeting official deadlines (such as illnesses or bereavement) must document them, usually with written evidence acceptable to the instructor. They must also agree with the instructor about a suitable substitute date. This discussion should occur as soon as possible upon return to work. Normally, I consider the substitute date final, and failure to observe it will normally result in a grade of zero for the assignment.

Early Warning: The earliest possible contact with me seeking extensions and deferrals is always preferable to surprising me later, and contact of any kind is preferable to none at all. Of course, please do not damage your own health, or bring a serious contagious disease to school, just to deliver such a message! I would rather have an email message than a virus, and I am sure your colleagues feel the same!

End of term: University regulations place a strict final limit on ordinary extensions. Special arrangements apply beyond the ordinary grade submission date (see University Grading Scheme, above). Approval comes only for reasons that clearly forbid timely completion and that are beyond the student's personal control (e.g., a major, well-documented medical problem). Deferrals are the standard means of handling such problems. Aegrotat grades (that is, grades based purely on the work already completed) are rare. Both are subject to a formal application process (Application for Academic Concession). Forms are available at the University Centre website.

While deferrals must not be abused, I take serious applications seriously and sympathetically. Under special conditions, the university will consider a case for retroactive withdrawal, and that may be the student's wisest course of action in certain circumstances.

Absences and attendance marks

I assume that a person might be away for a few class sessions because of illness or the pressures of student life. You do not need to inform me about absences of this kind. We are all adults, and a rare absence will not offend me. One or two absences make virtually no difference to your attendance mark (try the arithmetic yourself). However, if you miss a class, you should definitely arrange to catch up with the readings and to borrow notes from a classmate. Unless it concerns a documented accommodation for equal access learning, I will not share any lecture slides.

Longer or more frequent absences will definitely detract from your mark. I may excuse such absences (for the purposes of grading) at my discretion, if they have occurred for legitimate reasons such as illness or bereavement. If you have had serious problems attending class, or anticipate such problems, you should be in touch with me at the earliest possible moment, especially if there has been a legitimate reason for them.

Exceptionally long or frequent absences affect a student's ability to catch up. This is so, quite apart from the degree of control you have over them, or how sympathetic I might be about your situation. Deferral or retroactive withdrawal from the class may sometimes be in your own long-term best interest.

If you attend less than two-fifths of the lectures, I will ordinarily assign an N grade (failure due to non-completion), regardless of your performance in other assignments. (Note that you must also complete the other major assignments to avoid an N grade.)

You are responsible for drawing longer absences to my attention, and for documenting them. You should do this in a timely fashion. I will not normally accept such notification or documentation after the last day of class or after a long period of resumed attendance, unless you can provide valid reasons for the delay.

Life is More Important than School. You are always welcome to talk with me about your situation and your options. That said, it is not my place to pry into your private affairs, and I do not have training as a counsellor. When in trouble, reach out to your personal network of friends or relatives. Don't forget professional help, and don't be deterred from seeking it. The university offers confidential medical and counselling services to help you deal with serious personal circumstances.

This course is hard work, especially if you care anything about it. I want to reward your best efforts, good planning, and diligent application. But remember these points:

- 1) **If you feel in despair about your academic situation or about any other combination of things, know that you do not have to be alone in addressing them, and university resources are there to help.**
- 2) **However important this material and your studies are to you, *you* are far more important to yourself, to your intimates, and to the wider world than any problem you are facing.**
- 3) **Reach out to others and seek help if things are going wrong.**
- 4) **Do not harm yourself or others.**

Course Evaluation Surveys:

I value your feedback on this course throughout the term. Feel free to raise problems with me. Some suggestions are easier to implement than others are in a given term, so not all good ideas can lead immediately to change. Remember also that not all ideas turn out to be good ones: course design is often a balancing act.

Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. Access the survey via MyPage; you can do it on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please think about this important activity during the course.

Readings and Schedule

PLEASE NOTE: I MAY ANNOUNCE CHANGES TO READING ASSIGNMENTS IN CLASS OR BY EMAIL.
ADDITIONAL OR SUBSTITUTE READINGS WILL BE MADE
AVAILABLE ON THE COURSESPACES SITE FOR THE COURSE.

Week 1	September 5: Introduction; Power, Accountability, and Environmental Politics in the Materials Economy
	<p>Required Reading (done in-class): Paul J. Crutzen, "Geology of Mankind" <i>Nature</i> 415 (3 January 2002): 23</p> <p>Paul J. Crutzen and Eugene F. Stoermer, "The 'Anthropocene'" <i>IGBP Newsletter</i> 41 (2000): 17-18.</p> <p>Johan Rockström et al., "A Safe Operating Space for Humanity" <i>Nature</i> 461, no. 24 (September 2009): 472-475.</p> <p>This syllabus</p> <p>Supplementary Readings: Eileen Crist, "On the Poverty of Our Nomenclature" <i>Anthropocene or Capitalocene? Nature, History, and the Crisis of Capitalism</i>, Jason W. Moore, ed. 14-33. (Oakland, CA: PM Press, 2016)</p>
Week 2	September 12: The Natural Science of Anthropogenic Climate Disruption
	<p>Review all three Crutzen and Rockström readings from last week. In addition, pick and read one of the following:</p> <p>IPCC, "Summary for Policy-Makers". 2014: Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II, and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. IPCC, Geneva, Switzerland. Available at http://www.ipcc.ch/report/ar5/syr/ . Last accessed August 23, 2019.</p> <p>Donald Wuebbles et al. (U.S. Global Change Research Program), "Climate Science Special Report Executive Summary". In <i>Climate Science Special Report: A Sustained Assessment Activity of the U.S. Global Change Research Program</i>. U.S. Global Change Research Program, Washington, DC, Final clearance June 28, 2017, Fifth-Order Draft. pp. 12-37. Available at https://digitalcommons.unl.edu/usdeptcommercepub/570/ . Last accessed August 23, 2019.</p> <p>Naomi Oreskes, "The Scientific Consensus on Climate Change: How Do We Know We're Not Wrong?" <i>Climate Change: What It Means for Us, Our Children, and Our Grandchildren</i>, 2nd ed. Joseph F.C. DiMento and Pamela Doughman, eds. 105-148. (Cambridge, MA: MIT Press, 2014) Available as an e-book through library catalogue.</p> <p>Supplementary Readings:</p>

	<p>Spencer R. Weart, <i>The Discovery of Global Warming</i>, 2nd ed. (Cambridge, MA: Harvard University Press, 2008)</p> <p>U.S. Global Change Research Program (USGCRP), "Overview", <i>Fourth National Climate Assessment: Volume II – Impacts, Risks, and Adaptations in the United States</i> (Washington, DC: USGCRP, 2018) Available at https://nca2018.globalchange.gov/chapter/1/ . Last accessed August 23, 2019.</p>
Week 3	September 19: Energy, Food, Petro-States, and Extractivism
	<p>Required Readings:</p> <p><u>Group I: The "Petro-State": On the Comparability of Oil's Impacts on Politics and Society in Venezuela and Canada (24 + 29 = 53 pages)</u></p> <p>Terry Lynn Karl, "The Special Dilemma of the Petro-State" <i>The Paradox of Plenty: Oil Booms and Petro-States</i>. 44-67. (Berkeley, CA: University of California Press, 1997). Available as an e-book through Macpherson Library via https://hdl-handle-net.ezproxy.library.uvic.ca/2027/heb.31620 . Last accessed August 25, 2019.</p> <p>Paul Kellogg, "The Political Economy of Oil and Democracy in Venezuela and Alberta" <i>Alberta Oil and the Decline of Democracy in Canada</i> Meenal Shrivastava and Lorna Stefanick, eds., 139-168. (Athabasca, AB: Athabasca University Press, 2015) Available for free download at http://www.aupress.ca/books/120251/ebook/05_Shrivastava_Stefanick_2015-Alberta_Oil_and_the_Decline_of_Democracy_in_Canada.pdf . Last accessed August 25, 2019.</p> <p><u>Group II: Left Politics, Extractivism, and Neo-Extractivism - North and South (18 + 16 + 4 = 38 pages)</u></p> <p>Maristella Svampa, "Commodities Consensus: Neoextractivism and Enclosure of the Commons in Latin America" <i>South Atlantic Quarterly</i> 114, no. 1 (January 2015): 65-82</p> <p>Henry Veltmeyer (2013) "The political economy of natural resource extraction: a new model or extractive imperialism?" <i>Canadian Journal of Development Studies/Revue canadienne d'études du développement</i>, 34, no. 1 (March): 79 –95</p> <p>Paul Bowles, Henry Veltmeyer, "Afterword: The Return of Extractivism" <i>The Answer is Still No: Voices of Pipeline Resistance</i>, Paul Bowles, Henry Veltmeyer, eds. 139-143. (Halifax, NS: Fernwood Publishing, 2014)</p> <p><u>Group III: Food Regimes (24 + 9 = 33 pages)</u></p> <p>Harriet Friedmann, Phillip McMichael, "Agriculture and the state system: the rise and fall of national agricultures, 1870 to the present". <i>Sociologia Ruralis</i> 29, no. 2 (1989): 93–117. Available through UVic library via http://tinyurl.com/yxbxdrb7 . Last accessed August 25, 2019.</p> <p>Colin Sage, "The Interconnected Challenges for Food Security from a Food Regimes Perspective: Energy, Climate and Malconsumption." <i>Journal of Rural Studies</i> 29 (2013): 71-80.</p> <p><u>Group IV: Energy Systems (3 + 2 + 3 + 3 + 6 + 21 = 38 pages)</u></p> <p>David Sandborn Scott, "Smelling Land" <i>International Journal of Hydrogen Energy</i>, 19, no. 1 (1994): 3-5</p> <p>---, "Turning out the Lights" <i>International Journal of Hydrogen Energy</i>, 19, no. 2 (1994): 129-130.</p>

	<p>---, "Energy Currencies" <i>International Journal of Hydrogen Energy</i>, 19, no. 3 (1994): 199-201.</p> <p>---, "Liberty" <i>International Journal of Hydrogen Energy</i>, 19, no. 4 (1994): 313-315.</p> <p>---, "The Energy System" <i>International Journal of Hydrogen Energy</i> 19, no. 6 (1994): 485-90.</p> <p>Karena Shaw, "Climate deadlocks: the environmental politics of energy systems" <i>Environmental Politics</i> 20, no. 5 (2011): 743-763</p> <p>Supplementary Readings:</p> <p>Peter Newell & Olivia Taylor (2018) Contested landscapes: the global political economy of climate-smart agriculture, <i>The Journal of Peasant Studies</i>, 45, no. 1, 108-129</p> <p>Philip McMichael, "A food regime genealogy" <i>The Journal of Peasant Studies</i>, 36.1 (2009), 139-169 Available at http://dx.doi.org/10.1080/03066150902820354 . Last accessed August 25, 2019.</p> <p>Meenal Shrivastava, "Liberal Democracy in Oil-Exporting Countries: A View from the Perspective of Staples Theory" <i>Alberta Oil and the Decline of Democracy in Canada</i> Meenal Shrivastava and Lorna Stefanick, eds., 31-68. (Athabasca, AB: Athabasca University Press, 2015) Available for free download at http://www.aupress.ca/index.php/books/120251 . Last accessed August 23, 2019.</p> <p>Paul Kellogg, "Escape from the Staple Trap" <i>Escape from the Staple Trap: Canadian Political Economy after Left Nationalism</i>. 189-209. (Toronto, ON: University of Toronto Press, 2015).</p>
Week 4	September 26: Frameworks for Studying Chains and Networks
	<p>Required Readings:</p> <p><u>Group I: Commodity Chains and Global Value Chains</u> (14 + 27 = 41 pages)</p> <p>T. K. Hopkins and I. Wallerstein. "Commodity Chains in the World-Economy Prior to 1800." <i>Review (Fernand Braudel Center)</i> 10, no. 1 (1986): 157-70. Available via the electronic copy of the journal in the UVic Library Catalogue</p> <p>Jennifer Bair, "Global Capitalism and Commodity Chains: Looking Back, Going Forward." <i>Competition and Change</i> 9, no. 2 (2005): 153-180. Available via the journal title at the university library catalogue.</p> <p><u>Group II: Networks of Labour/Production</u> (28 + 10 = 38 pages)</p> <p>Jeffrey Henderson et al., "Global Production Networks and the Analysis of Economic Development." <i>Review of International Political Economy</i> 9, no. 3 (August 2002): 436-64. Available via the electronic copy of the journal in the UVic Library Catalogue</p> <p>Carla Lipsig-Mummé, "Climate, Work and Labour: The International Context" <i>Climate at Work</i> Carla Lipsig-Mummé, ed. 11-20. (Halifax, NS: Fernwood Publishing, 2013)</p> <p><u>Group III: Gender, Care Chains, and Reproductive Labour</u> (16 + 18 = 34 pages)</p> <p>Sara Dorow, "Gendering Energy Extraction in Fort McMurray" <i>Alberta Oil and the Decline of Democracy in Canada</i> Meenal Shrivastava and Lorna Stefanick, eds., 275-292. (Athabasca, AB: Athabasca University Press, 2015) Available for free download at http://www.aupress.ca/index.php/books/120251 . Last accessed August 25, 2019.</p>

	<p>Nicola Yeates, "Global Care Chains: a critical introduction", <i>Global Migration Perspectives</i>, no. 44 (2005), 16 pages plus notes</p> <p><u>Group IV: Logistics and Bulk Commodity Transport (14 + 20 = 34 pages)</u></p> <p>Keith Trace, "Bulk Commodity Logistics," in <i>Handbook of Logistics and Supply-Chain Management</i>, edited by Anne M. Brewer, Kenneth J. Button and David A Hensher, 441-54. (Amsterdam: Pergamon, 2001).</p> <p>Edna Bonacich and Jake B. Wilson, "The Logistics Revolution" <i>Getting the Goods: Ports, Labor, and the Logistics Revolution</i>. 3-22. (Ithaca, NY: Cornell University Press, 2008)</p> <p>Supplementary Readings:</p> <p>Arlie R. Hochschild, "Global Care Chains and Emotional Surplus Value" in Hutton, W. and Giddens, A. (eds) <i>On The Edge: Living with Global Capitalism</i> 130-146. (London: Jonathan Cape, 2000)</p> <p>Gary Gereffi, John Humphrey, and Timothy Sturgeon. "The Governance of Global Value Chains." <i>Review of International Political Economy</i> 12, no. 1 (February 2005): 78-104. (Available via the electronic copy of the journal in the UVic Library Catalogue)</p> <p>Jason Foster and Bob Barnetson, "Exporting Oil, Importing Labour, and Weakening Democracy: The Use of Foreign Migrant Workers in Alberta." Chap. 9 In <i>Alberta Oil and the Decline of Democracy in Canada</i>, edited by Meenal Shrivastava and Lorna Stefanick, 249-73. (Athabasca, AB: Athabasca University Press, 2015). Available for free download at http://www.aupress.ca/index.php/books/120251 . Last accessed August 25, 2019.</p> <p>Sing C. Chew, "Neglecting Nature: World Accumulation and Core-Periphery Relations, 2500 BC to AD 1990" <i>World System History: The Social Science of Long-Term Change</i>, Robert E. Denmark et al., eds. 216-234. (London: Routledge, 2000). (Available as an e-book through UVic library catalogue.)</p> <p>Gary Gereffi, "The Organization of Buyer-Driven Global Commodity Chains: How Us Retailers Shape Overseas Production Networks," in <i>Commodity Chains and Global Capitalism</i>, edited by Gary Gereffi and Miguel Korzeniewicz, 95-122. (Westport, CN: Greenwood Press/Praeger, 1994).</p> <p>Raphael Kaplinsky, "Spreading the Gains from Globalization: What can be Learned from Value Chain Analysis?" <i>Problems of Economic Transition</i> 47, no. 2 (2004): 74-115. (Available via the electronic copy of the journal in the UVic Library Catalogue)</p> <p>Immanuel Wallerstein, "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis" <i>The Essential Wallerstein</i>, New York NY: New Press, 2000) Reproduced from <i>Comparative Studies in Society & History</i> 16.4 (September 1974): 387-415.</p>
Week 5	October 3: Accountability
DUE DATE: End of Oct 4 Paper proposal	<p>Required Readings:</p> <p>Group I: Accountability in Alberta (23 pages)</p> <p>Lorna Stefanick, "Blurring the Boundaries of Private, Partisan, and Public Interests: Accountability in an Oil Economy" <i>Alberta Oil and the Decline of Democracy in Canada</i> Meenal Shrivastava and Lorna Stefanick, eds., 367-389. (Athabasca, AB: Athabasca University Press,</p>

	<p>2015) Available for free download at http://www.aupress.ca/index.php/books/120251 . Last accessed August 23, 2019.</p> <p><u>Group II: Accountability in Conception (14 + 16 = 30 pages)</u> Andreas Schedler, "Conceptualizing Accountability." In <i>The Self-Restraining State: Power and Accountability in New Democracies</i>, Andreas Schedler, Larry Diamond and Marc F. Plattner, eds. 13-28. (Boulder, CO: Lynne Rienner, 1999).</p> <p>Marvin B. Scott and Stanford M. Lyman, "Accounts" <i>American Sociological Review</i>, 33, no. 1 (Feb 1968): 46-62</p> <p><u>Group III: Accountability, Urgency, and Settler Colonialism (18 + 18 = 36 pages)</u> Kyle Powys Whyte, "Indigeneity in Geoengineering Discourses: Some Considerations", <i>Ethics, Policy & Environment</i>, 21, no. 3 (2018): 289-307. Available at https://doi.org/10.1080/21550085.2018.1562529. Last accessed August 24, 2019.</p> <p>Elaine Coburn and Cliff (Kam'ayaam/Chachim'multhnii) Atleo, "Not Just Another Social Movement: Indigenous Resistance and Resurgence" <i>A World to Win: Contemporary Social Movements and Counter-Hegemony</i>. 176-194. (Winnipeg, MB: Arbeiter Ring Press, 2016)</p> <p>Supplementary Readings: Richard Heinberg, "A Plan" <i>The Oil Depletion Protocol: A Plan to Avert Oil Wars, Terrorism and Economic Collapse</i>. 65-89. (Gabriola Island, BC: New Society Publishers, 2006)</p> <p>Colin J. Campbell, "The Oil Depletion Protocol: The Text" Richard Heinberg, ed. Webpage. Available at http://richardheinberg.com/odp/theprotocol . Last accessed November 12, 2018.</p>
<p>Week 6</p>	<p>October 10: Fossil Extraction Techniques, Capital, Workers, and Anti-Colonial Resistance</p>
<p>IN-CLASS Form small groups for workshop</p> <p>Release Date: Oct 10 Mid-term: after class</p>	<p>Required Readings: <u>Group I: Power and Counter-Power through Coal and Oil (31 + 12 = 43 pages)</u> Timothy Mitchell, "Machines of Democracy" Chap. 1 in <i>Carbon Democracy: Political Power in the Age of Oil</i>. 12-42. (London: Verso, 2011)</p> <p>Tom Langford, "Working-Class Power and the Collapse of the Domestic Steam Coal Market: Lessons from the Crowsnest Pass in the 1950s and the 1960s" <i>Resources, Empire and Labour: Crises, Lessons and Alternatives</i>, ed. David Leadbeater. 241-252. (Halifax, NS: Fernwood Books, 2014)</p> <p><u>Group II: Capitalism, Coal, and the Exploitation of Labour (53 pages)</u> Andreas Malm, "The Origins of Fossil Capital: From Water to Steam in the British Cotton Industry" <i>Historical Materialism</i> 21, no. 1 (2013): 15-68.</p> <p><u>Group III: Indigenous Blockades (47 pages)</u> Yale D. Belanger and P. Whitney Lackenbauer. Introduction, <i>Blockades or Breakthroughs? Aboriginal Peoples Confront the Canadian State</i>. 3-50 (Kingston-Montréal: McGill-Queen's University Press, 2015).</p> <p>Supplementary Readings: Stephen Lewis, "The Health Impact of Global Climate Change" Keynote address, 5th World Environmental Education Congress, Montréal, QC, May 10, 2009. Available at</p>

	<p>https://earthgauge.ca/interviews/speech-by-stephen-lewis/ . Last accessed November 12, 2018.</p> <p>Ivan Ilich, <i>Energy and Equity</i> (New York, NY: Harper & Row, 1973; 1974). Available online</p> <p>Jeremy Leggett, "Global Warming: A Greenpeace View" <i>Global Warming: The GreenPeace Report</i>, Jeremy Leggett, ed. 457-480 (Oxford: Oxford University Press, 1990).</p>
<p>Week 7</p>	<p>October 17: Distance, Blockades, Certification, and Strategy</p>
<p>DUE DATE: Mid-term October 15</p>	<p>Required Readings:</p> <p><u>Group I: Distance as Antidote for Responsibility along a Chain (29 pages)</u> Thomas Princen, "Distancing: Consumption and the Severing of Feedback." In <i>Confronting Consumption</i>, edited by Thomas Princen, Michael Maniates and Ken Conca, 103-31. (Cambridge, MA: MIT Press, 2002).</p> <p>Group II: Certification – Negotiating and “Mediating” Responsibility through Negotiated Standards (25 pages) Stephen Bernstein and Benjamin Cashore, “Can non-state global governance be legitimate? An analytical framework” <i>Regulation and Governance</i> 1 (2007): 347–371. Available via the library catalogue through the journal title.</p> <p><u>Group II: Direct Action – Blocking Chain Flows, Chokepoints, and the Opening of Dialogue (15 + 15 = 31 pages)</u> Anna Curcio, “Practicing militant inquiry: Composition, strike and betting in the logistics workers struggles in Italy” <i>Ephemera: Theory and Politics in Organization</i> 14, no. 3 (2014): 375-390.</p> <p>Val Napoleon, "Behind the Blockades." <i>Indigenous Law Journal</i> 9, no. 1 (2010): 1-14.</p> <p>Supplementary Readings:</p> <p>Canadian Centre for the Study of Resource Conflict. "Corporate Social Responsibility: Movements and Footprints of Canadian Mining and Exploration Firms in the Developing World." 2009. 1-17. Available at https://justiceprojectdotorg1.files.wordpress.com/2017/08/csr_movements_and_footprints2009.pdf . Last accessed November 12, 2018.</p> <p>Neil Gunningham, R.A. Kagan, and D. Thornton. "Social Licence and Environmental Protection: Why Businesses Go Beyond Compliance." <i>Law and Social Inquiry</i> 29 (2004): 307-41.</p> <p>Jem Bendell, “In whose name? The accountability of corporate social responsibility”, <i>Development in Practice</i>, 15, no. 3-4 (2005): 362-374, DOI: 10.1080/09614520500075813Group</p>
<p>Week 8</p>	<p>October 24: Material Flows, Power, and Metabolism</p>
	<p>Required Readings:</p> <p><u>Group I: Material Economy (41 pages)</u> Marina Fischer-Kowalski, Helmut Haberl, “Tons, Joules, and Money: Modes of Production and their Sustainability Problems” <i>Society and Natural Resources</i> 10 (1997): 61-75 (14 pages).</p> <p>Gavin Bridge, “Material Worlds: Natural Resources, Resource Geography and the Material Economy” <i>Geography Compass</i> 3, no. 3 (2009): 1217–1244. doi 10.1111/j.1749-</p>

	<p>8198.2009.00233.x (Available via the electronic copy of the journal in the Uvic Library Catalogue) (27 pages)</p> <p><u>Group II: Anthropology and the Flow of Resources</u> (31 + 12 = 43 pages) Anna Lowenhaupt Tsing, <i>Friction: An Ethnography of Global Connection</i>, 205-236. (Princeton, NJ: Princeton University Press, 2005) (31 pages)</p> <p>Ian Cook et al., "Geographies of Food: Following." <i>Progress in Human Geography</i> 30, no. 5 (2006): 655–66. (Available via the electronic copy of the journal in the Uvic Library Catalogue)</p> <p><u>Group III: Eco-Marxism and Metabolism</u> (36 pages) John Bellamy Foster, "The Metabolism of Nature and Society" <i>Marx's Ecology: Materialism and Nature</i>. 141-177. (New York, NY: Monthly Review, 2000)</p>
Week 9	October 31: Hope and Fear
DUE DATE: Oct 29 Condensed Final Papers	<p>Required Readings:</p> <p><u>Group I: Hope, Fear, and Action</u> (approx. 28 minutes listening, plus an interview to read) Greta Thunberg, "Greta Thunberg urges European MEPs to panic "like the house is on fire"" April 16, 2019. Online Video. 13:15. Available at https://www.youtube.com/watch?v=14w8WC1I3S4 . Last accessed August 24, 2019.</p> <p>Geoff Dembicki, "How Millennials are Fighting to Survive Climate Change" TedX EastVan, May 24, 2016. Online Video. 14:39. Available at https://www.youtube.com/watch?v=0WYkPSpl8RM . Last accessed August 24, 2019.</p> <p>Emilee Gilpin, "Urgency in climate change advocacy is backfiring, says Citizen Potawatomi Nation scientist" <i>National Observer</i> February 15, 2019. Available at https://www.nationalobserver.com/2019/02/15/features/urgency-climate-change-advocacy-backfiring-says-citizen-potawatomi-nation . Last accessed August 24, 2019.</p> <hr/> <p><u>Group II: Visions of the Future</u> (7 + 25 = 32 pages) Eduardo Gudynas, "Buen Vivir: Today's Tomorrow." <i>Development</i> 54, no. 4 (2011): 441-47. Available at http://www.gudynas.com/publicaciones/GudynasBuenVivirTomorrowDevelopment11.pdf . Last accessed August 25, 2019.</p> <p>Geoff Mann and Joel Wainwright. "Climate X" <i>Climate Leviathan: A Political Theory of Our Planetary Future</i>. 173-197. (London: Verso, 2018).</p> <p><u>Group III: From Chains to Circles – Industrial Ecology</u> (17 + 3 + 11 = 31 pages) René van Berkel, Tsuyoshi Fujita, Shizuka Hashimoto, Minoru Fujii, "Quantitative Assessment of Urban and Industrial Symbiosis in Kawasaki, Japan" <i>Environmental Science and Technology</i> 43 (2009): 1271–1281. (Available via the electronic copy of the journal in the Uvic Library Catalogue)</p> <p>Steven W. Peck, "Industrial Ecology from Theory to Practice" <i>New City Online</i>. http://www.newcity.ca/Pages/industrial_ecology.html . Last accessed August 28, 2019.</p> <p>Steven W. Peck, "When is an Eco-Industrial Park not an Eco-Industrial Park?" <i>Journal of Industrial Ecology</i> 5, no. 3 (July 2001): 3-5. (Available via the electronic copy of the journal in the Uvic Library Catalogue)</p>

	<p>Ellen MacArthur Foundation, <i>Towards A Circular Economy: Business Rationale For An Accelerated Transition</i> December 2, 2015. 2-19. Available at http://www.ellenmacarthurfoundation.org/publications/towards-a-circular-economy-business-rationale-for-an-accelerated-transition . Last accessed August 28, 2019.</p> <p>Supplementary Readings:</p> <p>Stewart Barr and Justin Pollard, “Geographies of Transition: Narrating environmental activism in an age of climate change and ‘Peak Oil’” <i>Environment and Planning A</i> 49, no. 1 (2017): 47-64.</p> <p>Tim Flannery, “Climate Hope” <i>Ideas</i>. CBC Radio. March 16, 2015. https://www.cbc.ca/radio/ideas/climate-hope-1.2990799 . Last accessed January 7, 2019.</p> <p>Rebecca Solnit, <i>Hope in the Dark: Untold Histories, Wild Possibilities</i> (Edinburgh, UK: Cannongate Books, 2005)</p> <p>---. Peoples Agreement. April 22nd, 2011, Cochabamba, Bolivia. Available at http://pwccc.wordpress.com/support/ . Last accessed August 23, 2019.</p>
Week 10	November 7: Small Group Discussions
<p>WORKSHOP: In-class Nov 7</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Condensed Final Readings and Orientation Readings for your small group. • Bring prepared questions about your colleagues’ CFPs. <p>Come prepared to present a short, informal sketch of your project. If you are running short of time, use what time you have to prepare for your colleagues’ papers: your own presentation is meant to be a conversation starter, not a rigorously argued piece.</p>
Week 11	November 14: Workshop I – Madeira: From Irrigated Sugar to Renewable Wind and Water Power
<p>DUE DATE: Peer Assessments Nov 12</p>	<p>Required Readings: (check carefully for the particular page numbers for which you are responsible)</p> <p><u>Group I:</u> (21 pages) Jason W. Moore, “Madeira, Sugar, and the Conquest of Nature in the "First" Sixteenth Century: Part I: From "Island of Timber" to Sugar Revolution, 1420–1506” <i>Review (Fernand Braudel Center)</i> 32, no. 4 (2009): 345-66</p> <p><u>Group II:</u> (22 pages) Jason W. Moore, “Madeira, Sugar, and the Conquest of Nature in the "First" Sixteenth Century: Part I: From "Island of Timber" to Sugar Revolution, 1420–1506” <i>Review (Fernand Braudel Center)</i> 32, no. 4 (2009): 345-50, 367-82</p> <p><u>Group III:</u> (25 pages) ---. “Madeira, Sugar, and the Conquest of Nature in the "First" Sixteenth Century, Part II: From Regional Crisis to Commodity Frontier, 1506—1530” <i>Review (Fernand Braudel Center)</i> 33, no. 1 (2010): 1-24</p> <p>In Class: Watch “Madeira” <i>Islands of the Future</i>. Documentary Film. 52 Minutes. 2014</p>
Week 12	November 21: Workshop II – Canada/Turtle Island: <i>Hic Rhodus, hic salta</i>

	<p>Required Readings:</p> <p><u>Group I:</u> (35 pages) Brendan Haley, "From Staples Trap to Carbon Trap: Canada's Peculiar Form of Lock-In" <i>Studies in Political Economy</i> 88 (Autumn 2011): 97-132.</p> <p><u>Group II:</u> (16 + 16 = 32 pages) Andrew Crosby and Jeffrey Monaghan, "Policing the Imaginary "Anti-Petroleum Movement"" <i>Policing Indigenous Movements: Dissent and the Security State</i>. 178-194. (Halifax, NS: Fernwood Publishing, 2018)</p> <p>Sibo Chen and Shane Gunster, "Ethereal Carbon: Legitimizing Liquefied Natural Gas in British Columbia," <i>Environmental Communication</i> 10, no. 3 (2016): 305-321.</p> <p><u>Group III:</u> (44 pages) Naomi Klein, "Blockadia" <i>This Changes Everything: Capitalism vs. the Climate</i>, 293-336. (New York, NY: Alfred A Knopf Canada, 2014)</p> <p><u>Group IV:</u> (30 + 9 = 39 pages) Travis Fast, "Stapled to the Front Door: Neoliberal Extractivism in Canada" <i>Studies in Political Economy</i> 94 (Autumn 2014): 31-60. Available via journal website, university catalogue.</p> <p>Randolph Haluza-Delay, "Assembling Consent in Alberta: Hegemony and the Tar Sands" <i>A Line in the Tar Sands: Struggles for Environmental Justice</i> Toban Black, Stephen D'Arcy, Tony Weis, Joshua Kahn Russell, eds. 36-44. (Toronto, ON: Between the Lines, 2014)</p>
Week 13	November 28: Workshop III - Getting There; Conclusion and Evaluation
DUE DATE: Week 14, Dec 4, Final Paper	<p>Required Readings: (18 + 14 = 32 pages + short online film)</p> <p>Kim Bryan and Paul Chatterton, "How to Build Active Campaigns" <i>Do It Yourself: A Handbook for Changing Our World</i>, eds. The Trapeze Collective. 277-291. (London, UK: Pluto Press, 2007) Available as e-book through the library catalogue. Available at http://ezproxy.library.uvic.ca/login?url=https://ebookcentral.proquest.com/lib/uvic/detail.action?docID=3386390 . Last accessed August 25, 2019.</p> <p>Terisa E. Turner, "From Cochabamba, A New Internationale and Manifesto for Mother Earth" <i>Capitalism Nature Socialism</i> 21, no. 3 (2010): 56-74.</p> <p>Leonard, Annie. <i>The Story of Stuff</i>. Louis Fox, director. Free Range Studios, 2007. http://storyofstuff.org/movies/story-of-stuff/ . Last accessed August 28, 2019.</p>