University of Victoria  
Department of Political Science  
POLI 458/533 and HDCC 400  
The Political Economy of Carbon Chains and Networks  
AND  
Seminar on Human Dimensions of Climate Change  
Spring 2019  

Time: R 3:30-6:20 pm  
Location: DTB A357  

Instructor: James (Jamie) Lawson, PhD  
Office: DTB A-346  
Office Hours: M 3-4 pm; R 11 am - 12 noon  
Office Telephone: 250-721-7496 (please leave 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 458/533/HDCC 400 invites students to consider major fossil-fuel extractive industries (and environmentally more sustainable alternatives) as “commodity” or “value” chains, “global production networks”, and similar configurations. It considers the potential role of these chains or networks as non-state “terrains” for potential strategic intervention, particularly in relation to various initiatives to slow or stop anthropogenic climate disruption and other ecological impacts. How and to what extent can reform to these chains enhance environmental governance, politics, and policy, as well as to advance campaigns for social justice? What difference does the approach for studying them make?  

The course also reflects on the wider impacts of climate disruption on humans, human societies, and human institutions, and on the origins of contemporary climate trends that specifically relate to human activities. It extends the discussion to the wider range of humanity’s geological impacts, a conversation generally centred on the geological conception of the “Anthropocene”. Strategies for mitigating the impacts of climate disruption and the wider Anthropocene environmental impacts are also considered.  

A Note on the Scientific Assumptions for the Course: 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. One simple way of summarizing 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. These changes rest primarily on unprecedented and accelerating emission rates and levels of several greenhouse gases over
multiple decades worldwide. 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 of the particular consequences, also using a range of scientific methods. But that same family of methods has created a very high level of 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 concerns whether these rates and impacts are understated, as whether they could be overstated.

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 an institution committed to the pursuit of knowledge based on the dedicated application of methods that are appropriate to the subjects investigated, this course will take as read the consensus position and the continuing research initiatives on which it rests. The central question here is what human societies can and will do about it.

**Required Texts**

All required readings at the POLI 458/533/HDCC 400 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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15%</td>
<td>Throughout</td>
</tr>
<tr>
<td>Paper proposal</td>
<td>--</td>
<td>Two-paragraph proposal* with 3-5 item annotated bibliography due at end of Sunday, Feb 3, midnight</td>
</tr>
<tr>
<td>Take-home Mid-term</td>
<td>15%</td>
<td>Released 9:00 am Tuesday, February 12 Due (by upload) midnight at end of Sunday, Feb 17</td>
</tr>
<tr>
<td>Condensed Final Paper and Small-Group Discussion*</td>
<td>15%</td>
<td>Condensed final papers due at end of Sunday, Mar 3, midnight Small-Group Discussions, in class, Thursday, Mar 7</td>
</tr>
<tr>
<td>Peer Assessments</td>
<td>10%</td>
<td>Due at end of Sunday, Mar 10, midnight</td>
</tr>
<tr>
<td>Final Paper*</td>
<td>35%</td>
<td>Due at end of Tuesday, Apr 2, midnight</td>
</tr>
<tr>
<td>Final Workshops</td>
<td>10%</td>
<td>Submit for two of the sessions after the CFP Discussions, at 5% each. Due at end of each workshop.</td>
</tr>
</tbody>
</table>
Regardless of how late they are and how large the late penalties are, a paper proposal and a condensed final paper must be submitted for a final paper to be accepted. Exceptions may be made for exceptional cases of illness, bereavement, or similar disruption; normally documentation is required.

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: 3 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. Instructor corrections and suggestions on papers in .pdf must be readable for the student; .pages or 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 discussion.
Small-Group Discussion of Final Papers (Mandatory attendance):
By the due date of the condensed final paper, the class will form 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- to ten-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. The overall goal of each student should be the constructive improvement of all final papers in the group.

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 to instructor by CourseSpaces. Another copy of each review must go to the paper author you reviewed. Assessments should be in .doc, .docx, .odt, or .rtf. Papers in “.pdf” 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. MA students will lead or co-lead one of these late-term sessions, based either on their term paper or a relevant thesis plan. This is the basis of their presentation grade. 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. Proof-read 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 online). 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 should be used for the review article and 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 the 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. Messenger et al. (see “Presentation”, above) also summarizes MLA and APA formats.

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, or Rich Text Format (.rtf). For editing reasons, papers in “.pdf” will not be accepted if I cannot open and edit them with Microsoft Word or Adobe software, using the comment functions of those programmes in a way you can then read. Alternative formats must be easily readable and editable using MS-Word or Adobe.

**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, it is rarely used.

**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/calendar2018-01/pdfs/undergraduate-201801.pdf>.

Implicitly, you claim authorship of all ideas and words that appear under your name in an academic paper, if they are not otherwise identified 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, mark clearly 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.

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. This is judged 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 will 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. A substitute date is considered 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’d rather have an email message than a virus!

**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). These are granted 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. Deferrals must not be abused, but serious applications will be taken seriously and sympathetically. Under special conditions, the university will consider a case for retroactive withdrawal.

**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 borrow notes from a classmate.

**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 in such a situation.

**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 there are other assignments that you must complete to avoid an N grade.)

**You are responsible** for drawing longer absences to my attention, and for documenting them. This should be done 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, but 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. The university also offers confidential 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:

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.**
Readings and Schedule

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

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 10: Introduction; Power, Accountability, and Environmental Politics in the Materials Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Reading:</td>
<td>This syllabus</td>
</tr>
<tr>
<td>Week 2</td>
<td>January 17: The Natural Science of Anthropogenic Climate Disruption and of the Anthropocene</td>
</tr>
<tr>
<td>Instructions:</td>
<td>All must read all three Crutzen and Rockström readings. In addition, each student must pick one of the following options:</td>
</tr>
<tr>
<td></td>
<td>Option I: IPCC</td>
</tr>
<tr>
<td></td>
<td>Option II: Wuebbles et al.</td>
</tr>
<tr>
<td></td>
<td>Option III: U.S. Global Change Research Program</td>
</tr>
</tbody>
</table>
### Supplementary Readings:


### Week 3

#### January 24: Petro-States, Extractivism, and the Global North-South Divide

#### Required Readings:

**Group I: The “Petro-State”: On the Comparability of Oil’s Impacts on Politics and Society in Venezuela and Canada** (24 + 29 = 53 pages)


**Group II: Left Politics and Neo-Extractivism - North and South** (14 + 5 + 37 = 56 pages)


#### Supplementary Readings:

Week 4  
**January 31: Accountability and Responsibility**

**DUE DATE:**
End of Feb 3

**Paper proposal**

**Required Readings:**

- **Group I:** Thinking about Responsibility in Climate Change (31 pages)
  

- **Group II:** Conceptualizing Accountability (14 + 16 = 30 pages)
  


**Supplementary Readings:**


---

Week 5  
**February 7: Chain Strategies – “Blockadia” and Non-state Accountability Mechanisms**

**IN-CLASS**
Form small groups for workshop

**Required Readings:**

- **Group I:** Outsourcing and Responsibility along a Chain (29 + 13 + 18 = 60 pages)
  


- **Group II:** Direct Action – Blocking Chain Flows, Accountability, and the Opening of Dialogue (44 + 15 = 59 pages)
  


**Supplementary Readings:**


### Week 6

**February 14: Frameworks for Studying Power along Chains (1)**

**RELEASE DATE:** Feb 12

**Mid-term**

<table>
<thead>
<tr>
<th>Required Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group I: Commodity Chains and Global Value Chains (14 + 27 = 41 pages)</strong></td>
</tr>
</tbody>
</table>

**Group II: Life-Cycle Analysis (38 + pages)**


**Group III: Overviews of Chain Research (27 + 23 = 50 pages)**


**Supplementary Readings:**


<table>
<thead>
<tr>
<th>Week 7</th>
<th>February 21: Reading Break (No Class)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE DATE:</strong></td>
<td><strong>Mid-term</strong></td>
</tr>
<tr>
<td>Feb 17</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>February 28: Frameworks for Studying Power along Chains (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE DATE:</strong></td>
<td><strong>Mar 3</strong></td>
</tr>
<tr>
<td><strong>Condensed Final Papers</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Required Readings:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nicola Yeates, “Global Care Chains: a critical introduction”, <em>Global Migration Perspectives</em>, no. 44 (2005), 16 pages plus notes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Supplementary Readings:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sandro Mezzadra and Brett Neilson, “Extraction, logistics, finance: Global crisis and the politics of operations” <em>Radical Philosophy</em> 178 (March/April 2013): 8-18.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>March 7: Small Group Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE DATE:</strong></td>
<td><strong>Mar 10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Required Readings:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Condensed Final Readings and Orientation Readings for Your Small Group.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Bring Prepared Questions for Your Colleagues.</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Peer Assessments**

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.

---

**Week 10**  
**March 14: Workshop I - Frameworks for Studying Food and Energy Chains**

**Required Readings:**  
**Group I: Food Fights - The Class Politics of Food Production, and the Cultural Politics of Food Consumption** (17 + 11 + 12 = 40 pages)  


**Group II: Food Regimes**  


**Group III: Energy Systems** (3 + 2 + 3 + 6 + 21 = 38 pages)  


Karena Shaw, “Climate deadlocks: the environmental politics of energy systems” *Environmental Politics* Vol. 20, No. 5 (2011): 743-763

**Group IV: Fossil-Fuel Corporate Networks** (48 pages)  
**Supplementary Readings:**

Harriet Friedmann, “From Colonialism to Green Capitalism: Social Movements and Emergence of Food Regimes” *New Directions in the Sociology of Global Development* Frederick H. Buttel, Philip McMichael, eds. 227 - 264 (Emerald Group Publishing Limited, 2005).

**Week 11**


**Required Readings:**
Group I: BC Scholars Debate Innis and Cyclonics (20 + 17 = 37 pages)


Group II: Ontario Scholars Debate Innis and the Staples Trap (21 + 18 = 39 pages)
Paul Kellogg, “Introducing the Argument” *Escape from the Staple Trap: Canadian Political Economy after Left Nationalism* 3-22 (Toronto, ON: University of Toronto Press, 2015)


Group III: Two Accounts of What is Central to Innis: Cyclonics and Rigidities (11 + 30 = 41 pages)


**Supplementary Readings:**

**Week 12**

**March 28: Workshop III - Democracy, Social Justice, Decolonization, and a Green Transition**

**Required Readings:**
Group I: Power and Counter-Power through Coal and Oil (30 + 11 = 41 pages)

Group II: Capitalism and Coal (53 pages)

Group III: Social Justice and Energy (45 pages)

Group IV: Indigenous Blockades (47 pages)

**Supplementary Readings:**


<table>
<thead>
<tr>
<th>Week 13</th>
<th>April 4: Conclusion and Evaluation – Climate Action and Hope</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE DATE:</strong></td>
<td><strong>Final Paper</strong></td>
</tr>
<tr>
<td><strong>Required Readings:</strong></td>
<td><strong>Group I: Hope, Despair and Visions of the Future</strong> (7 pages + approx. 69 minutes listening)</td>
</tr>
<tr>
<td></td>
<td><strong>Group II: Getting there</strong> (14 + 18 = 32 pages)</td>
</tr>
<tr>
<td></td>
<td>Stewart Barr and Justin Pollard, “Geographies of Transition: Narrating environmental activism in an age of climate change and ‘Peak Oil’” Environment and Planning A 49(1): 47-64.</td>
</tr>
</tbody>
</table>
Supplementary Readings:


[somewhere also this: [https://www.mainstreamingclimate.org/ngfs/](https://www.mainstreamingclimate.org/ngfs/)]