

	<p style="text-align: center;">Globalst 702</p> <p style="text-align: center;">“Topics in Globalization Studies 2: The Global Politics of Sustainability and Justice”</p> <p style="text-align: center;">Instructor: Peter Dauvergne Location: Kenneth Taylor Hall (KTH-732)</p> <p style="text-align: center;">Monday 2 May to Friday 13 May, 2016: 1–4pm daily</p> <p style="text-align: center;">Institute on Globalization and the Human Condition</p>
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Instructor

[Peter Dauvergne](#) is a Professor of International Relations at the University of British Columbia. His research interests include the environmental politics of social movements, corporations, and consumption (see [Academia.edu](#) or [ResearchGate](#)). Recent books include *The Shadows of Consumption* (MIT Press, 2008, winner of the Gerald L. Young Book Award in Human Ecology), *Paths to a Green World*, 2nd ed. (coauthored with Jennifer Clapp, MIT Press, 2011), *Timber* (coauthored with Jane Lister, Polity Press, 2011), *Eco-Business* (coauthored with Jane Lister, MIT Press, 2013), and *Protest Inc.* (coauthored with Genevieve LeBaron, Polity Press, 2014). He is the founding and past editor of the journal [Global Environmental Politics](#). His latest book is *Environmentalism of the Rich*, forthcoming with MIT Press in 2016.

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Office hours: 4pm each day, except Fridays

Assessment: Essay (50%); Participation/Presentations (30%); *TASK* Preparations (20%)

Course Readings: The readings are available by clicking the article titles below, or for those without a hyperlink from your university library or the course instructor. Note that the first class (Monday, May 2, 2016) requires reading in advance.

Course Description

The Global Politics of Sustainability and Justice examines the politics of global environmental change, striving for critical thought that integrates both rigorous analysis and ethical reflection. The focus is on the consequences of discourses, institutions, and power struggles for global ecological change, taking an interdisciplinary approach that does not assume a background in international relations. Topics include the causes and consequences of unsustainable development, the power of environmentalism as a social movement, the

eco-business of multinational corporations, the effectiveness of international agreements, the role of corporate governance, the rising importance of city-level governance, the value of certification and eco-consumerism, the social justice consequences of climate change, and the ecological shadows of consumption. The course concludes by assessing the merits of various pathways toward international sustainability and justice.

Course Evaluation

The seminar aims to develop teaching, research, writing, and critical thinking skills. You should participate thoughtfully and constructively during class discussions.

a. Research Essay

You must submit a 4500-word research essay (excluding footnotes and bibliography) before Monday, 6 June, at 5pm. You must also include a 150-word abstract on the first page: do not include this on your essay's word count; use original wording in the abstract (e.g., do not cut-and-paste from the main text). Please email the essay and abstract in Word to peter.dauvergne@ubc.ca.

b. Participation and Preparation

You must read ALL of the assigned readings. We will not have formal presentations of each article but will instead discuss the ideas and arguments. Please be ready to explain and critique every reading. You must participate in the class in a way that demonstrates your preparation. Each week prepare rough-note comments on each of the readings focusing on 2 factors:

- QUALITY OF THE ARGUMENT
- QUALITY/RIGOR OF THE EVIDENCE

You must also prepare rough notes for each TASK, educating yourself independently. You should be prepared to discuss your findings with your classmates.

Course Schedule

1. Monday May 2: The Crisis of Unsustainability and Injustice

LECTURE: Peter Dauvergne

INTRODUCTIONS: Please be ready to explain your research interests and how these connect to the themes of this course.

TASK: Explain the origins and varying meanings of the concept of “Anthropocene.” How powerful do you find this idea as a way of promoting sustainability and justice? To begin, read Elizabeth Kolbert, “[Enter the Anthropocene—Age of Man](#),” *National Geographic*, March 2011; and Adam Vaughan, “[Human Impact Has Pushed Earth into the Anthropocene, Scientists Say](#),” *Guardian*, 7 January 2016.

2. Tuesday May 3: Causes of the Crisis

Erik Assadourian, "[The Rise and Fall of Consumer Cultures](#)," in Worldwatch Institute, *State of the World 2010: Transforming Cultures from Consumerism to Sustainability* (W. W. Norton, 2010): 3–20.

Simon Nicholson, "[The Birth of Free-Market Environmentalism](#)," *The Journal of Interdisciplinary History* 46 (3) (2016): 421–433.

TASK: What do you think are the 3 most powerful causes of today's escalating global environmental crisis? Use only 1-3 words to explain each cause. Justify each with a short explanation. Some of the causes surfacing from time to time in the academic literature include: indifference; ignorance; greed; culture; legacy of exploitation and imperialism; weak international rules; sovereignty; capitalism; economic growth; multinational corporations; trade; financing; weak national laws; weak local bylaws; population growth; problem of consumption; technology; complexity of problems.

3. Wednesday May 4: Ideas, Discourses, and Norms

Clapp, Jennifer and Linda Swanston. [Doing Away with Plastic Shopping Bags: Explaining International Patterns of Norm Adoption and Policy Diffusion](#). *Environmental Politics* 18 (3) (2009): 315–332.

David Schlosberg and Lisette B. Collins, "From Environmental to Climate Justice: Climate Change and the Discourse of Environmental Justice," *WIREs Clim Change* 2014, 5 (2014): 359–374.

TASK: Choose one environmental concept you think is advancing sustainability and justice (e.g., adaptation, resilience, stewardship, environmental racism, decarbonization, limits to growth, sustainable development; fair earth share; ecological footprint). Define the term carefully and explain why it is making a difference.

4. Thursday May 5: Technology and Modernization

John Asafu-Adjaye, Linus Blomqvist, Stewart Brand, Barry Brook, Ruth Defries, Erle Ellis, Christopher Foreman, David Keith, Martin Lewis, Mark Lynas, Ted Nordhaus, Roger Pielke, Jr., Rachel Pritzker, Joyashree Roy, Mark Sagoff, Michael Shellenberger, Robert Stone, and Peter Teague, [The Ecomodernist Manifesto](#) (The Breakthrough Institute, April 2015): 1–32.

John Bellamy Foster, "[Capitalism's Environmental Crisis—Is Technology the Answer?](#)" *Monthly Review* 52 (7) (2000): 1–13.

Arthur P. J. Mol, "Ecological Modernization and the Global Economy," *Global Environmental Politics* 2 (2) (2002): 92–115.

TASK: Trace the rise of China as a global leader in solar and wind power. Do you think solar and wind power can play a significant role in stopping global warming?

5. Friday May 6: Governments – Cities, States, and International Agreements

Steven Bernstein, “Liberal Environmentalism and Global Environmental Governance,” *Global Environmental Politics* 2 (3) (August 2002): 1-16.

Michele Betsill, Navroz K. Dubash, Matthew Paterson, Harro van Asselt, Antto Vihma, and Harald Winkler, “[Building Productive Links between the UNFCCC and the Broader Global Climate Governance Landscape](#),” *Global Environmental Politics* 15 (2) (2015): 1–15.

TASK: Succinctly outline the 2015 Paris Agreement under the United Nations Framework Convention on Climate Change. In your opinion, is this an example of a “successful” international environmental negotiation? (Be sure to define successful.)

6. Monday May 9: NGOs and Civil Society

Paul Wapner, “Horizontal Politics: Transnational Environmental Activism and Global Cultural Change,” *Global Environmental Politics* 2 (2) (May 2002): 37–62.

Michael Bloomfield, “Shame Campaigns and Environmental Justice: Corporate Shaming as Activist Strategy,” *Environmental Politics* 23 (2) (2014): 263–281.

TASK: Evaluate the power of a social media campaign to promote “sustainable” and “responsible” corporate practices. Possibilities include: conflict-free diamonds; conflict-free gold; sustainable timber; sustainable palm oil.

7. Tuesday May 10: Eco-Business of Multinational Corporations

Edward Humes, “[Walmart’s Biggest Green Feat: Putting Sustainability on the Corporate Agenda](#),” *Grist*, 9 February 2012.

Christine Bader, “[Why Corporations Fail to Do the Right Thing](#),” *The Atlantic*, 21 April 2014. Watch as well [Bader’s TED Talk](#) about her book, *The Evolution of a Corporate Idealist: When Girl Meets Oil* (Bibliomotion, 2014).

Timothy M. Devinney, “Is the Socially Responsible Corporation a Myth? The Good, the Bad, and the Ugly of Corporate Social Responsibility,” *Academy of Management Perspectives* May (2009): 44–54.

TASK: Concisely, and in your own words, explain [Walmart’s “sustainability” strategy](#). What do you think are the prospects of this policy for advancing sustainability and justice?

8. Wednesday May 11: New Markets and Mechanisms

Jessica F. Green, "[Order Out of Chaos: Public and Private Rules for Managing Carbon](#)," *Global Environmental Politics* 13 (2) (May 2013): 1–25.

Monica Di Gregorio, Maria Brockhaus, Tim Cronin, Efrian Muharrom, Sofi Mardiah, and Levania Santoso, "Deadlock or Transformational Change? Exploring Public Discourse on REDD+ Across Seven Countries," *Global Environmental Politics* 15 (4) (2015): 63–84.

TASK: What is REDD+? (To begin, see the [UN-REDD Programme](#). Does this strike you as an effective way to promote tropical conservation and mitigate global climate change?

9. Thursday May 12: Consumers and Certification

Maniates, Michael F., "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* 1 (3) (August 2001): 31-52.

Paul Foley and Elizabeth Havice, "The Rise of Territorial Eco-Certifications: New Politics of Transnational Sustainability Governance in the Fishery Sector," *Geoforum* 69 (February) (2016): 24–33.

TASK: Review the history and claims of the [Marine Stewardship Council](#). Does this organization strike you as effective? (Be sure to define effective.)

10. Friday May 13: Pathways Toward Just Sustainability

Paul Wapner, "[Humility in a Climate Age](#)," *Tikkun* 25 (3) (2010), p. 34, and Paul Wapner, "[Outrage at Suffering, Awe at the Universe](#)," *Tikkun* 26 (Winter) (2011).

Sunita Narain, "[Let's Respect the Other](#)," *DownToEarth*, January 2016 and "[Intolerance in Paris](#)," *DownToEarth*, December 2015.

Frank Biermann et al., "Transforming Governance and Institutions for Global Sustainability: Key Insights from the Earth Systems Governance Project," *Current Opinion in Environmental Sustainability* 4 (1) (2012): 51–60.

TASK: Review your class notes. What do you see as effective pathways toward global sustainability? What pathways do you see as counterproductive or unjust? (Be sure to define counterproductive and unjust.)

McMaster University's Course Policies

Academic Dishonesty

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities

Course Modification Statement

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Faculty of Social Sciences E-Mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.