

ERS 328: Environmental Politics and System Change

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School of Environment, Resources and Sustainability
Fall 2017

DRAFT: Please check latest version.

Environmental problems have been seen variously as a resulting from human nature, agriculture and civilization, industrialism and capitalism. Competing environmental discourses – ‘sustainable development’, ‘limits to growth’, ‘survivalism’, ‘green capitalism’, ‘social-ecological resilience’ – foreground different technological, political and institutional dynamics whilst pushing others into the background. Incremental, transformative and revolutionary system change is seen to derive from a variety of (technological, ecological, institutional, political) drivers. Exploring the history and sociology of environmental politics, the course reviews the drivers of disruptive system change focusing on the role of exogenous shocks, the cumulative impact of environmental science, radical ideas, disruptive technology, mainstream party politics and institutional adaptation, social innovation and traditional ‘revolutionary’ politics.

First – have a look at these two poems. When were they written? What do they mean?

William Butler Yeats (1865-1939)

THE SECOND COMING

*Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of passionate intensity.*

*Surely some revelation is at hand;
Surely the Second Coming is at hand.
The Second Coming! Hardly are those words out*

*When a vast image out of Spiritus Mundi
 Troubles my sight: a waste of desert sand;
 A shape with lion body and the head of a man,
 A gaze blank and pitiless as the sun,
 Is moving its slow thighs, while all about it
 Wind shadows of the indignant desert birds.*

*The darkness drops again but now I know
 That twenty centuries of stony sleep
 Were vexed to nightmare by a rocking cradle,
 And what rough beast, its hour come round at last,
 Slouches towards Bethlehem to be born?*

Robinson Jeffers, 1935

REARMAMENT

*These grand and fatal movements toward death: the grandeur of the mass
 Makes pity a fool, the tearing pity
 For the atoms of the mass, the persons, the victims, makes it seem monstrous
 To admire the tragic beauty they build.
 It is beautiful as a river flowing or a slowly gathering
 Glacier on a high mountain rock-face,
 Bound to plow down a forest, or as frost in November,
 The gold and flaming death-dance for leaves,
 Or a girl in the night of her spent maidenhood, bleeding and kissing.
 I would burn my right hand in a slow fire
 To change the future ... I should do foolishly. The beauty of modern
 Man is not in the persons but in the
 Disastrous rhythm, the heavy and mobile masses, the dance of the
 Dream-led masses down the dark mountain.*

A. Course information

Professor:	Stephen Quilley
Contact:	<p><i>Email: squillely 'AT' uwaterloo.ca [PLEASE include ERS410 in the subject] PLEASE ALSO USE A 'UWATERLOO' EMAIL Tel: (519) 888-4567 Ext. 38335 [PLEASE DO NOT LEAVE MESSAGES ON THE PHONE] Office: EV2 2009 Office Hours: TBC (or by appointment –please email)</i></p>

	<i>Contact:</i> Ask questions during the lecture or ask your TA (if there is one). If they are not able to answer your questions they will forward them to me. For attendance issues please talk to your TA. Email is always best in the first instance.
Teaching Assistants:	TBC
Lecture:	TBC
Readings:	Books will be in the reserve collection. Students are advised to photocopy (obeying copyright laws), and share as appropriate. Readings will also be posted on LEARN. There is no course fee for 'Courseware.' Users can login to LEARN via: http://learn.uwaterloo.ca/ (use your WatIAM/Quest username and password) Documentation is available at: http://av.uwaterloo.ca/uwace/training_documentation/index.html
Communications:	I will communicate using emails through LEARN. Emails will go to your UWaterloo account (see IT services on how to forward UWaterloo emails to other accounts).
Advice:	Please enter the dates of the various assignments into your calendar now. Give yourself a long lead-time and start working on each assignment weeks in advance.

B. Overview of course structure.

STRUCTURE: The course will center on a three-hour lecture/seminar slot. Each session will usually start with a short lecture followed by group work. Students will be divided into five groups (A-E). You will usually be presenting a book or an argument or a small piece of research each week. Where appropriate groups should produce a couple of Power-points and expect to talk to the group for 20 mins. Readings are specified each week – some for the whole cohort and some for particular group projects. All the books/articles will be in the library on short loan, available online or be posted on LEARN.

PARTICIPATION: Part of the assessment will relate to class participation. **PLEASE SAY YOUR NAME EVERY TIME YOU SPEAK OR CONTRIBUTE _ AT LEAST FOR THE FIRST HALF OF THE SEMESTER.** This makes it much easier for me to reward participation.

READING: At first sight, there is a lot of reading here. Please bear in mind that by now you should be used to skimming, using the index and processing material quickly and efficiently.

You are not expected to read every book cover to cover. You ARE expected to use the Internet alongside the texts and find review articles and other resources to supplement your reading. If you are assiduous and do the work, you will get a great deal out of the course and the material will complement and provide a counterpoint to material and perspectives covered on other courses.

VIDEOS: Video links in the readings below will be made available through LEARN

PERSPECTIVE/ORIENTATION: There are no right answers with regard to the ethics or politics of the environment. This course is weighted to certain more radical perspectives, mainly because these are under or usually unrepresented elsewhere in the Faculty. The course will however provide a good over-view of how the landscape of environmental policy and politics has developed and the relation between mainstream and more radical perspectives.

C. Lecture schedule

Date	Week	Lecture
SEPTEMBER		
Mon 11 th Sept.	1	Introduction <ul style="list-style-type: none"> a) GROUP WORK <ul style="list-style-type: none"> • What is the cause of environmental problems? • What 'causes' and drivers are foregrounded by research and curricula in the faculty? • What is left out? Why?
SOME CONCEPTUAL AND THEORETICAL TOOLS		
18 th	2	Environmental politics: lightning tour <ul style="list-style-type: none"> a) Taking limits seriously, or not: Predicates, axioms and discourses
25 th	3	Identity, 'imagined community' and collective action <ul style="list-style-type: none"> • How did/do national societies emerge from tribal societies? • How is community 'imagined'? • What is the significance of 'we-identity'? • In what ways is identity 'relational' and 'co-evolving'? Where do individuals come from?

OCTOBER		
2 nd Oct	4	<p><i>Is it capitalism or modernity per se that is the problem?</i></p> <p>ASSIGNMENT 1 – DUE: Viewpoint diversity</p>
9 th -11 th	5	FALL BREAK – NO LECTURE
16 th	6	Panarchy, resilience and systems With DAN McCarthy
Environmental politics time line: limits, sustainability, resilience, and more limits		
23rd	7	From Limits through Sustainable Development to Risk Society PART 1 - 1970s: Limits to Growth versus Cornucopianism PART 2 - 1980s/90s: Sustainable Development, Ecological Modernization and Risk Society
30 th	8	Optimistic green radicalism: Small is Beautiful – Activist movements (Transition, degrowth, Buddhist economics, voluntary simplicity)
6 th Nov	9	2000s: Pessimistic green radicalism, collapse scenarios, survivalism
13 th Nov	10	Limits Revisited: Options <ul style="list-style-type: none"> • Limits to Growth: 40 years on • New Statements (Rockstrom) • Pragmatic steady state economics
ENVIRONMENTALISM AT THE MARGINS: A DIFFERENT WAY OF BEING MODERN?		
20 th	11	Towards an alternative modernity: overview <p>(a) political economy: state, market, livelihood, partial re-embedding</p>
NOVEMBER		
27 th	12	Towards an alternative modernity: <p>(b) psychology, motivation, worldview, ritual, conscience formation</p>
DECEMBER		

4 th December (make up for Oct 9 th Thanksgiving)	13	Towards an alternative modernity: (c) technology & technics SUMMARY AND WRAP UP
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1. Introduction

GROUP WORK

- What is the cause of environmental problems?
- What ‘causes’ and drivers are foregrounded by research and curricula in the faculty?
- What is left out? Why?
- What is left out? Why?

Working in groups, sketch an argument for the following possible over-arching ‘causes’ of the global ecological crisis.

Group A: Language and the human capacity for culture (Frank 2015) – hint: think about what cultural evolution is as opposed to biological evolution; the social and cumulative nature of human knowledge; and the ecological consequences of such knowledge processes.

Group B: Agriculture and the neolithic revolution (see short essay by Jared Diamond 1999)

Group C: Capitalism per se (how is capitalism different to previous forms of economy; and from modern/industrial society per se)

Group D: Modernity/industrialism per se or ‘bad technology’

Group E: Neo-liberalism (a particular kind of ‘bad’ capitalism/governance)

Questions:

Who makes each kind of argument? What kind of politics is associated with each position or orientation?

What is the implied ‘solution’ in each case?

Look at the faculty research profiles. Which kinds of arguments are most prominent at UW? Why?

Reading:

Dryzek Intro and Ch 1; Frank 2015; Diamond 1999

2. Environmental politics: lightning tour

- Taking limits seriously, or not.
- Predicates, axioms and discourses

GROUP WORK:

Working in groups, create a time-line of developments in environmental politics and environmentalism since the 1970s – linking geo-politics (e.g. the Cold War, Vietnam), significant crises, social change, culture, conflicts in civil society, technology and economy.

Each group will present in sequence contributing to a shared time line on the blackboard.

Reading:

Dryzek Intro. ch.1 -4
Quilley 2017

3. Identity, 'imagined community' and collective action

- How did/do national societies emerge from tribal societies?
- How is community 'imagined'?
- What is the significance of 'we-identity'?
- In what ways is identity 'relational' and 'co-evolving'?
- Where do individuals come from?

GROUP WORK:

Groups work together outside class and prepare a short presentation on the following topics and questions:

Group A: Norbert Elias: What does he mean by the 'society of individuals'? How does this form of society emerge? What does he mean by the I/We balance? How and why do group identities contribute to insider/outsider dynamics? How do these processes relate to the development of the state and the market in modern societies?

Group B: Explain what Benedict Anderson meant by 'Imagined communities'. Why are larger, more complex societies more dependent on the 'imagination' of community? What does this mean for our understanding of nationalism or nation-states?

Group C: WEINER: Outline Weiner's thesis in the Rule of the Clan. What is the significance of this idea for environmental politics (think about the role of the state, the possibility of doing without the state or with a smaller stripped back state, the relation between state and market and the ecological costs of sustaining both the state and the market)

Group D: POLANYI: What was 'the Great Transformation'? What was the countervailing movement for societal protection? What was Polanyi's understanding of the relationship between the market and nature? What did Polanyi understand by the term 'disembedding'? Explain the relationship between the market, the state and the domain of livelihood or householding.

Group E: FOX: Summarize Robin Fox's *The Tribal Imagination*. According to Fox, what is biological and what is cultural or social about group identity? What are the implications of his perspective for environmental politics?

Reading:

Norbert Elias on the (****) *Established and the Outsiders* and (1991) *The Society of Individuals* [See also Mennell's intro to Elias]

Fox, R. (2011). *The Tribal Imagination : Civilization and the savage mind*. Cambridge, Mass.: Harvard University Press.

Breuilly, J. (2016). On Benedict Anderson's Imagined Communities: (see also Anderson's text)

Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism* (Revised ed.). London ; Brooklyn, NY ;: Verso.

Weiner's *The Rule of the Clan*

Polanyi's *The Great Transformation* [and Dale's introduction]

4. Is it capitalism or modernity per se that is the problem?

Class video – David Harvey https://www.youtube.com/watch?v=qOP2V_np2c0

Class video - <https://www.youtube.com/watch?v=69VF7mT4nRU> (Weber and Modernity)

GROUP WORK

Group A: Marx's theory of capitalism. What is capitalism? When and why did it emerge from traditional agrarian society? [Marx, 1848; Lekachman and Loon 1981; Rius 1979; Giddens 1971]

Group B: How does Berman understand 'modernity'? (Berman 1981)

Group C: [Building on Group D last week] How does Polanyi understand modernity? (Polanyi 1944; Quilley 2012)

Group D: Weber's understanding of modernity and modernization. Include an account of 'disenchantment', 'individualization', 'bureaucratization' and 'rationalization' (Giddens 1971; Macrae 1974)

Group E: Hall et al 2000 – Chapters 1 (Enlightenment), 2 (State) and 15 (Environment)

Reading

Marx (1848) *The Communist Manifesto*; [EVERYONE]

Berman 1981 *All that is Solid Melts to Air*;

Polanyi 1944: *The Great Transformation*

Giddens *Capitalism and Modern Social Theory* (chapters on Marx and Weber)

Lekachman, R., & Van Loon, B. (1981). *Capitalism for Beginners* [EVERYONE]

Rius. (1979). *Marx for beginners* (1st Pantheon ed.). New York: Pantheon Books

Hall, S. (2000). *Modernity : An introduction to modern societies*. Cambridge, Mass.: Blackwell.

5. Panarchy, resilience and systems

Lecture (no group work) and class video - Frances Westley on social innovation

Reading:

Holling and Gunderson (2002);

Westley et al (2011)

6. FALL BREAK

7. From Limits through Sustainable Development to Risk Society

PART 1 - 1970s: Limits to Growth versus Cornucopianism

GROUP WORK:

As well as the texts below, use the internet and find short summary accounts of the key terms and ideas

Group A: LIMITS TO GROWTH: Explain the thesis of the original 1972 Meadows report on the limits to growth, its methodology, reception and impact. (Meadows et al 1972; Borowy 2014). Why was the report received so badly in the West and also in the global south?

Group B: CORNUCOPIANISM: Give a critical overview of the cornucopian economists who rejected the idea of limits out of hand. What did they mean by 'substitution'? (see Dryzek + Solow 1974; Simon 1981). How does this early work relate to more recent climate skepticism of people like Lomborg (<http://www.lomborg.com>)

PART 2 - 1980s/90s: Sustainable Development, Ecological Modernization and Risk Society

Group C: Give a critical overview of the Brundtland commission's 1987 report and explain how it has influenced debate and policy ever since.

Group D: Provide a short overview of 'ecological modernization'. Why was it so strong a narrative in Europe especially? What were/are the key features? (Huber, Ekins, Mol et al; Hawken 1999). Is a 'green capitalism; possible?

Group E: Give a short overview of the main themes of Ulrich Beck's *Risk Society*. Read the text itself and find some critical reviews to draw upon.

Reading:

Dryzek 2013 – EVERYONE.
Meadows et al 1972;
Solow, 1974;
Hawken and Lovins 1999
Simon 1981
Borowy, 2014;
WCE (Brundtland)1987
Huber 1982; Ekins 2002
Beck 1992
Gendron 2012
Mol et al 2010
Smith *2015)

8. **Optimistic green radicalism:** Small is Beautiful – Activist movements (Transition, degrowth, Buddhist economics, voluntary simplicity)

Reading:

Hopkins – *The Transition Handbook* (2009)

Schneider et al 2010;
Kallis 2011; versus Quilley 2013;
Foster 2011
Schumacher 1989 (orig 1975)
Grigsby 2004

GROUP WORK:

Group A: Schumacher's small is beautiful – give an overview of the context when the book was written, main themes, subsequent influence – other similar contributions from that period (1970s)

Group B: Voluntary simplicity movement (start with Grigsby and look at other books in library). What is it? Who is involved? Motivations? Impact? Limitations.

Group C: The Transition Towns movement – start with Hopkins (2009) and Quilley 2014 (available online), look at the website and various TED talks....and look at numerous academic papers on the sociology and politics of the movement Give an account of the movement, main aims, methods, successes, failures, sociology.

Group D: The case for degrowth (use Schneider et al 2010; Kallis 2011; Weiss and Cattaneo 2017 Martinez-Alier et al 2010)

Group E: The case against (or at least caveats about) degrowth (Foster 2011; Quilley 2012)

9. 2000s: Pessimistic green radicalism, collapse scenarios, survivalism

Reading:

Rawles (2010)
Kingsnorth and Hines (2012)
Greer (2009)
Heinberg (200*)
Kunstler (20050)

GROUP WORK

Group A: *American survivalists*: Are they 'radical Greens?' Is there an overlap? (see RAWLES 2010 and use the internet)

Group B: *Dark Mountain project*. Start with Kingsnorth and Hines and use the Internet. Give a short overview of the project. Meaning? Significance? Wider cultural resonance? Who is/was Kingsnorth?

Group C: *Peak oil* – Start with Heinberg and Kunstler and give a review of the peak oil/climate change movement of the early 21st century. Again, use the Internet to do some research.

Group D: Use the Internet and provide a summary of ecologically-themed apocalyptic science fiction books and films of the last 20 years. How much do they reflect a zeitgeist or wider feeling? Is there a deep-seated anxiety in Western culture that the ‘centre can’t hold’?

Group E: John Michael Greer (2009). Find out who Greer is! Use the Internet. Give a short overview of his book – main themes. Provide some critical commentary.

10. Limits Revisited: Options

Limits to Growth: 40 years on

- New statements (Rockstrom, Turner)
- Historical review (Higgs)
- Pragmatic steady state economics (Victor, Jackson)

Reading:

Rockstrom et al (2009);

Turner (2014;2012);

Higgs (2016);

Victor (2008)

Jackson (2009)

GROUP WORK: Each group should give a brief overview of the following texts, taking care to address the context, timing, intended audience, impact and significance with regard to the wider themes of the course.

In each case, the group should provide a short assessment of the recent Paris climate agreement from the (imagined) perspective of the authors of their book or report.

Group A: Rockstrom et al – the most recent and high profile attempt to deal with limits. Do they pull their punches in terms of the political and economic implications?

Group B: Turner (1914) and (2012) – limits to growth model revisited and re-tested against current data

Group C: Higgs (2016) – emphasis on the history of the limits to growth debate since the 70s- main themes and phases

Group D: Victor (2008) – a ‘mainstream’ economist approach to ecological economics.

Group E: Jackson (2009) – prosperity without growth?

11. Towards an alternative modernity:

Overview – short lecture

(a) Political economy: state, market, livelihood, partial re-embedding

Reading: Quilley et al 2017 (On LEARN) Quilley 2012

Video: Jordan Peterson on globalism <https://www.youtube.com/watch?v=lpXVoSZyHXM>

GROUP PRESENTATIONS

Group A: Find out about the continuing German ‘Gessellen’ – journeyman – tradition and also the tradition of Basque cooking clubs or Txoko. In what way do these relate to the gift economy/livelihood?

Group B: Find out about the Geel (in Belgium) approach to psychiatric care in the community

Group C: Find out about radically different approaches to elder care in places such as the Netherlands (come with one or two social innovations that you can present)

Group D: Present a short overview of the history, concept and current experiments and proposals with ‘basic income’ or ‘Citizens Income’ (look at the Citizens Income Research Group website, and papers by Phillippe van Parijs, Guy Standing and others). Why might this have a bearing on the relationship between the state, the market and ‘livelihood’/gift economy?

Group E: Investigate the political-economic vision of distributism associated with Hillaire Belloc and GK Chesterton. What was it? Why has it suddenly become relevant once again? Is the Pope a distributist? What does ‘third way’ mean in this context?

12. Towards an alternative modernity:

(b) Psychology, motivation, worldview, ritual, conscience formation

LECTURE: Modernity as disenchantment; science and rationalization and the problem of rational individualism; Ritual; Alasdair MacIntyre and Virtue Politics

GROUP WORK

Group A: Janice Dickinson (2009) – terror management theory and the work of Ernest Becker; the possible role of ‘hero/immortality projects’ in ecological conscience formation (see also video on Ernest Becker and TMT on LEARN)

Group B: Ritual and conscience formation: Adam Seligman chapter

Group C: Turner and Turner on ‘communitas’. The anthropology of collective joy. How might this be used by a green movement

Group D: Dreher – *The Benedict Option*. A conservative/catholic take on value/behaviour change in troubled times. Is this ‘right wing’? Is that the right word?

<https://www.youtube.com/watch?v=VbltNogEOx4>

https://www.youtube.com/watch?v=Y3MRceZX_NA

Group E: Ophuls – Plato’s revenge. What does Ophuls understand by ‘virtue politics’ and how does he apply it?

Reading:

Dickinson (2009)

Sheldon Solomon (video): <https://www.youtube.com/watch?v=SQb93wBF97c> and

<https://www.youtube.com/watch?v=wBLLHZcA6j4>

Flight from Death Documentary: <https://vimeo.com/104959002>

Morris Berman (1981)

Adam Seligman (2011)

Victor and Elaine Turner (Communitas)

Ophuls 2011 (See also Milbank and Pabst 2016)

Virtue Ethics: <https://www.youtube.com/watch?v=PHVuzec6s0c>

<https://www.youtube.com/watch?v=6nuOduoARyl>

Millbank and Pabst (2016)

13. Towards an alternative modernity:

(c) Technology and technics:

Can new technology reduce the unit energy/material costs of complex modern society?

Readings

Carson, K. A. (2010), *The Homebrew Industrial Revolution: A Low-Overhead Manifesto*, BookSurge. PDF also available at <https://homebrewindustrialrevolution.wordpress.com>

Anderson, C. (2012). *Makers : The new industrial revolution*(First ed.). New York: Crown Business.

Anderson, C., O'Reilly, T., Dougherty, D., Tsai, M., Yang, Y., Lai, P., . . . Muris Media , production company. (2014). *Maker : A documentary on the maker movement*. Taiwan]: Muris Media.

GROUP WORK

- Group A: Carson -Chapter 1 and 2
- Group B: Carson- Chapter 3 and 4
- Group C: Carson- Chapter 5 and 6
- Group D: Carson - Chapter 7
- Group E: Anderson 2012

LIMITS TO GROWTH AND ENVIRONMENTAL POLITICS

(From Quilley, 2017)

	REJECTING LIMITS	FUDGING/IGNORING LIMITS	ACCEPTING LIMITS	
	<i>Reformist</i>		<i>Radical</i>	
Prosaic	Cornucopian/ No limits <i>[Big is beautiful]</i> (E.g. Solow, 1974; Simon 1981)	Problem solving [Ignoring] (E.g. EPA) <i>[Big just is]</i>	Top down (authoritarian) state mitigation/state-survivalism <u>[Big lifeboats]</u> <i>[Biggish and ugly is better than small]</i> (E.g. Meadows et al 1972; Ophuls 1977) Frank realism (without politics) <i>[We understand the problem, but you are not going to like the diagnosis]</i> (e.g. Rockstrom et al 2009 – planetary boundaries as code for limits to growth)	
Imaginative	Star Trek The Singularity <i>[Big is a cosmic destiny]</i>	Ecological Modernization [Fudging] <i>[Big is designable]</i>	Optimistic Green Radicalism: (a) social movements / community resilience.	MODERNITY IN THE REARVIEW MIRROR

	(E.g. Kurzweil, 2005)	(E.g. Huber 1982; Ekins 2002)	(<i>Small is beautiful: activist movements</i>)	(c) Pessimistic Green Radicalism [Small life rafts]
		Risk society [Fudging] [<i>Big is uncertain but has unavoidable momentum</i>] (E.g. Beck, 1992)	(E.g. Schumacher 1973; Transition Towns; Degrowth; Ecofeminism; Occupy?)	(<i>Small is unavoidable: maverick prognosis/survivalism</i>) [c-1] Family survivalism (Prepping - e.g. Rawles 2010)
		Sustainability [Fudging] [<i>Big is redeemable</i>] (E.g. Brundtland 1987; EVERYONE)	(b) Low/no growth economics/Steady state economy (<i>Small is possible: academic modelling and analysis</i>) (E.g. Daly 1990; Victor 2008; Jackson 2009)	[c-2] Collapse as inexorable de-modernization (E.g. Greer 2009; Kunstler, 2012; Ophuls, 2011; Dark Mountain Manifesto - Kingsnorth 2014)
Barely-imagined			ALTERNATIVE MODERNITY VIA DISRUPTIVE TECH. + DISRUPTIVE MEANING FRAMEWORKS d) Open source distributive economy/reMaker society (E.g. Open Source Ecology; Carson 2010)	

D. READING LIST

Anderson, B. (2006). *Imagined communities : Reflections on the origin and spread of nationalism* (Revised ed.). London ; Brooklyn, NY :: Verso.

Beck, U. (1992). *Risk society towards a new modernity* (Theory, culture & society). London; Newbury Park, Calif.: Sage Publications.

Berman, M. (1988). *All that is solid melts into air: The experience of modernity*. New York: Penguin.

Borowy, I. (2014). *Defining sustainable development for our common future : A history of the World Commission on Environment and Development (Brundtland Commission)*. Abingdon, Oxon: Routledge.

Breuilly, J. (2016). Benedict Anderson's Imagined Communities: A symposium. *Nations and Nationalism*, 22(4), 625-659.

Brown, Halina Szejnwald, and Philip J. Vergragt. "From consumerism to wellbeing: toward a cultural transition?." *Journal of Cleaner Production* 132 (2016): 308-317.

Carson, K. A. (2010), *The Homebrew Industrial Revolution: A Low-Overhead Manifesto*, BookSurge. PDF also available at <https://homebrewindustrialrevolution.wordpress.com>

Catton, W.R. (1980) *Overshoot: The ecological basis of revolutionary change*, University of Illinois Press.

Dale, G. (2010). *Karl Polanyi: The limits of the market* (Key contemporary thinkers (Cambridge, England)). Cambridge: Polity Press.

Diamond, J. 1999 'The Worst Mistake in the History of the Human Race' *Discover Magazine* <http://discovermagazine.com/1987/may/02-the-worst-mistake-in-the-history-of-the-human-race> May 1st 1999

Doctorow, C. (2010) *Makers*, New York: Tor.

Dreher, Rob (2017) *The Benedict Option. A Strategy for Christians in a Post-Christian Nation* (Sentinel)

Dryzek, J. (2013). *The politics of the earth: Environmental discourses* (Third ed.). Oxford: Oxford University Press.

Dryzek, J., & Schlosberg, D. (1998). *Debating the earth : The environmental politics reader*. Oxford [England] ; New York: Oxford University Press.

Elias, Norbert, & Scotson, John L., joint author. (n.d.). *The established and the outsiders; a sociological enquiry into community problems [by] N. Elias and J. L. Scotson*. (New sociology library). London F. Cass [1965. in Elias, N., Jephcott, E., Kilminster, R., Dunning, E., & Mennell, S. (2006). *The collected works of Norbert Elias* (Revised ed.). Dublin, Ireland: University College Dublin Press.

Elias, N., & Schröter, M. (2001). *The society of individuals*. New York: Continuum. [BETTER TO USE THE COLLECTED WORKS EDITION BELOW] Elias, N., Jephcott, E., Kilminster, R., Dunning, E., & Mennell, S. (2006). *The collected works of Norbert Elias* (Revised ed.). Dublin, Ireland: University College Dublin Press.

Ekins, P. (2002) *Economic Growth and Environmental Sustainability: the prospects for green growth*, London: Routledge.

Ehrlich, P. R., & Ehrlich, A. H. (2013) 'Can a collapse of global civilization be avoided?' *Proceedings of the Royal Society of London B: Biological Sciences*, 280(1754), 20122845

Foster, John Bellamy. "Capitalism and Degrowth-An Impossibility Theorem." *Monthly Review* 62, no. 8 (2011): 26.

Fox, R. (2011). *The tribal imagination: Civilization and the savage mind*. Cambridge, Mass.: Harvard University Press.

Frank, A (Jan 17th 2015) Is a Climate Disaster Inevitable? *New York Times*
<https://www.nytimes.com/2015/01/18/opinion/sunday/is-a-climate-disaster-inevitable.html>

Gendron, C. (2012). *Regulation theory and sustainable development: Business leaders and ecological modernization* (1st ed., Routledge research in environmental politics ; 18). London; New York, NY: Routledge.

Gellner, E. (2008). *Nations and nationalism* (2nd ed., New perspectives on the past (Basil Blackwell Publisher)). Ithaca, N.Y.: Cornell University Press.

Giddens, A. (1971). *Capitalism and modern social theory*. Cambridge (Eng.) : University Press, 1971.

Greer, J. (2009). *The ecotechnic future envisioning a post-peak world*. Gabriola Island, BC: New Society.

Grigsby, M. (2004). *Buying time and getting by the voluntary simplicity movement*. Albany, NY: State University of New York Press.

Gunderson, L., & Holling, C. (2002). *Panarchy: Understanding transformations in human and natural systems*. Washington: Island Press.

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Hardin, G., (1968) 'The tragedy of the commons' *Science* 162 (3859): 1243-1248.

-- (1977) 'Living on a Lifeboat' in Garret Hardin and John Baden, eds. *Managing the Commons*, San Francisco: WH Freeman, 261-279

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E. ASSESSMENT

- a) Class participation – **5% of total mark.**
- b) **Assignment 1: Complete the viewpoint diversity course available here www.ViewpointDiversity.org** and write 500-1000 words on how this might relate to one of either (i.) the current social and political polarization in North America and Europe, (ii.) the narrowness of your own social media feeds or (iii.) the narrowness or breadth of political and cultural perspectives to which you have been exposed in the faculty. Explore other resources on the Heterodox Academy to make your case. 45% of total mark. Due 2nd October WEEK 4.
- c) Assignment 2: Term essay: 2000 word essay from the list of titles available on LEARN. **50% of total mark.** DUE 7th December (2 days after last lecture)

F. COURSE POLICIES

- **REFERENCING:** All written work should use the standard APA/Harvard referencing system.
- **SPELLING, STYLE, GRAMMAR, COMPOSITION:** I take this seriously and so should you.
- **ELECTRONIC SUBMISSIONS:** When submitting files, please use user-friendly and descriptive file names (e.g. SMITH 328-ESSAY2.doc).

a. NOTES FOR PERSONS WITH RELIGIOUS BELIEFS AND /OR DISABILITIES

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Religious Observances: Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

b. PLAGIARISM, STUDENT CONDUCT AND ACADEMIC INTEGRITY

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. www.uwaterloo.ca/academicintegrity/. Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at: <http://www.lib.uwaterloo.ca/ait/>

Research Ethics: Please also note that the 'University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.).

If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see:

www.research.uwaterloo.ca/ethics/human/

