

ERS 413 – WINTER 2017

SENIOR HONOURS RESEARCH SEMINAR

DRAFT

Professor: Stephen Quilley (Office: EV2 2009)

Contact: Email is best (squilley 'at' uwaterloo.ca) – or by appointment. If you email PLEASE INCLUDE 'ERS413' in the subject line

Office Hours: TBC

Class Meetings: Thursdays 11.30-2.20pm (PAS 1229)

COURSE OUTLINE

This course consists of intensive readings, seminar discussions and student presentations. Assessment will involve a single major research paper and a presentation.

IMPORTANT:

- 1. This is a double credit (1.0) course – which means that you should expect to read many books and articles and devote 12-18 hours a week to it.**
- 2. AT LEAST TO START WITH, PLEASE SAY YOUR NAME EVERY TIME YOU SPEAK – Otherwise I don't have a chance of learning all your names and will be perpetually embarrassed.**
- 3. There is an exercise in WEEK 1 which requires a little preparation. Please consult learn and come prepared.**

Students come from a diversity of academic backgrounds. For this reason, and to provide reasonable choice and scope, the course will cover a number of broad themes. Classes will centre on the close readings of particular texts.

SCHEDULE SUMMARY

Jan: 5th 12th 19th 26th

Feb: 2nd 9th 16th 23rd

Mar: 2nd 9th 16th 23rd 30th

Week	Reading/Topic
1 5 th Jan	Introduction + PRIMER EXERCISE 500 years of modernity: a self-organized lightning tour
2 12 th Jan	CLASS DISCUSSION TOPIC: LONG TERM HUMAN ECOLOGY
3 19 th Jan	CLASS DISCUSSION TOPIC: SUSTAINABLE BEHAVIOUR CHANGE
4 26 th Jan	CLASS DISCUSSION TOPIC: WHERE DO INDIVIDUALS COME FROM ?
5 2 nd Feb	CLASS DISCUSSION TOPIC: VISIONS OF SUSTAINABLE COMMUNITY
6 9 th Feb	Designing a project topic: Individual consultations
7 16 th Feb	Designing a project topic: Individual consultations
8 23 rd Feb	READING WEEK
9 2 nd March	STUDENT READING AND PREPARATION
10 9 th March	Student elevator pitches
11 16 th March	Student Elevator pitches
12 23 rd March	Student elevator pitches
13 30 th March	Wrap-up and course evaluation

WEEK 1: INTRODUCTION + PRIMER EXERCISE (topics will be allocated on LEARN before course starts)

In Week 1 we will start with a lightning quick review of the history of modernity and its environmental consequences. Groups of 2-3 students depending on the numbers will each present a very brief **5 minute (ONLY)** sketch of the following topics. We will draw topics out of a hat. You should think of this exercise as a kind of intellectual scavenger hunt. Don't read books – skim a few perhaps, but only skim. Your job is to use Wikipedia and online encyclopaedias, review articles in places like the Economist, the Atlantic Monthly, Aeon and academic book reviews – anything you can find, and make some kind of sense out of your topic and its possible relationship to the broad theme of how humanity got into this situation and the obstacles/opportunities for getting out. The names in bold are academic authors – big hitters associated with the topic (look for sweeping review articles and book reviews). Use google. For each topic, think very broadly about long term consequences and identify a 'wicked dilemma'.

Examples of 'wicked dilemmas':

- Scientific materialism and the experimental method allow humans to create progressive better models of the natural world, and hence to make our interventions more effective. But science also undermines meaning and leads to 'disenchantment', and so undermines traditional forms of moral constraint.
- The unpicking of feudal social relations and processes of individualization make people vulnerable and cut them off from traditional tribal/clan safety nets. But individualization is necessary for the emergence of liberal democratic forms of governance and society.
- The integration of the world through colonization was associated with slavery and genocide. It was also prerequisite for the emergence of the idea of universal human rights.

Topics

- a. The *Renaissance*: What was it? When was it? Major consequences?
- b. The *Reformation*: What was it? When was it? What was its major legacy in the creation of the modern world? (think 'individualization')
- c. The *Enlightenment* ...[and *Romantic reaction*]?: When was it? What was it? Major themes? Impact on modern values, sensibilities and approaches to knowledge? What defined the Romantic reaction? ['Noble savage', 'Primitivism', **Wordsworth, Blake, Shelley**]
- d. *Enclosure movement*, the commons and the disembedding of feudal social relations (**Karl Polanyi**).
- e. *Scientific revolution* (17th century onwards): How did it change our relation to nature and to each other? (**Morris Berman**)

- f. *Industrial revolution*. What was the impact on productivity, technical advance? What was the impact on workers? And on our relationship to things that we make? And the process of production? What was the impact on relationships between people and communities?
- g. *The world system* – colonialism, slavery, trade, integration, communication, spread of ideas (**Immanuel Wallerstein**). What was the impact on our idea of humanity? Or of the Earth? Or later of ‘ecology’?
- h. English civil war, French and American revolutions – the idea of rights (Locke, Paine, Burke, Wollstonecraft, Kant). What is the relationship between these political revolutions and modern liberal political arrangements, modern politics (left versus right, Liberal, Socialist, Conservative, Nationalist) or the idea of human rights?
- i. Classical *sociologists of modernization*: (**Weber**) disenchantment, individualization, rationalization; (**Marx**) Alienation; (**Durkheim**) division of labour and ‘anomie’; (**Tonnies**) Gemeinschaft/Gesellschaft. How did these sociologists understand the modern world as it came into being?
- j. *World War I and interwar period*: What changed? Impact on women? On social class system? On politics? On empires? Why was the post-war settlement so unstable?
- k. *1917 Russian Revolution* and the Soviet alternative to capitalism. How was it different? How was it the same?
- l. *World War II + the Holocaust + Hiroshima* (dark side of modernity) [**Horkheimer and Adorno**]. How did the war exemplify the broad trends of modernization? [**Zigmund Bauman** on the Holocaust]
- m. *Post-war boom and Keynesian-welfare state* (mass consumption and mass production harnessed to a class compromise) [*Regulation theory*] ‘Fordism’ ‘Taylorism’ ‘Consumer society’ ‘American Dream’ ‘consensus politics’ ‘tripartite corporatism’
- n. *1940s/50s Decolonization* and independence movements: new nations but how to develop (Soviet versus capitalist model?)
- o. *1960s/70s Civil rights, youth culture feminism and other rights based forms of social emancipation* (disability, animal rights, LGBT) – When, where, what consequences?
- p. *Berlin Wall* comes down 1989; fall of Soviet Union
- q. *Globalization*, rise of China/India and de-industrialization of the West
- r. 500 years of modernization: environmental and social costs/benefits [**Marshall Berman**]

INSTRUCTIONS FOR CLASS DISCUSSIONS IN WEEKS 2-5

Students will be divided into four groups (A,B,C,D,). Each week every student will be expected to read at least one text fully. Some you may be familiar with, some you may not.

Groups will take responsibility for presenting their weekly texts (Powerpoint optional). Groups will also take it in turns to be responsible for ‘sense making’, chairing and leading the discussion.

All students should be prepared to have answers to the questions identified for each session.

PRESENTATIONS:

You only have 30 mins per group (sometimes several texts). Boil it down. Don't give a blow by blow account of what the books say. Pitch the absolute core propositions, with the minimum of ornamentation. Think like you have a few minutes only with Spielberg and you are pitching a movie idea. Work together. Your presentation should take the group of texts together and spell out what they mean in relation to our broad topic and the discussion questions for the session.

WEEK 2: LONG TERM HUMAN ECOLOGY:

- i. Jared Diamond: *Guns Germs and Steel* [GROUP A]
- ii. Evan Eisenberg: *The Ecology of Eden* [GROUP B]
- iii. Bill McKibben: *Eaarth* [GROUP C]
- iv. Sampson & Pitt 'The Biosphere/Noosphere Reader' [GROUP D]

Reading

McKibben, Bill. (2010) *Eaarth: making a life on a tough new planet 1st ed.* (New York : Time Books)

Diamond, Jared M (2005) *Guns, germs, and steel : the fates of human societies* (New York : Norton)

Eisenberg, Evan (1998) *The ecology of Eden 1st Vintage Books ed* (New York : Vintage Books 1999, c1998)

Samson, Paul R. & Pitt, David (1999) *The biosphere and noosphere reader : global environment, society, and change* (London ; New York : Routledge)

Also this video is in the library

- **Guns, germs, and steel** Diamond, Jared M.; Lambert, Tim.; Harrison, Cassian.; Coyote, Peter.; Lion Television Ltd.; National Geographic Television & Film.; National Geographic Society (U.S.); Warner Home Video (Firm) 8300 defect for UNSW United States : National Geographic ; Burbank, Calif. : Distributed by Warner Home Video 2005

General Questions:

- What were the big turning points in human development?
- How have processes of geological-physical-chemical history of the Earth inflected the arc of human development?

- What are the major energy transitions in human development? How do language and culture feature in such transitions?
- Is there an evolutionary ecology of human development? Does our species have a niche?
- What is the relevance, if any, or such long-term perspectives for our current global ecological crisis?
- How has this big picture of human social development as an aspect of broader cosmic processes emerged? What were the main contributions? (Group D)

WEEK 3: SUSTAINABLE BEHAVIOUR CHANGE

- Aldo Leopold: 'The Land Ethic' and Callicot 'The Conceptual Foundations of the Land Ethic' + Quilley on 'Elias, Leopold and Ecological Civilizing processes' [GROUP A]
- 'International Journal of Sustainability in Higher Education' – survey the journal since 2000; skim the abstracts. Major themes, preoccupations? How is the system defined? What is not usually considered? [GROUP B]
- Ernest Becker 'The Denial of Death' + Janice Dickinson 'The People Paradox' [GROUP C]
- Craig Levebvre on social marketing + Ross and Nisbett's 'The Person and the Situation' and also this <http://www.reply-mc.com/2011/05/05/its-not-the-behavior-its-the-habit/> [GROUP D]

General questions:

- How did Leopold imagine humanity might experience a paradigmatic change in its relation and behaviour in relation to non-human nature?
- What assumptions about human nature and psychology underpin mainstream thinking and policy about sustainability?
- Why is education so often the focus for change? Does it work?
- How are these reflected around you – in your courses, in University policies, in KW /government policies?
- Are there other possible starting points for thinking about what drives behaviour and how behaviour might change? What are these other options?
- What might perspectives from Anthropology, Psychology, Psychoanalysis or Sociology add?

Some added background: This is from Dickinson's article 'The People Paradox'.

'The popularity of environmental education initiatives, including Al Gore's The Climate Project, attests to a belief that increasing awareness helps change individual behavior and promotes advocacy, but there is little real evidence that this is so (Blumstein and Saylan 2008). Although short-term behaviors often shift as a consequence of

educational experiences (Kaiser and Fuhrer 2003), the resulting behavioral changes are typically short lived (Dwyer et al. 1993). We must question the assumption that increased knowledge of the dangers will generate a sustained rational response (Janssen and de Vries 1998, Dessai et al. 2004), because even the behavior of conservation biologists, who frequently drive large pickup trucks and four-wheel-drive vehicles, suggests that this is not the case. Behavioral response to the threat of global climate change simply does not match its unique potential for cumulative, adverse, and potentially chaotic outcomes (Dyson 2006)

Dessai, S., W. Adger, M. Hulme, J. Turnpenny, J. Kohler, and R. Warren. 2004. Defining and experiencing dangerous climate change: an editorial essay. *Climatic Change* **64**:11-25.

Janssen, M., and B. de Vries. 1998. The battle of perspectives: a multi-agent model with adaptive responses to climate change. *Ecological Economics* **26**:43-65.

Blumstein, D., and C. Saylan. 2008. The failure of environmental education (and how to fix it). *PLoS Biology* **5**(5): e120 doi:10.1371/journal.pbio.0050120.

Reading:

Becker, E (1973) *The Denial of Death* (Free Press)

J. Baird Callicott, "The Conceptual Foundations of the Land Ethic," in *Companion to A Sand County Almanac. Interpretive and Critical Essays*, ed. J Baird Callicott (Madison: University of Wisconsin Press, 1987), pp. 186–217

Aldo, Leopold (1970[1949]) 'The Land Ethic' in *Sand County Almanac: With Essays on Conservation from Round River* (Ballantie Books).

Dickinson, J. L.(2009)'The people paradox: self-esteem striving, immortality ideologies, and human response to climate change' *Ecology and Society* **14**(1): 34. [online] URL: <http://www.ecologyandsociety.org/vol14/iss1/art34/> - AVAILABLE ONLINE

Quilley, Stephen. "The Land Ethic as an Ecological Civilizing Process." *Environmental Ethics* 31, no. 2 (2009): 115-134. – ON LEARN

Ross, Lee. Nisbett, Richard E.(1991) *The person and the situation : perspectives of social psychology* (Philadelphia : Temple University Press)

Lefebvre, R. Craig, (2013) *Social marketing and social change: strategies and tools for health, well-being, and the environment First edition* (San Francisco, CA : Jossey-Bass)

WEEK 4: WHERE DO INDIVIDUALS COME FROM?

- i. Lasch – Narcissism; Weiner’s ‘Rule of the Clan’ ; Giddens’ Capitalism and Modern Social theory – Chapter 7 [on Durkheim] and Chapter 9 [on Weber] [GROUP A]
- ii. Norbert Elias’s ‘The Process of Civilization’; Elias ‘Society of Individuals’. Elias is a big read. Use Mennell’s ‘Norbert Elias: An Introduction’ to orientate yourself; And Quilley and Loyal’s ‘Eliasiian Sociology as a Central Theory’ [GROUP B]
- iii. Gareth Dale’s introductory text on ‘Karl Polanyi’; Eugene Weber’s ‘Peasants into Frenchmen’ [GROUP C]
- iv. Seligman’s ‘Ritual and Its Consequences’, Beck’s ‘Risk Society’ chapter 5 on individualization and Giddens ‘Modernity and Self Identity’[GROUP D]

General questions

- In what ways are modernity and the process of modernization tied up with the process of individualization and psychological individuation?
- What was the significance of the ‘expanding division of labour’ [Durkheim] and the protestant reformation [Weber] in this process?
- How do is this reflected in modern institutions: family life, economy, religion, government, the law, culture etc.
- Does this mean that there is a cost to the process of creating and sustaining modern liberal societies? What is the cost? [ecology, mental health, state violence, a restriction on certain types of freedom?]
- How do social processes relating to complexity and interdependence lead to psychological processes? (the internalization of psychological restraint?). What is the role of the state in this?
- How does the society of individuals relate to the division of labour, social complexity and what ecological costs are associated with this?
- What is the relation between states and individual citizens on the one hand, and tribes and clans on the other?
- What does all this mean for sustainability? How do these processes relate to the emergence of consumer society?

Reading

Weber, Eugen (1976) [*Peasants into Frenchmen : the modernization of rural France, 1870-1914*](#) (Stanford, Calif. : Stanford University Press)

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

Giddens, Anthony (1991) *Modernity and self-identity: self and society in the late modern age* (Cambridge: Polity Press)

Giddens, Anthony (1971) *Capitalism and modern social theory; an analysis of the writings of Marx, Durkheim and Max Weber*. Cambridge Eng. University Press, 1971.

Weiner, Mark Stuart (2013) *The rule of the clan : what an ancient form of social organization reveals about the future of individual freedom* (New York : Farrar, Straus and Giroux)

Scott, JC (1998) *Seeing like a state : how certain schemes to improve the human condition have failed* (New Haven Conn. ; London : Yale University Press)

Seligman, Adam B., (2008) *Ritual and its consequences an essay on the limits of sincerity* (Oxford : Oxford University Press)

Lasch, Christopher (1979) *The culture of narcissism: American life in an age of diminishing expectations* (New York : Norton)

Elias, N (2011) *On the process of civilization*. The collected works of Norbert Elias Volume 3 Revised edition (University College Dublin Press) – or Look under THE CIVILIZING PROCESS 2000 Blackwell Edition

Elias, N (2010) *The Society of Individuals in* The collected works of Norbert Elias Volume 10 Revised edition (University College Dublin Press)

Dale, Gareth. (2010) *Karl Polanyi : the limits of the market* Cambridge : Polity Press c2010

Mennell, Stephen (1992) *Norbert Elias: an introduction* (Oxford, UK ; Cambridge, Mass., USA : Blackwell Publishers 1992)

Quilley, S., & Loyal, S. (2005). Eliasian sociology as a 'central theory' for the human sciences. *Current Sociology*, 53(5), 807-828. **ON LEARN**

WEEK 5: VISIONS OF SUSTAINABLE COMMUNITY

- i. Jane Jacobs' *The Death and Life of Great American Cities* [GROUP A]
- ii. Rob Hopkins' 'The Transition Handbook' [GROUP B]
- iii. Milbank and Pabst: *The Politics of Virtue & Ophuls 'Plato's Revenge'* [GROUP C]
- iv. Richard Register – *Eco-Cities* [GROUP D]

Reading

John Milbank and Adrian Pabst (2016) *The Politics of Virtue: Post Liberalism and the Human Future* (Rowman & Littlefield International). <https://www.amazon.ca/Politics-Virtue-Post->

[Liberalism-Human-Future/dp/178348649X/ref=sr_1_1?ie=UTF8&qid=1479428379&sr=8-1&keywords=the+politics+of+virtue](https://www.amazon.ca/Platos-Revenge-Politics-Ecology-2013-09-13/dp/B01N8U998F/ref=sr_1_1?ie=UTF8&qid=1479428379&sr=8-1&keywords=the+politics+of+virtue)

Jacobs, J. (1961). *The death and life of great American cities*. Vintage.

Hopkins, R. (2008). *The Transition Handbook. From Oil Dependency to Local Resilience*, Cambridge.

Richard Register, (2006) *Ecocities rebuilding cities in balance with nature* (Gabriola, B.C. : New Society Publishers)

Ophuls, William (2013) *Plato's Revenge: Politics in the Age of Ecology* (MIT PRESS)

https://www.amazon.ca/Platos-Revenge-Politics-Ecology-2013-09-13/dp/B01N8U998F/ref=sr_1_1?ie=UTF8&qid=1479428615&sr=8-1&keywords=william+ophuls

Other

John Milbank on their book

<http://blogs.lse.ac.uk/politicsandpolicy/post-liberalism-and-the-future-of-western-politics/>

Rowan Williams review of Milbank and Pabst:

<http://www.newstatesman.com/culture/books/2016/10/liberalism-and-capitalism-have-hollowed-out-society-so-where-do-we-turn-now>

John Gray (2016) 'The Closing of the Liberal Mind' Nov 2016, *New Statesman*

<http://www.newstatesman.com/politics/uk/2016/11/closing-liberal-mind>

WEEKS 6 & 7: Designing a project topic: Individual consultations

Individual 10 min consultations with the Professor. There will be a sign-up sheet on my door. Please come prepared with some options – project areas that you are interested in and want to explore in detail. You will be expected to set your own parameters, conduct your own survey of the literature and write a 5000 word essay (or equivalent – decided with the Professor). The following are just suggestions to give you an idea. The possibilities are limitless. Follow your interests. This is your chance to explore something that really grabs your attention. Please note:

- In important part of this project is defining the boundaries of what you are going to consider – both in terms of the actual topic but also the literature review. It is up to you to survey what is out there, get an idea of how your topic plays out in different

disciplines or political/policy domains – and to come up with an appropriate range of books and papers to work with.

- I can help you with some starting points, but it is up to students to define their own project, to do the research and explore the literature on their own. Start with online encyclopaedias and other such resources to orientate yourself.
 - The key to this project is writing and synthesising. It is up to you to address a problem in an interesting way and to advance an argument that is rooted in a literature, based on some kind of evidence. Along the way you need to acknowledge the limitations of your perspective and different ways of looking at the problem – perhaps from a different disciplinary perspective.
- A) A project design for University of Waterloo to become a paragon of sustainable community and ecological behavioral change.
 - B) Restoration ecology for the Anthropocene: problems and possibilities
 - C) Right, left, green and in-between: visions of local and sustainable community
 - D) Ecology, 'civilization' and the Enlightenment: Wicked dilemmas in the project of sustainable development
 - E) Ecological science fiction and climate change
 - F) The grand challenges facing humanity and the technologies that will help address and resolve them
 - G) Science and the problem of meaning
 - H) Globalization and de-globalization: prospects, problems, possibilities

ASSESSMENT:

1. Class participation 10% [Preparation, presentation of texts, attendance, positive contribution to discussion]
2. Elevator pitch/presentation 20%
3. Project paper 70%: Paper to be handed in electronically by 11.59pm on the last Friday of semester.

OTHER INFORMATION

1. MY POLICIES

Email: If you email, please put ERS413 in the subject line. I will get back to you as soon as possible.

Recording in class: you may audio record for private purposes but please do not share recordings on-line. You may NOT make video recordings under any circumstances.

Please let me know as soon as reasonably possible if you are experiencing any kind of problems with the course or attendance.

Late assignments: I will accept late assignments up to 5 days after the deadline but without prior agreement these will be subject to a 5% penalty per day.

2. 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. Quilley– 410-ESSAY2.doc).

3. 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.

4. 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/