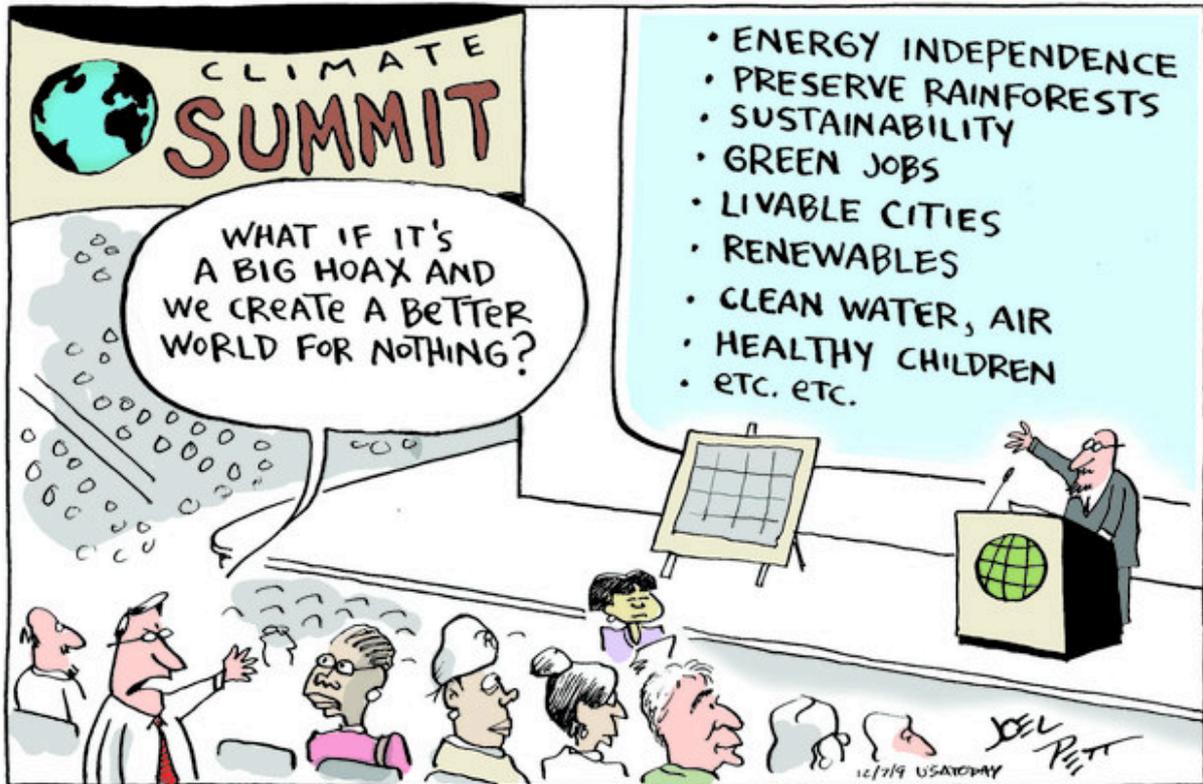


# Sustainability Learning and Teaching at the University of St Andrews

## Case Study

**Module Title:** IR4552 The Politics of the Environment

**School and Discipline:** International Relations



**Background of Staff:** Dr Antje Brown, Delivered by one teaching member of staff with background in politics & IR, Environmental Politics, and Sustainable Development.

**Student profile:** Like other IR Honours Modules, this one is capped at 20 predominantly fourth year students. The vast majority are single IR Honours, although I have had some joint IR-GG and single honours SD joining us.

### Module Descriptor:

Overall, the module aims to:

- provide students with an understanding of the environmental discourse and issues as well as a comparative analysis of the characteristic features in environmental problem-solving in different settings;
- illustrate and compare the multitude of concepts, ideologies, actors and political settings involved in environmental politics;

- make students aware of the shared as well as setting-specific dilemmas in environmental politics and policy;
- and help evaluate the link (or rather: gap) between environmental policy intentions and reality.

Subject specific skills:

- To gain an awareness of the key interpretative and analytical skills involved in green politics.
- To attain a general critical awareness of key issues such as limits to (economic) growth, use of natural (shared) resources and decision-making dilemmas.
- To make intelligent judgements on the basis of relevant information provided by primary and secondary sources in environmental politics.
- To indicate an awareness of some of the relevant theoretical debates in green political thinking.
- To show an appreciation of some of the relevant research methodologies.

Transferable/general skills:

- To identify and utilise appropriate information sources, e.g. via the internet.
- To deploy appropriate sets of data, information and concepts.
- To defend and critically assess such data, information and concepts.
- To make formal presentations on specific topics to an audience of peers and/ or organise & lead a team discussion/ fact finding session.

**Context and Description:**

Coming from Politics & IR, I offered an environmental module to IR when I arrived in St Andrews. As their teaching and research emphases lie elsewhere (e.g. international security), this module was a welcome addition to their module choices for honours students.

I had taught similar courses at Aberdeen University. This one is a combination of two previous courses; it combines Green Political Theory, Policy Practice and Comparative Political Analysis with Global Environmental Governance whilst also including some specific (timely) issues e.g. the environment and Brexit.

There is no additional support required, although last academic year I asked 2 SD colleagues to give 'guest talks' to my students. I plan to invite practitioners next AY e.g. NGO representatives, environmental policy officers.

I started in 2014 and IR have asked me to offer the module again in Spring 2019.

**How do students develop their capabilities on this module?**

We discuss global & ecological citizenship in both normative, theoretical and practical terms. For our discussions we use relevant journal articles and it's nice to see how IR students make connections between those texts and conventional IR texts such as those covering cosmopolitanism.

In the first half of the module we consider and discuss notions of stewardship, anthropocentrism, ecocentrism etc and how these translate into political behavior and decision-making. Occasionally we discuss how these reflect on our own individual choices and behavior, although the emphasis is still on the 'public sphere' i.e. systems of governance in a broader sense.

It is inevitable that we discuss these in the global governance context. Justice and ethics more than wellbeing though. Economics plays into our module as well as these determine our understanding of environmental politics. Just to give an example: we discuss the economic, ethical, and practical costs & benefits associated with the Emission Trading System.

While we, of course, look into the consequences of our actions, in Politics & IR teachers/ researchers we are perhaps less adventurous than SD people about considering options 'outside the box'. Having said that: the module's core assignment is a policy briefing which requires students to write on a pressing environmental issue (of their choice) to a target audience e.g. government, NGO and propose recommendations, detailed steps for policy change.

Critical analysis is inevitable in Politics & IR. We apply theoretical/ conceptual tools to understand and organise complex problems and contexts. More often than not we note the systemic features of systems of governance, but are less self-reflective at an individual level. E.g. I would not ask students to keep a diary on their food consumption/ waste. But if the subject of personal choices & preferences come up during seminar discussion, I am more than happy to make that connection between individual and the macro level.

One of my pet ambitions is to encourage students to think about life after graduation. So the assignment is in the form of a policy briefing and it can look as 'real' as possible, the other means of encouragement is through a series of short 'conference papers', which is slightly different format from conventional presentations and students get used to being introduced as speakers and answer questions after.

### **Innovative approaches:**

Assessments: Practice orientated: Policy Briefing & Conference Paper

Teaching formats: Informal setting: quasi-lecture followed by 2-hour seminar.

Problem-based learning: For both conference papers and policy briefings, students have free choice. They can pick the problem they want to focus on and can also define their approach and intended outcome. They get guidance though on how to achieve these, so they are not completely lost.

### **Challenges:**

Generally running smoothly. I suppose the challenge is to keep up-to-date with the latest developments in environmental politics. Sometimes I just time my topics right and I can say to students: see, I told you so last week, now it's happening. But sometimes events happen overnight and some of the material I was going to deliver is 'history' by the next day.

### **Student and staff feedback:**

MEQs have all been fantastic, especially the last one. I enjoy teaching this module as it keeps me a little bit in my Politics & IR comfort zone.

### **Future Development (Potential)**

I am going to teach the module again and hope to be able to offer it in AYs to come. I'd love to collaborate more with the IR School and perhaps even develop joint modules, especially in view of a new joint IR-SD degree.

### **Handbook & Reading List**

Please see Appendix 1 for 2017-18 Module outline

## Appendix 1: 2017-18 Module Outline.

University of St Andrews  
School of International Relations

### IR4552 – The Politics of the Environment

Semester I 2017-18

**Coordinator: Dr. Antje Brown**

*Office:* Irvine Building, Room 307

*Phone:* 01334 46-3912

*Office Hours:* Tuesdays 10.00-11.00, or by appointment

*Email:* ackb@st-andrews.ac.uk

**Please note: Students are responsible for knowing and must adhere to the contents of the School handbook which is available on the School website under Students/Undergraduates/Handbooks and resources.**

#### OVERVIEW

The module offers an overview of green theory and practice; it pays particular attention to the main debates and issues involved in environmental policy and regime-building whilst also allowing for a comparative element as well as the study of policy details. It provides students with an understanding of environmental discourses and gives students an opportunity to explore and discuss these within small tutorial settings. A distinct feature of this module will be the use of ‘real world’ student contributions: *seminar papers* & ‘*chaired*’ discussions as well as *policy briefing* assignments.

#### LEARNING OUTCOMES

Overall, the module aims to:

- provide students with an understanding of the environmental discourse and issues as well as a comparative analysis of the characteristic features in environmental problem-solving in different settings;
- illustrate and compare the multitude of concepts, ideologies, actors and political settings involved in environmental politics;
- make students aware of the shared as well as setting-specific dilemmas in environmental politics and policy;
- and help evaluate the link (or rather: gap) between environmental policy intentions and reality.

### Subject specific skills:

- To gain an awareness of the key interpretative and analytical skills involved in green politics.
- To attain a general critical awareness of key issues such as limits to (economic) growth, use of natural (shared) resources and decision-making dilemmas.
- To make intelligent judgements on the basis of relevant information provided by primary and secondary sources in environmental politics.
- To indicate an awareness of some of the relevant theoretical debates in green political thinking.
- To show an appreciation of some of the relevant research methodologies.

### Transferable/general skills:

- To identify and utilise appropriate information sources, e.g. via the internet.
- To deploy appropriate sets of data, information and concepts.
- To defend and critically assess such data, information and concepts.
- To make formal presentations on specific topics to an audience of peers and/ or organise & lead a team discussion/ fact finding session.

## **MODULE ASSESSMENT**

- Satisfactory attendance at, and participation in, tutorials;
- Delivery of a 'seminar paper' plus electronic summary of findings (10%);
- Submission of one 3,500-word essay (in the form of a 'policy briefing') by the relevant deadline (40%);  
***Essay deadline: Monday, 13<sup>th</sup> November 2017, 12.00 noon (week 9).***
  
- Written exam (50%)

There are ten teaching weeks in the module. ***Lectures are held on Thursdays, 10.00-11.00, in Seminar Room 1 (Arts School).*** NB: for accompanying reading, please see recommended texts in tutorial section plus themed reading list below.

<b>Week 1</b> (21/9/17)	Introduction to the Module and to Green Political Thinking
<b>Week 2</b> (28/9/17)	From Limits to Growth to Sustainable Development
<b>Week 3</b> (5/10/17)	Different shades of Green: the normative discourse in Environmental Politics
<b>Week 4</b> (12/10/17)	Actors, processes and policy tools in Environmental Politics
<b>Week 5</b> (19/10/17)	Comparing systems of governance and their responses to environmental challenges & opportunities

**Week 6** (week beg 23/10/17) ***Independent Learning Week***

**Week 7** (2/11/17) Global Environmental Governance

**Week 8** (9/11/17) Climate Change & Energy Security

**Week 9** (16/11/17) **Student choice Number One**<sup>1</sup>

**Week 10** (23/11/17) **Student choice Number Two**<sup>2</sup>

**Week 11** (30/11/17) Conclusion, Discussion & Exam Advice

**Week 12** (7/12/17) Revision

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<sup>1</sup> **Options for Student Choice No.1:** Brexit and the Environment; World Trade Organisation and the Environment; Water security (with case study: Grand Renaissance Dam); Biodiversity; Waste Trade; Whaling; Genetically Modified Organisms; Nuclear energy.

<sup>2</sup> **Options for Student Choice No.2:** Any of the above or *Wild Card* = students choose another topic and contribute 5 minutes each.

## TUTORIALS

**Please note: Attendance at tutorials is required, and students can only be absent from a maximum of two tutorials, regardless of whether a self-certification is made. Missing more than two tutorials could result in the issuance of an Academic Alert: ABSENCE.**

The tutorials consist of two (inter-connected) parts: the **first part** consists of a short group summary & discussion of a recommended text (ca. 20 minutes, students please volunteer to 'chair' these discussions), which is followed by **part two**: a student-led paper presented to the rest of the class (ca. 15 minutes) followed by Q&A or a short group exercise (ca. 15 minutes; exercise can be role play or a group experiment). The presentation element in part 2 will form part of students' continuous assessment; students will be peer-reviewed and presenters will receive constructive and formative feedback at the end of the semester, together with an overall mark determined by the Module Coordinator (representing 10% of overall module grade).

For their tutorial *paper*, students should bear in mind the following –

- length – the actual presentations should be max. **15 minutes**;
- context & structure of both presentation and follow-on discussion/ exercise should be clear and engaging;
- paper givers should include proper referencing so that the audience can follow up information at a later stage;
- students are free to explore various media and methods to complement their presentations;
- apart from the presentation of papers, students need to submit short electronic summaries (this can be in the form of powerpoint slides), these will be uploaded onto Moodle by the module coordinator);

For further guidance on how to present a typical paper, please see the **Appendix** below.

**All students are expected to do background reading prior to each tutorial and participate in discussions/ exercises.**

## TUTORIAL TOPICS

Students should choose one of the broad topics from the list below and register their interest with the module coordinator in week 1 (week 2 at the latest). Once a broad topic is allocated, students can then narrow the topic down to something more specific, such as a case study or a particular aspect or debate. Please consult the module coordinator before going ahead with the *paper* plan.

**There are two tutorial groups, scheduled for *Thursdays, 13.00-14.00 and 14.00-15.00 in Arts Seminar Room 2*. Students can register for their tutorial group in Week 1. While attendance**

of 'their' group is mandatory, students should feel free to join the other group whenever they wish.

Week	Tutorial Topic	Background Reading / Preparation
		(All students should consult these items prior to tutorials and come prepared)
1 21/9/17	Welcome & Allocation of topics	Please read the module guide carefully and note any questions you may wish to ask.
2 28/9/17	Approaching Sustainable Development from a Politics & IR perspective	Scoones, Ian (2016) 'The Politics of Sustainability and Development', in <i>The Annual Review of Environment and Resources</i> , 41, pp. 293-319.
3 5/10/17	Green Political Thinking: What shade of Green are you?	El-Kamel Bakari, Mohamed (2014) 'Sustainability's Inner Conflicts: from 'ecologism' to 'ecological modernisation'', in <i>Journal of Sustainable Development Studies</i> , vol.6, No.1, pp.1-28.
4 12/10/17	Actors, interests, behaviours and (global) environmental governance	Abbott, Kenneth W.; Green, Jessica F.; Keohane, Robert O. (2016) 'Organisational Ecology and Institutional Change in Global Governance', in <i>International Organisation</i> , 70, pp.247-277.
5 19/10/17	Comparing systems of governance in environmental politics:  Any clear <i>leaders &amp; laggards</i> ?	Duit, Andreas (2016) 'The four faces of the environmental state: environmental governance regimes in 28 countries', in <i>Environmental Politics</i> , vol.25, No.1, pp. 69-91.
6 23/10/17		<b>Independent Learning Week (ILW)</b>  (It is recommended that students work on their policy briefing proposals)
7 2/11/17	Global Environmental Governance:  what is the state of play in theoretical & practical terms?	Pattberg, Philipp; Widerberg, Oscar (2015) 'Theorising Global Environmental Governance: key findings and future questions', in <i>Millennium: Journal of International Studies</i> , vol.43, No.2, pp.684-705.

8 9/11/17	Trumped! What are we going to do about climate change?	Bernauer, T. (2013) 'Climate Change Politics' in <i>Annual Review of Political Science</i> , Vol. 16: pages 421-448.
9 16/11/17	<b>Student Choice 1</b>	Suggested reading for <i>securitisation</i> fans:  Fischhendler, Itay (2015) 'The securitisation of water discourse: theoretical foundations, research gaps and objectives of the special issue', in <i>International Environmental Agreements</i> , 15, pp.245-255.
10 23/11/17	<b>Student Choice 2</b>	Each student reviews an article of their choice (2-5 minutes each).
11 30/11/17	Conclusion:  Transitioning towards a sustainable future.  But how?	Partzsch, Lena (2017) 'Power <i>with</i> and power <i>to</i> in environmental politics and the transition to sustainability', in <i>Environmental Politics</i> , vol.26, No.2, pp.193-211.  Burke, Anthony et al (2016) 'Planet Politics: a manifesto from the End of IR', in <i>Millennium: Journal of International Studies</i> , vol.44 (3), pp.499-523.
12 7/12/17	<b>Optional</b> Mini conference	Students are offered one extra session for revision and to present/discuss policy briefing findings.

## ESSAY ASSESSMENT

Generally, the following criteria will be used in assessing essays:

- Relevance to the question
- Clear articulation of structure (introduction and conclusion) and principal and supporting arguments
- Identification of major themes and arguments
- The application of both empirical evidence and theoretical approaches to support claims
- Demonstration of sound understanding of topic
- Effective and accurate use of evidence
- Critical evaluation and judgment (including consideration of counter-evidence and counter-claims, discussion of alternative hypotheses and explanations, and the use of counterfactuals)
- Quality and clarity of written expression
- Insight and originality
- Range of sources used (sources consulted should include adequate coverage of reading list sources as well as original research that includes off-list sources)
- Clear and consistent bibliography and footnotes

**One point will be deducted if essay lengths are more than 5% too long or too short, and two points will be deducted if essay lengths are more than 10% too long or too short. The word count must be included on the title page of the essay. Word count INCLUDES references but EXCLUDES bibliography.**

One electronic copy and one hard copy of the essay are required. There is provision for electronic submission in Moodle. The electronic copy and the hard copy must be identical, and both copies must be submitted by the stated deadline.

Essays should be double spaced and paginated. Doing so facilitates my ability to give you more extensive feedback on your argumentation and writing. Essays should be submitted via the essay box on the first floor of the Arts Building. Essays must be submitted anonymously – both copies should include your Student ID number (matriculation number) to identify your essay by using the School's essay cover sheet, available online. Students are free to choose the referencing style used in essays but this must be consistent.

Penalties for unexplained late submission of work due as part of continuous assessment are as follows: such work shall be penalized by the deduction of one point on the 20-point scale for each day that it is submitted late up to ten working days. After that it will not be marked without permission of the Head of School. Essay submissions, by no later than the deadlines explained above, will be required to sit examinations.

Please note that, as a general rule, extensions are only given in exceptional circumstances and, wherever possible, must be arranged beforehand. **Students must request extensions on the appropriate form available from the IR School office and countersigned by the module coordinator.**

**Specifically for this Module: Policy Briefings**

The written assignment for this module is designed to prepare students for the 'real world' post-graduation. The assignment should therefore be in the form of a *policy briefing* document i.e. a format used by policy practitioners such as government officials, non-governmental organisations, corporations or intergovernmental organisations. Policy briefings should demonstrate the following –

- > Prior background research and a good understanding of an issue;
- > Critical assessment of/ engagement with/ different aspects, arguments and perspectives;
- > Clear structure, objective, outcome and outlook.

What makes a *policy briefing* distinct from a conventional undergraduate essay is –

- its **practitioner-friendly format** (i.e. it is written and presented in a clear and readable format for 'busy' decision-makers);
- the inclusion of a **target audience** (i.e. the briefing is directed at an individual/ group);
- and the inclusion of practical **recommendations** at the end of the document. For further guidance, please see the **Appendix** below. Alternatively, speak to your module coordinator.

**First Step: choose a briefing TOPIC.** Ideally, this topic should be a timely, pressing and engaging environmental issue or problem. Please note that the briefing topic should not be the same as the tutorial presentation topic nor should it be a topic covered previously in other modules' essays.

**Second Step: identify a target AUDIENCE.** Students can choose from a wide range e.g. government ministers & ministries, non-governmental organisations, corporate organisations, intergovernmental organisations etc. In other words – any individual or group of people who need to consider whether or not to conduct a policy shift or change (or re-embrace an existing policy).

**Third Step: Students should submit a short PROPOSAL of their briefing. Please see proposal form in Appendix.** The proposal can be developed at any point during the first half of the semester. Students can use the ILW (week 6) to flesh out their proposal and submit it by the end of Week 6. In any case, students need to submit a proposal first (and receive approval) before commencing with the assignment itself.

In short: Students can choose any environmental issue they feel passionate about. In the past, students covered a whole range of issues such as - the use of plastic bags, protection of bees, sustainability in education, waste export regulation, oil exploration projects etc. Equally, students can choose their briefing 'recipients'; in the past these included - local authorities, large corporations, the UN etc. Whatever students choose, these require clearance from the coordinator before commencing with the assignment.

**Essay deadline: Monday, 13<sup>th</sup> November 2017, 12.00 noon (week 9).**

## EXAM

The final examination (3 hours) will be held during the examination period in Weeks 13 and 14, time and place to be announced. Students will be required to write three exam essays. There will be two sections: one centering around theory, the other focusing more on policy practice. Students must choose at **least one from each section**.

Further guidance on the exam format will be provided throughout the semester; a list of mock exam questions will be included later in the semester. Past exam papers are available online.

Once the semester is completed, feedback on exam grades can be provided on request in Week 1 of the following Spring Semester.

## READING

At this 3<sup>rd</sup>/ 4<sup>th</sup> year level, students are expected to conduct their own search for reliable, academic sources. Below is a (rather long) list of 'tried & tested' sources that students might want to consult. *Please note: it is not expected that students read their way through the entire literature below!* Rather, students should consider the list as a catalogue from which to choose the most interesting and relevant items for their study. NB: Some items are historical (i.e. dated and classical texts), while others are more up-to-date.

All sources listed below should be available in the Library or should be accessible online as an electronic version. If not, please let your module coordinator know. Students are encouraged to browse relevant academic journals and consider other sources of information (e.g. seminar papers within the University, contacting practitioners). Students may also want to check Moodle as useful links, documents etc will be uploaded over the coming semester.

*NB:* students should feel free to set up their own network for information exchange (e.g. facebook group) and are encouraged to explore and recommend environmental literature, movies, music etc. Please let the coordinator know if anything can be done to facilitate this exchange.

Finally, the Library's online reading list service enables you to find and access the books, journal articles, and other resources you are expected to use for your module. By clicking links in online reading lists you can see straight away the location and availability of books in the Library and get direct access to online resources. By logging in you can use the features which allow you to record what resources you've used, plan ahead, and create personal study notes. You can also export citations to Endnote from reading lists.

To find out if your module has a reading list check the module in MMS or Moodle, or check the Online Reading List page on the Library website <http://www.st-andrews.ac.uk/library/information/subjectguides/readinglists/>

Recommended textbooks:

Carter, Neil *The Politics of the Environment*, CUP, 2010.

Chasek, Pamela; Downie, David L.; Welsh Brown, Janet *Global Environmental Politics*, January 2014.

Connelly, James; Smith, Graham *Politics and the Environment: from Theory to Practice*, Routledge, 2012.

Dauvergne, P. ed (2012) *Handbook of Global Environmental Politics*, second edition, Edward Elgar.

Doyle, Timothy; McEachern, Doug *Environment and Politics*, Routledge, 2008.

Harris, Paul G. ed. (2014) *Routledge Handbook of Environmental Politics*, Routledge.

Kütting, Gabriela (2011) *Global Environmental Politics. Concepts, theories and case studies*, Routledge.

Mulligan, Martin (2015) *An Introduction to Sustainability. Environmental, social and personal perspectives*, earthscan, Routledge.

Nicholson, Simon; Wapner, Paul (2015) *Global Environmental Politics: from person to planet*, Paradigm Publishers.

O'Lear, S. *Environmental Politics. Scale and Power*. CUP, 2010.

Smith, Zachary A. *The Environmental Policy Paradox*, 7<sup>th</sup> ed, Routledge [on order for library]

Recommended academic journals:

*Environmental Politics*

*Global Environmental Politics*

*Sustainable Development*

A short selection of interesting links:

[http://ec.europa.eu/dgs/environment/index\\_en.htm](http://ec.europa.eu/dgs/environment/index_en.htm) (EU Commission DG Environment)

<http://www.unep.org/> (UN Environment Programme)

<http://www.uea.ac.uk/international-development/research/research-themes/environmental-justice>  
(environmental justice)

<http://www.envirosecurity.org/index.php> (environmental security)

<http://www.journals.elsevier.com/journal-of-environmental-economics-and-management/>  
(environmental economics)

[http://www.unep-wcmc.org/what-is-biodiversity\\_50.html](http://www.unep-wcmc.org/what-is-biodiversity_50.html)

<http://www.cbd.int/> (Convention on Biological Diversity)

<http://www.iwcoffice.org/>

<http://www.seashepherd.org/> (whaling)

[http://ec.europa.eu/food/plant/gmo/index\\_en.htm](http://ec.europa.eu/food/plant/gmo/index_en.htm) (genetically modified organisms)

<http://www.guardian.co.uk/environment/water> (water)

[www.basel.int/](http://www.basel.int/)

[www.ban.org/](http://www.ban.org/) (Waste / Basel Convention)

<http://www.ipcc.ch/> (Intergovernmental Panel on Climate Change)

## READING BY SUBJECT

### General Reading:

Baker, Susan (2006) *Sustainable Development*, Routledge.

Carter, Neil *The Politics of the Environment*, CUP, 2010.

Chasek, Pamela; Downie, David L.; Welsh Brown, Janet *Global Environmental Politics*, January 2010

Connelly, James; Smith, Graham *Politics and the Environment: from Theory to Practice*, Routledge, 2012.

Corrado, P. (2015) *Environmental Politics*, Springer.

Dauvergne, P. ed (2012) *Handbook of Global Environmental Politics*, second edition, Edward Elgar.

Doyle, Timothy; McEachern, Doug *Environment and Politics*, Routledge, 2008.

Dresner, S. *The Principles of Sustainability*, earthscan, 2009.

Elliot, J. *Introduction to Sustainable Development*, 2006.

- Garner, R. *Environmental Politics. The age of climate change*. Macmillan, 2011.
- Harris, Paul G. ed. (2014) *Routledge Handbook of Environmental Politics*, Routledge.
- Hopwood, B. et al 'Sustainable Development: mapping different approaches', *Sustainable Development*, No.13, 2005, pp. 38-52.
- Miller N. *Cases in Environmental Politics*, Routledge (Sept 2008)
- Mulligan, Martin (2015) *An Introduction to Sustainability. Environmental, social and personal perspectives*, earthscan, Routledge
- O'Lear, S. *Environmental Politics. Scale and Power*. CUP, 2010.
- Paehlke, R. 'Environmental Politics, Sustainability and Social Science', *Environmental Politics*, vol.10, No.4, 2001, pp.1-22.
- Rajagopala *Environmental Studies*, OUP (July 2011)
- Roberts, Jane *Environmental Policy*, Routledge, 2011.
- Seghezze, L. 'The five dimensions of sustainability', *Environmental Politics*, vol.18, No.4, 2009, pp.539-556.
- Scoones, Ian 'The Politics of Sustainability and Development', in *The Annual Review of Environment and Resources*, 2016, 41: 293-319.

### **Green Political Thinking and Sustainability Theory (Weeks 2 & 3):**

Chasek Chapter 1

Connelly & Smith Chapters 1 and 2.

Carter Chapters 2 & 3.

Doyle, McEachern Chapter 2

Baker, Susan (2006) *Sustainable Development*, Routledge.

Clapp, Jennifer; Dauvergne, Peter *Paths to a Green World. The Political Economy of the Global Environment*, 2008

Davidson, K. (2014) 'A typology to categorise the ideology of actors in the Sustainable Development debate', in *Sustainable Development*, 22, pp.1-14.

Dobson, Andrew *The Green Reader* 1991.

Dobson, Andrew *Green Political Thought*, 2007.

Dryzek, J; Schlosberg, D. *The Environmental Politics Reader: Debating the Earth*, 2005.

Dryzek, J *The Politics of the Earth*, 2005.

- Eckersley, R *Environmentalism and Political Thought*, 1992.
- Goodin, R. *Green Political Theory*, 1992.
- Hayward, T. *Ecological Thought*, 1995.
- Hardin, Garrett (1968) 'The Tragedy of the Commons' in *Science* 162, 3859, pages 1243-1248
- Imran, S. et al (2014) 'Reinterpreting the definition of Sustainable Development for a more ecocentric reorientation', in *Sustainable Development*, 22, pp.134-144.
- Lövbrand, Eva et al (2015) 'Who speaks for the future of Earth? How critical social science can extend the conversation on the Anthropocene', in *Global Environmental Change*, 32, pp.211-218.
- Martell, Luke *Ecology and Society*, 1994.
- Meadowcroft, James (2011) 'Engaging with the Politics of Sustainability Transitions', in *Environmental Innovation and Societal Transitions*, 1, pp. 70-75.
- Meadows et al *Limits to Growth*, 1972.
- Meadows et al *Beyond the Limits*, 1992.
- Meadows et al *Limits to Growth. The 30-year update*, 2005.
- Mueller-Rommel; Meyer 'Social Sciences and Environmental Sciences: a state of the art review', in *Environmental Politics*, vol.10, No.4, 2001
- Naess, Arne 'The Shallow and the Deep, Long-Range Ecology Movement: A Summary' in Dryzek.
- Naess, Arne 'The Deep Ecology Movement: Some philosophical aspects', in *Philosophical Inquiry*, 8, 1-2, 1986.
- Partzsch, Lena (2017) 'Power with and power to in environmental politics and the transition to sustainability', in *Environmental Politics*, vol.26, No.2, pp.193-211.
- Pearce, David 'An intellectual history of environmental economics', *Annual Review Energy Environment*, 27, 2002.
- Pepper, D. *Eco-Socialism. From Deep Ecology to Social Justice* 1993.
- Pepper, D. *Modern Environmentalism. An introduction*, 1996.
- Porritt, J. *Seeing Green*, 1994.
- Schlosberg, David 'Reconceiving environmental justice: global movements and political theories', *Environmental Politics*, vol.13, No.3, 2004.
- Steffen, W. et al (2007) 'The Anthropocene: are humans now overwhelming the great forces of nature?' in *Ambio*, vol.36, No.8, pp.614-621.
- Symons, J.; Karlsson, R. (2015) 'Green political theory in a climate-changed world: between innovation and restraint', in *Environmental Politics*, vol.24, No.2, pp.173-192.
- Young, S. 'The different dimensions of green politics', *Environmental Politics*, vol.1, No.1, 1992.
- Zaccai, E. (2012) 'Over two decades in pursuit of sustainable development: Influence, transformations, limits', in *Environmental Development*, 1, pp.79-90.

#### **Political Actors, process & tools (Week 4):**

Chasek Chapter 2

Connelly & Smith Chapters 3-5.

Carter Chapters 4-12.

Doyle, McEachern Chapters 3-7.

Andresena, S.; Agrawalab, S. 'Leaders, pushers and laggards in the making of the climate regime', in *Global Environmental Change*, 12, 2002.

Baker, S. *The Politics of Sustainable Development* 1997

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O'Lear Chapters 2, 3

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### **Student Choice Topics (Weeks 9 and 10):**

*(Feel free and browse. Please note: some items may be a bit dated and are subject to availability)*

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Chasek et al Chapter 3

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#### Water:

Kütting Chapter 8

Berner, E.K. *Global Environment: water, air and geochemical cycles*, Princeton, 2012.

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Hukka, J.J. et al 'Water, Policy and Governance', *Environment and History*, vol.16, No.2, 2010, pp. 235-251.

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### Waste:

Chasek et al Chapter 3

O'Lear Chapter 5

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### Genetically Modified Organisms:

Clapp, J. 'Transnational Corporate Interests and Global Environmental Governance: Negotiating Rules for Agricultural Biotechnology and Chemicals', *Environmental Politics*, vol.12, No.4, 2003.

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