<u>Please note: this is a provisional syllabus and still subject to amendment.</u>

POL205S: IR in the Anthropocene
Winter 2025, Mondays 9-11am & tutorials
[Class will run on "UofT time" – starting time 9:10am]

<u>Prof:</u> Dr. Kate Neville; email: kate.neville@utoronto.ca
<u>Prof's office hours:</u> Mondays, 2-3pm and by appointment
<u>TAs:</u> Marc, Roberta**,** Marlene

<u>Course Description:</u> Humans have altered the planet so dramatically that some geologists have coined a new epoch: the Anthropocene. Is our study of global politics up to the challenge of human-driven environmental change? In this course, we consider multiple perspectives on IR to make sense of geopolitics on a changing planet.

In this time of unprecedented anthropogenic disruption of our atmosphere and oceans, rapid transformation of land uses, and precipitous declines in biological diversity, the study of international relations is more relevant than ever. Through a thematic focus on global environmental change, the course will introduce students to core concepts in IR, especially in international political economy, international organizations, and security studies. Considering geopolitics in the context of a changing planet, from oceanic to atmospheric to ecological systems, students will be introduced to—and reflect critically on—a range of IR theories and perspectives.

<u>Plan for the term:</u> We'll examine and apply various IR approaches and theories to the contemporary moment, placing our current challenges in historical and political perspective. We encounter different ways of characterizing IR, including by thinking about various subfields and themes, with a focus on political economy, international organizations, and security studies. As we look at ways of understanding international relations, we will also consider systems and patterns of knowledge, rule-setting, and accumulation around the world, alternately understood as ideas, institutions, and interests.

The course has three sections, over 11 lectures: We start with two classes on a core question: I) *What is—and are we really in—the Anthropocene?* In this section, considering the causal relationships between geopolitics and ecological change, we look at how different scholars define the current moment, with attention to the political consequences of a geologic classification. This section of the course also offers an introduction to the field of IR and various lenses for understanding global politics.

Over the following seven weeks, we dig deeper into the question, II) *How do transnational politics shape environmental change—and vice-versa?* In this section of the course, we focus on the politics associated with a range of global challenges—including climate change, disasters, biodiversity loss, food, fisheries, and waste—through the organizing lens of political economy, security studies, and international organizations. We will investigate some ongoing and challenging questions about how the earth's systems shape and are shaped by political dynamics, from global governance to trade and finance to security and stability.

Finally, with consideration of how the contemporary global order shapes environmental change, in the final two weeks, we turn to the question, III) *Where do we go from here?* In this final class, we examine processes of political transformation and the consequences of governance strategies at multiple levels for social and environmental justice.

Course format, assignments, & website: The course is offered in person. Please monitor the Quercus course site closely! The format involves 11 two-hour classes (note: no class during reading week, Feb 17, or in week 8, March 3) and 8 tutorial sessions with required reading journals. It also involves weekly required readings, class notes posted once during the term, a short critical reflection paper, and a staged final review paper. In general, assignments are due online on Quercus on <u>Mondays by the end of the day</u> (11:59pm) the week of the deadline. You are still expected to come to class and be prepared for class on the days that assignments are due.

Although the course and tutorial sessions are in person, if the professor or TAs are ill, class and/or tutorial sessions may be moved online onto Zoom. Please monitor Quercus for information and links.

1. **2% - Class notes** – post lecture notes for <u>one week of your choice</u> from term – these must be posted by the end of the day that class is held.
2. **15% - Tutorials** (8 tutorials, with <u>required reading journals or make-your-own-quizzes for 5 of 8 tutorials</u>) – these start in week 3 of term (the week of Jan 20).
   - *Tutorial attendance and active participation: 10%*
     - This includes participating in activities and assignments during tutorials. Grades for tutorials are holistic, and can reflect your participation though term, so the weighting is not broken down by week.
     - While participation in tutorials is expected, you should not attend if you are ill. Please let your TA know in advance when possible. If you have more than two weeks where you are ill, you will need to make alternate arrangements for tutorial grades.
     - If you have unavoidable conflicts with your tutorial attendance, please also let your TA know; you may need to make alternate arrangements for tutorial grades.
   - *Brief reading journals or design-your-own-reading-quizzes: 5%*
     - These are brief assignments you must submit by the time you have your tutorial in any given week. They are designed to incentivize reading during term. You can write a 200-word reading journal or you can design a 5-question multiple choice reading quiz, with answer key, for each of the five weeks.
3. **23% Short critical response essay** (~500 words, due <u>week 5, Feb 3</u>)
   - For this paper, prompts will be posted by week 2 of class (Jan 13). In this brief paper, you will answer one of the posted questions. In your answer, you must engage with the required readings for weeks 1 and 2 and also with your choice of one of the optional readings from week 1 or 2.
4. **15% Annotated bibliography** (due <u>week 9, March 10</u>)
5. **45% Final paper** (~2000 words, due <u>week 12, March 31</u>)

Grade flexibility and notes on assignment weight: We're in challenging times—the Anthropocene, unsteady geopolitical relations, and more. In case of unexpected challenges (individual or collective, from student illness to TA and instructor illness, from caretaking emergencies to widespread lockdowns, and many other contingencies), class schedules and grading policies may be changed as follows:
- *deadlines may be moved* (as a class or individually; extensions are possible, within UofT limits and rules); and

- *grades can be redistributed* across assignments; and
- *alternate assignments can be arranged* to address accommodation needs (even if accommodations are not formally documented).

To be fair to others, and to allow the teaching team to organize our own schedules, we ask that you stick to deadlines where possible, negotiate extensions in advance when needed, and generally consider the grade weighting and deadlines as presented, but with flexibility where truly needed.

Readings & other weekly assigned material: The readings and other assigned materials are central to this course: they offer you multiple perspectives on international relations and the Anthropocene, and they provide both theoretical richness and empirical examples. There are one or two academic readings each week: these are challenging and academically advanced, so demand a lot of your time and attention to read—but they are central to informing how we think about these pressing global relationships! Most weeks, there are also podcasts, interviews, and short film clips to listen to/watch; these should enrich and contextualize the themes of the week—they are also mandatory and will inform your essays, tutorial discussions, and understanding of course material.

 In general, and as usual when thinking of a full course load as 5 classes, you should imagine that you'll spend at least 8 hours per week on this course: 2 hours in lecture; 1 hour in tutorials; 2-4 hours on readings and podcasts/videos, and 2-4 hours on assignments. The balance will shift in different weeks (e.g., leading up to an assignment deadline), and the time spent reading/listening to assigned course material and working on assignments will depend on your own academic strengths and skills. For instance, some of you may be fast readers but slow writers; others might need to listen to material several times to solidify your understanding. These are not fixed time commitments, but you should consider that a full course load is like a full-time (40 hr/week) job, and only a handful of those hours are spent in lectures and tutorials.

Course outline by week:

**PART I: What is—and are we really in—an Anthropocene?
What does this mean for IR?**

Week 1: Jan 6 – Course introduction: IR in unsteady times
Week 2: Jan 13 – Placing IR approaches on the planet: Security, international organizations, & political economy

**PART II: How do transnational politics shape environmental change
(and vice-versa)?**

Week 3: Jan 20 – Environment, resources, and conflict: Unsettled questions?
Week 4: Jan 27 – Climate change, migration, and security: Challenges to territorial sovereignty?
Week 5: Feb 3 – Intersecting inequalities: Histories, geographies, and disasters
Week 6: Feb 10 –Food systems & supply chains: Challenges to state-based governance?

NO CLASS - READING WEEK: Feb 17

Week 7: Feb 24 – Waste & the problem of plastics: Challenges to growth-based political economies?

NO CLASS - Week 8: March 3

Week 9: March 10 – Governing the commons in a territorial world: Collective action problems or something else?
Week 10: March 17 – Extraction from the seabed: Challenges to international organizations

PART III: Where do we go from here?

Week 11: March 24 – Technology and the planet
Week 12: March 31 – Transformative futures: Rethinking IR

Assignment submission & late policies: Please submit assignments electronically through Quercus (or by email, if there are technological glitches with the system) before midnight (Eastern time zone) on the day they are due.

These are especially difficult times: ongoing pandemic conditions are exacerbating existing challenges, including financial pressures and school/work commitments, food and housing insecurity, family and caretaking responsibilities, mental and physical health, and more. Deadlines are set to help you plan out your term work, and to help the teaching team manage the grading workload during the term. Rather than seeing these deadlines and late penalties as punitive, I hope you'll see them as providing guidance (and incentives) to meet these timelines.

In general, I anticipate that all assignments will be submitted on time. In general, late assignments will be penalized at a rate of 5% per day (including weekends). In general, late quizzes and late tutorial discussion board posts will not be accepted. *However*, some students may find themselves with valid conflicts and challenges, especially in these times. If you can't meet the deadlines, please speak with me and/or your TA in advance, as best you can, about alternate arrangements. Unexpected situations and challenges warrant flexibility and can be accommodated. Please be in touch as early as possible, as this allows us all to plan more clearly.

Assignment details:

1. Tutorials with reading journals: 15% - held in 8 of the 12 weeks of term (no tutorials in weeks 1, 2, 8, or 12, and no tutorials during Reading Week)
Tutorials are held in person. To earn marks for the tutorials, you must attend and participate actively in tutorial sessions. You are required to keep and submit a weekly reading journal, and this forms part of your tutorial grade—to recognize you may have some especially busy weeks, these are required for 5 of the 8 tutorial weeks. Tutorials may include large and small-group discussions, informal quizzes, individual and group activities, debates, writing reflections, and other tasks. Each student might feel more or less comfortable with different types of engagement; we will vary the types of tasks that you are asked to do, to learn in many ways and practice a variety of skills.

Participation and absences: We understand that the term may present challenges related to the ongoing pandemic and also other life events, and we ask that you do not come to your tutorial session (or to class) when you are sick. If you are ill, please email your TA to let them know you are ill and must miss the tutorial (if you can let them know in advance, that's helpful, although we understand that might not always be possible). Accommodations for missed tutorial sessions are possible, and these must be made with your professor and TA. In general (with

exceptions for when you are ill), if you must miss your tutorial session, please still submit your reading journal on Quercus.

   Reading journals: To ensure all students are prepared to discuss course material and readings, you are required to submit a reading journal on Quercus for five of the eight weeks you have a tutorial. These journal entries—each should be ~200 words—will help you learn how to identify and summarize the arguments in political science/IR articles, and which will also help you develop your own arguments in your essays. In them, for the one *required* reading that week, you will: describe the *thesis* (main argument) of the reading, describe *the arguments that support the thesis*, describe the *evidence used to support the arguments*, and provide *your own assessment of or question about the reading.* You should be ready in your tutorial session to share your summaries and assessments/questions with your TA and peers.

2. Course notes: 2% - must post <u>once</u> during term, due at <u>the end of the day</u> of the class you choose

To encourage note-taking, provide multiple examples of course notes, and ensure you and your peers have access to notes even if you/they miss class, this assignment asks that you post class notes on the Quercus discussion board <u>once</u> during the semester. You may choose the week for which you post notes, and you must post the notes by the end of the day of the class you choose. *<u>For students with note-taking accommodations or challenges with notes (with or without formal accommodations), please contact me to make alternate arrangements.</u>*
Please post typed notes (if you usually take notes by hand, this might require a bit of extra work to type up – but is easier than having everyone try to decipher different handwriting!) Notes may be brief or lengthy, but <u>must</u>:

- Provide <u>information that supplements</u> the syllabus and class slides
    - The notes must not be the same as the description of the week in the syllabus—this should help students that missed the class understand more about the topic/themes of the week
    - The notes must not just repeat what is on the lecture slides
    - The notes *could include*: a summary of the lecture topic and key points; brief explanations of key ideas and examples; descriptions of connections across readings, weeks, and ideas; etc.
    - Your notes must distinguish between material presented by the professor and your own ideas, observations, or questions
- Provide <u>at least one question that you had before or still have after the lecture</u>:
    - Your notes might provide an answer to this question based on the lecture material, or ideas about how you might go about answering your question
- Describe <u>one thing that was especially interesting, surprising, or noteworthy</u> to you from the lecture
    - Your notes might indicate an example you thought was helpful for demonstrating a concept, an idea that was new to you, a connection across readings or weeks, or something else that caught your attention

3. Short critical essay #1: 23% - due week 5 (Feb 3)

This ~500-word essay, submitted in week 5, will answer an essay prompt that will be posted online in week 4. In this paper, you will be asked to critically engage with the readings and lecture material from the first part of the term. In this paper, you will be developing the writing and analysis skills you need for your final paper.

4. Annotated bibliography: 15% - due week 9 (March 10)

This assignment is part of the development of your final paper. To write this assignment, you will choose your final paper topic (a list of options will be provided mid-way through the term), identify relevant sources for your paper, and develop a series of summaries of the sources you have found and how they relate to your final paper topic. This assignment requires that you learn or strengthen your skills in: using library resources, identifying relevant scholarly literature for a specific topic, and summarizing research. More details will be provided in class and in tutorial sessions. Since we don't have class in week 8, we strongly recommend that you spend that week working on your final papers—along with the annotated bibliography, this would mean beginning to draft your final essay.

5. Review/synthesis essay: 45% - due week 12 (March 31)

This ~2000 word paper is a chance for you to really engage with one of the topics or themes of the class, and to practice your independent reading, research, and writing skills. For this paper, you are tasked with writing a *review paper* on a theme/topic connected to our course. We will discuss this kind of writing in class and/or in tutorial sessions, with examples from our course readings. You will work on this through the term, building your skills and analytic capacities over time. Your weekly assigned readings should begin to give you the skills needed to read scholarly articles and books; your short critical essay will provide you practice with engaging critically with the ideas in readings; your annotated bibliography will provide the basis for your literature review, and lectures will help you synthesize ideas across readings, case studies, and more. More details will be provided in class and in tutorial sessions.

Policies and Expectations

In general: We're gathering in this class in a challenging global time—and perhaps the times are always challenging. We have the intersecting acute and chronic crises of pandemics and public health challenges, systemic inequality across economic, social, and racial lines, accelerating climate change and biodiversity loss, and more. This means we'll need to be flexible, patient, and brave: we are taking on challenging topics in IR in a time of personal and scholarly upheaval. That said, given these challenges, I think this course is more important than ever: we all need the tools to analyze the changing world around us—both to make sense of the unfolding events across the planet and to imagine new ways forward.

        In this course, you can expect that I will aim to be fair, respectful, prepared, and responsive. In return, I anticipate you will be respectful of your classmates and of me and strive for academic integrity in all forms. I also expect you will engage in classes, tutorials, and assignments, be prepared and on time for classes and tutorials, provide information to me and your TAs when you need flexibility and accommodations, and meet deadlines for assignments— all to the best of your abilities, knowing you might be facing tough circumstances outside our classroom. I hope that together we can foster a safe and engaging space for thinking about big questions, and I will be relying on all of you to help create that space.

        I'll ask that you limit distractions while in class and in tutorials: this includes turning off your text/social media/email buzzes and notifications, avoid unrelated internet browsing on your computers, and do your best to be present and attentive. Students may *not* create audio recordings of classes or tutorials—with the exception of those students requiring an accommodation for a disability, who should speak to me (and your TAs) prior to beginning to record lectures and discussions and tutorials. Students creating unauthorized audio recording of lectures or tutorials violate an instructor's intellectual property rights and the Canadian

Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Backups and rough drafts: You are strongly advised to keep rough drafts and backup copies of all assignments and essays you submit for this class. Also, please take a minute at the start of the term to set yourself a backup strategy. Whether it's a backup external hard drive, a web-based cloud service, or some other option, it's important that you have multiple copies of your work in the case of a hard drive failure or computer problem.

Names: If the name on the official course registration list does not, for any reason, match the name by which you would like to be addressed, please let me know. I am not able to change official course lists, but I can call you by your preferred name in our email exchanges and in office hours. Please let me know the pronouns you use (mine are she/her).

       Professional titles are a sign of respect in the academic world, but there are varying degrees of formality among scholars. I encourage you to start by calling all your professors by "Prof" or "Dr." [Last Name]; they can indicate if they'd be open to more informal exchanges. Some students like a more informal exchange, while others feel most comfortable with a formal distinction between their course instructors and their peers and friends. I tend to be open to a less formal environment, but also want to make sure all students feel comfortable. For our online course this semester, I'm happy to be called "Prof./Dr. Neville," or "Prof./Dr. Kate," whichever suits you best. Please sign your emails with the name you'd like me to call you by.

Email and communication:
In general, if you have questions, you should:
- first, look for answers on the syllabus and the Quercus Discussion Board;
- second, ask your question via the Quercus Discussion Board;
- third, email your tutorial section TA;
- fourth, email Prof. Kate (you can skip step 3 if the question is about lecture material or overarching course information!)

We'll all do our best to respond to emails quickly, but please note that the TAs and I may not check course emails on evenings or weekends. When you reach out by email, please:
- include the course code (POL205) in the email subject heading;
- write from your University of Toronto email account or through the Quercus email function;
- treat emails as a professional form of communication—we anticipate you'll use proper grammar, sentences, and formal greetings and sign-offs; you can expect the same from us.

Writing and Research Support: Research and written communication are core aspects of this course. As second-year students, I anticipate you are still learning how to write analytical research papers and engage in scholarly research; I encourage you to make use of the resources available in these areas, for instance, at the Writing Centres and UofT Libraries—e.g., http://www.writing.utoronto.ca/writing-centres. These are often highly subscribed services at midterm and end of term times; you should plan early to book appointments and seek assistance.

Exceptions and Assistance: The University has many resources to help students who need assistance, including: Accessibility Services, Students for Barrier-free Access, the Hart House Accessibility Fund, financial assistance, library resources, academic resources, health and counseling services, and peer mentoring systems. The University also is committed to providing

allowances for religious observances. If you anticipate needing help with your coursework for academic and/or personal reasons, or you encounter unexpected challenges or crises during the term, please seek the support you need. This may include challenges with physical and mental health, securing food or housing, dealing with loss and grief, parenting or elder care or other care-giving, and more. If you do not know the options, do not hesitate to ask. If you find yourself in a difficult situation, even if you have not yet gone through all the official channels, it is best to let me know right away that you are seeking assistance and may need accommodations (you do <u>not</u> need to disclose the details of your situation to me).

I know that these services are usually overtaxed, and even more so at the present moment. I also recognize it can be difficult to secure support when you are facing acute or chronic crisis conditions. If there are ways we can amend course requirements to help you learn and succeed in this course, I am open to discussions (without requiring specific details of your situation)—please try to contact me in advance to let me know you require or would benefit from accommodations, and we can see what might be possible.

A few helpful resources:
- Accessibility Services: http://www.accessibility.utoronto.ca/
- Health & Wellness: http://healthandwellness.utoronto.ca/
- Writing centres: http://www.writing.utoronto.ca/writing-centres
- Religious accommodations: http://uoft.me/religiousaccommodation
- Positive space (LGBTQ+ resources): http://positivespace.utoronto.ca

Academic integrity: Academic integrity is <u>essential</u> to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously, seeing these as serious academic offenses. *<u>The seriousness of academic integrity really cannot be stressed enough.</u>* When you use ideas, evidence, or direct words from another scholar, you must cite that scholar. This is about giving credit where it is due, and also about helping readers of our work find out how our ideas were developed and where we found evidence to support our claims.

If you use someone else's words, these must be in quotation marks, with the page number indicated. If you use someone else's data, the citation must also include the page number for that information. If you use someone else's ideas, summarized or paraphrased in your own words, you must cite that source. Changing a few words, or substituting synonyms is not the same as paraphrasing: you must substantially change the way in which an idea is expressed. Please consult the library resources and seek help from the librarians and/or writing centres when working on your assignments and papers.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.
- http://www.governingcouncil.utoronto.ca/policies/behaveac.htm
- http://www.writing.utoronto.ca/advice/using-sources
- http://www.utoronto.ca/academicintegrity/

Potential offences include, but are not limited to:
- Using someone else's ideas or words without appropriate acknowledgement

- Using someone else's words without using quotation marks
- Submitting your own work in more than one course without the permission of the instructor (this includes copying sections from an assignment for another course)
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment.
- Looking at someone else's answers during an exam or test
- Falsifying or altering institutional documents, grades, or documents required by UofT

A note on generative artificial intelligence (AI) and other emerging technologies:

Please note that I expect all work you submit for this course will be developed and written *entirely* by you. Part of the aim of this class is for you to develop critical thinking, creative analysis, and writing skills, which include identifying research topics, generating research questions, creating essay outlines, drafting essays and other text, and revising your writing with consideration of style, tone, and content. While there are advanced large language models that can generate outlines, text, citation lists, and other materials, I expect that you will not use these tools for creating or drafting your assignments (outlines, summaries, arguments, or text).

I do anticipate that you will use a spellchecker in your work (these are usually built into word processing programs, and they are allowed for assignments in this class). You may find that your word processing program has an automatic grammar check function: this is acceptable for flagging grammar problems, but please use this (and also spellcheck) carefully—you might find that the suggested changes also change the meaning of your sentences, or, with spellcheck and autocorrect, might replace your misspelled word with the wrong alternative. Please re-read all your work before submission to check for these errors.

Part of our work together in thinking about international relations on a changing planet is to think creatively and critically, and to practice these skills. Further, as we consider the Anthropocene, we will discuss new and emerging technologies. These have enormous global consequences: for the environment, for the ownership of intellectual property, for corporate control of data, for the embedding of biases in generated work, and for governance. I expect you will not use these tools in this class, and I also encourage you to think critically and carefully about them in all your scholarly and personal activities.

Course Schedule

PART I (two weeks):
WHAT IS—AND ARE WE REALLY IN—THE ANTHROPOCENE?

Week 1. Jan 6: Introduction: International Relations in unsteady times
What if we centre questions, not answers, at the core of IR? What does it mean to rethink the foundations and boundaries of global systems?

How do we conceptualize the changes taking place on our planet? What do they mean for global affairs? And what is the field of IR? In this introductory week, we consider how planetary boundaries are challenging our approaches to international relations, and what this means for politics in a time of global change.

In this week, we ask, what is the Anthropocene: the age of humans? The end of nature? The end of the world? (And if so, the end of *whose* world?) We consider the ways in which the study of IR allows us to think about an interconnected planet, but also requires us to consider the unequal power relations and local contexts that make up the "global."

Listen - required:
- Podcast from *Ecopolitics Podcast* with Kyle Whyte: "Environmental justice and the Anthropocene": https://www.ecopoliticspodcast.ca/episode-2-8-environmental-justice-and-the-anthropocene/ (50:21 min) (transcript available: https://www.ecopoliticspodcast.ca/wp-content/uploads/2021/05/The-Ecopolitics-Podcast-%CE%93Co-Episode-2.8-Environmental-Justice-and-the-Anthropocene-TRANSCRIPT.pdf)

Readings - required:
- Mitchell, Audra, and Aadita Chaudhury. 2020. Worlding beyond 'the' 'end' of 'the world': White apocalyptic visions and BIPOC futurisms. *International Relations*, 1-24.

Readings – optional
- Simangan, Dahlia. 2023. How should IR deal with the "end of the world"? Existential anxieties and possibilities in the Anthropocene. *Review of International Studies,* 49(5): 855-871.

Week 2. Jan 13: Placing IR approaches on the planet: Security, international organizations, and political economy
What are the implications of thinking beyond "great powers" in International Relations? And what are some tools for thinking about the field of IR?

This week, we turn to different ways of organizing the study of IR to address questions of interconnected social and ecological change. We consider the subfields of IR—security, international organizations, and political economy—and relate them to other ways of assessing relationships in the international sphere, including, among others: interests, institutions, and ideas; knowledge, rules, and accumulation; and realism, liberalism, and constructivism. We also consider alternative ways of understanding global relations, with attention to multiple physical and temporal scales and disrupting anthropocentric worldviews.

Listen – required:
- Podcast from Ecopolitics Podcast, "Great Power Politics and the Environment," with Ryan Katz-Rosene, Yixian Sun, and Mathew Paterson, https://www.ecopoliticspodcast.ca/episode-2-6-great-power-politics-and-the-environment/, transcript here: https://www.ecopoliticspodcast.ca/wp-content/uploads/2021/05/The-Ecopolitics-Podcast-%CE%93Co-Episode-2.6-Great-Power-Politics-and-the-Environment-TRANSCRIPT.pdf

Readings – required:
- Smith, Karen, and Arlene B. Tickner. 2020. Introduction: International relations from the Global South. In: *International Relations from the Global South: Worlds of Difference,* Arlene B. Tickner and Karen Smith (editors), Routledge, pp.1-14.

Readings – optional
- Lovbrand, Eva, Malin Mobjork, and Rickard Soder. 2020. The Anthropocene and the geo-political imagination: Re-writing Earth as political space. *Earth System Governance*, 4: 100051.

PART II: HOW DO TRANSNATIONAL POLITICS SHAPE ENVIRONMENTAL CHANGE—AND VICE-VERSA?

Week 3. Jan 20: Environment, resources, and conflict: Unsettled questions?
Tutorial #1
What are the roles of environmental degradation and resource abundance in peace and conflict?

This week, we examine multiple perspectives on understanding the role of the environment in security studies.

Listen – required:
- Podcast from *New Security Beat*: "Erika Weinthal on the weaponization of water in conflict settings": https://www.podomatic.com/podcasts/ecsp-wwc/episodes/2019-07-31T13_38_46-07_00 (21 min)

Readings – required:
- Selby, Jan, Gabrielle Daoust, Anwesha Dutta, Jonathan Kishen Gamu, Esther Marijnen, Ayesha Siddiqi, and Mark Zeitoun. 2024. The Many Faces of Environmental Security. *Annual Review of Environment and Resources*, 49: 395–418.

Week 4. Jan 27: Climate change, migration, and security: Challenges to territorial sovereignty?
Tutorial #2

Building on week 3, we turn this week to climate change and its consequences for international security. Through an examination of the consequences of climate change on human security and displacement—including the question of "climate refugees"—we investigate how governance relations and environmental conditions intersect and interact.

Listen – required:
- Podcast from CSIS on climate and security, "Marwa Daoudy: The Climate-Security Nexus": https://www.csis.org/podcasts/babel-translating-middle-east/marwa-daoudy-climate-security-nexus (24:25 min)

Readings – required:
- Daoudy, Marwa. 2021. Rethinking the climate–conflict nexus: A human–environmental–climate security approach. *Global Environmental Politics*, 21(3): 4-25.

Listen - optional:
- IOM Migration, Environment and Climate Change podcast, "Do climate change refugees exist?": https://environmentalmigration.iom.int/podcast-do-climate-refugees-exist (13:17 min; episode from 2011)

Week 5. Feb 3: Intersecting inequalities: Histories, geographies, and disasters
Tutorial #3
How are disasters connected to global political economies, and are they just exogenous shocks to international relations?

Contemporary power relations in the global system—e.g., which countries are industrialized, which have economic and military power—have long and often convoluted histories. These are bound up in physical resources and material production, as well as histories of exploitation. This week, with attention to the complex interactions of physical and economic systems across borders over time and across species, we investigate how IR perspectives can uncover otherwise-obscure relationships in the international system. This week links questions of security (explored through disasters) with ones of political economy (explored through legacies of inequality and infrastructure).

Listen – required:
- Podcast from The Sustainability Agenda on inequality, "Episode 56: interview with Dr. Jason Hickel, author of The Divide": https://podcasts.apple.com/in/podcast/jason-hickel-on-international-development-and-post/id1082594532?i=1000476124290 (57:06 min)

Readings - required:
- O'Lear, Shannon, Francis Masse, Hannah Dickinson, and Rosaleen Duffy. 2022. Disaster making in the Capitalocene. *Global Environmental Politics*, 22(3): 2-11.

Readings - optional:
- Cowen, Deborah. 2019. Following the infrastructures of empire: Notes on cities, settler colonialism, and method. *Urban Geography*, 41(4): 469-486.

Week 6. Feb 10: Food systems & supply chains: Challenges to state-based governance?
Tutorial #4
How is honey linked to IR?

We investigate food this week, with attention to geopolitics, finance, regulatory systems, and corporate power in shaping food security and sovereignty—and also how the physical nature of food itself shapes these political dynamics. From global food supplies to private authority to

international regulatory systems, we examine the production of and access to food—and what this means for both people and ecosystems.

Listen - required:
- Podcast from Food to Fork: "Ep.5: Jennifer Clapp on Commodifying Food," https://tabledebates.org/podcast-episode5 (54:48, transcript available: https://tabledebates.org/podcast-ep5-transcript)

Reading - required:
- Starobin, Shana M. 2018. Beekeepers versus biotech: Commodity characteristics and regulatory interdependence in the global environmental politics of food. *Global Environmental Politics*, 18(2): 114–133.

Reading - optional:
- Newell, Peter, and Richard Lane. 2017. Chapter 8: IPE and the environment in the age of the Anthropocene. Pp. 136-153 in: *Traditions and trends in global environmental politics: International relations and the Earth*, Olaf Corry and Hayley Stevenson (editors), Routledge.

READING WEEK: FEB 17 – NO CLASS

Week 7. Feb 24: Waste and the problem of plastics: Challenges to growth-based political economies?
Tutorial #5

The accumulation of wealth by some in the global economy has long been predicated on externalizing the environmental and social costs of increasing production and consumption. However, planetary systems are reaching their limits of absorbing these costs, and marginalized communities are pushing back against exploitation. Through a look at waste—including in relation to plastics and the transportation mechanisms that support increased consumption—we examine the economic systems that underpin contemporary international relations, as well as alternative models for governance and exchange.

Listen - required:
- Podcast from 99% Invisible: "Ep.341: National Sword," https://99percentinvisible.org/episode/national-sword/ (41:13 min) (transcript available: https://99percentinvisible.org/episode/national-sword/transcript/)

Readings - required:
- O'Neill, Kate. 2018. Chapter 7: The new global political economy of waste. Pp. 87-100, in: *A Research Agenda for Global Environmental Politics*, Peter Dauvergne and Justin Alger (editors), Edward Elgar.

Readings – optional:
- Schulz, Kathryn. 2022. Shipping news. *The New Yorker*, 98(15).

Week 8. March 3 NO CLASS

Week 9. March 10: Governing the commons in a territorial world: Collective action problems or something else?
Tutorial #6

This week, we look at fisheries in the high seas to examine forms of governance arrangements in areas beyond national jurisdiction. How environmental and resource challenges are characterized shapes how they are governed, and we consider collective action and coordination problems in the context of varying political economic and market arrangements.

Listen – required:
- Podcast from Ecopolitics Podcast: "Ep.12: The politics of decarbonization," https://www.ecopoliticspodcast.ca/episode-12-the-politics-of-decarbonization-3/ (46:12) (transcript available: https://www.ecopoliticspodcast.ca/wp-content/uploads/2021/01/S01E12-Transcript.pdf)

Reading - required:
- Green, Jessica F., and Bryce Rudyk. 2020. Closing the high seas to fishing: A club approach. *Marine Policy,* 115: 103855.

Week 10. March 17: Extraction from the seabed: Challenges to international organizations
Tutorial #7
What are unicumbers and sea pigs, and how are they linked to IR?

We continue our attention this week on areas beyond national jurisdiction, considering the governance of the seabed. As part of our discussions this week, we consider the role that "frontiers" have played in international affairs—and that the intersection of environmental issues plays in justifying new extractive efforts—to better understand the intersecting challenges of environmental change, economic imperatives, and sovereignty claims.

Listen - required:
- Podcast on deep sea mining from *Catch Our Drift* podcast: https://catchourdrift.org/episode10deepseamining/ (50:30 min)

Reading - required:
- Childs, John. 2020. Extraction in Four Dimensions: Time, Space and the Emerging Geo(-)politics of Deep-Sea Mining. *Geopolitics*, 25(1): 189-213.

Listen – optional:
- Investing for Ocean Impact podcast, season 3: deep sea mining: https://iucn.org/story/202406/investing-ocean-impact-podcast-season-3-deep-sea-mining

PART III: WHERE DO WE GO FROM HERE?

Week 11. March 24 Technology and the planet
Tutorial #8

This week, we consider how new technological developments—from gene editing to GIS tracking to automated marketing—are reshaping systems of production, consumption, trade, and extraction around the world. These have the potential to identify and address environmental damage in creative, globally interconnected ways, but can also reinforce and accelerate existing patterns of social and ecological harm. How do technologies affect global governance? How do they interact with the challenges we've been considering of territorial sovereignty, state-based governance, international organizations, and political economies?

Listen - required:
- Diebert, Ron. 2020. Episode 5: Want to help save the planet? Hang onto your old smartphone. From *Reset: Reclaiming the internet for civil society*, the 2020 CBC Massey Lectures, https://www.cbc.ca/radio/ideas/want-to-help-save-the-planet-hang-onto-your-old-smartphone-1.5799102 (53:58 min)

Readings - required:
- Van der Ven, Hamish, Diego Corry, Rawie Elnur, Viola Jasmine Provost, and Muh Syukron. Forum: Generative AI and Social Media May Exacerbate the Climate Crisis. *Global Environmental Politics*, 24(2): 9-18.

Readings - optional:
- Dauvergne, Peter. 2020. Chapter 1: Introduction: Genius or Madness? Pp. 1-22 in *AI in the Wild*, MIT Press.
- Nicholson, Simon, and Jesse L. Reynolds. 2020. Taking technology seriously: Introduction to the special issue on new technologies and global environmental politics. *Global Environmental Politics,* 20(3): 1-8.

Week 12. March 31. Transformative futures: Rethinking IR

In our last week, we turn back to the big questions of justice, creativity, and imagination in global politics, with attention to those who are most marginalized in the current international system. We consider perspectives on justice and new ecological relationships that might inform new ways forward in the world.

Listen - required:
- Podcast from *CBC's Ideas*: "The coming zombie apocalypse": https://www.cbc.ca/radio/ideas/the-coming-zombie-apocalypse-1.3288762 (53:59 min)

Reading - required:
- Kashwan, Prakash, Frank Biermann, Aarti Gupta, and Chuks Okereke. 2020. Planetary justice: Prioritizing the poor in earth system governance. *Earth System Governance,* 41: 293-319.

Reading – optional:
- Celermajer, Danielle, David Schlosberg, Lauren Rickards, Makere Stewart-Harawira, Mathias Thaler, Petra Tschakert, Blanche Verlie, and Christine Winter. 2021. Multispecies justice: Theories, challenges, and a research agenda for environmental politics. *Environmental Politics*, 30(1-2): 119-140.