



University of Edinburgh
School of Social and Political Science

ENVIRONMENTAL POLITICS IN EUROPE

(PLIT10043)

Semester 2 (Spring 2019)

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I. INTRODUCTION AND OVERVIEW

Description

This course examines environmental politics in Europe, paying particular attention to national, European Union (EU) and international issues, actors and debates. Following an introduction to the debates and concepts central to understanding environmental politics, the course explores the key actors and dynamics shaping national environmental policy and politics. The knowledge of national differences will provide a base from which to study the EU's unique role in shaping national and international environmental policy. The final week will concentrate on the international dynamics of environmental issues and Europe's role within them.

Summary of Intended Learning Outcomes

This course will:

- promote an understanding of the key features of European environmental politics;
- enable students to assess competing claims about environmental issues and politics;
- encourage students to come to an informed view about current debates surrounding environmental policy and politics in Europe and beyond.

Format

Weekly lectures meet Mondays at 9am in the [lister-learning-and-teaching-centre](#), Room 3.1

Course Topics: Overview

Week 1 (16 Jan): Studying Environmental Politics in Europe

Week 2 (23 Jan): Key Features, Theories and Debates

Week 3 (30 Jan): Environmental Actors I (green actors and business)

Week 4 (6 Feb): Environmental Actors II (science, citizens and risk) (Darrick Evensen)

Week 5 (13 Feb): Environmental Actors III (media)

Festival of Creative Learning week: no lectures or tutorials 18-22 Feb

Week 6 (27 Feb): Environmental Policymaking

Week 7 (6 March): Fracking in Europe (Darrick Evensen)

Week 8 (13 March) Sustainable Development and Ecological Modernisation in Europe

Essay due 18 March, 12 noon

Week 9 (20 Mar): Environmental Politics in the European Union

Week 10 (27 Mar): Climate Change Negotiations

Week 11 (3 April): review and exam guidance

LEARN

The course guide, announcements, notice of related events, extra readings (as available) are available on LEARN beginning Week 1. Lecture slides will also be posted there. Note these slides are meant to be used as a review or as an outline in case you miss lecture. They are not a substitute for lecture notes, which I would encourage you to take yourself. We will also use LEARN to share and discuss tutorial information.

Tutorials

Weekly tutorials begin week 1 and will be held every Wednesday. Students will be automatically assigned to one the tutorials.

Tutorial topics, requirements and programme are provided on page 17 of this course guide and on LEARN.

II. COURSE ASSESSMENT

The assessment for this course has three components:

Assessment	Assessment weighting	Submission Date (all course work is due at 12 noon on the date of submission)	Return of Feedback date
<i>Exam</i>	55%	<i>Exam dates are set by Student Administration. Exam diet information can be found at http://www.ed.ac.uk/student-administration/exams/exam-diets Students are responsible for knowing the time, date and location of their exams.</i>	<i>Dates will be published closer to the exam period</i>
<i>Essay</i>	35%	18/03/2019	8/04/2019
<i>Tutorial Performance</i>	10%	Ongoing	<i>Mid-way feedback given week 5; final feedback end of term</i>

Note: All course work is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures document [here](#), for important information on submission procedures and assessment policies.

A) Degree Examination

The examination (worth 55% of your final mark) will take place during the University's Spring exam diet (29 April- 24 May 2019). **Note:** all students are required to sit the exam. All students need to ensure that they are present during this exam period and are advised not to book non-refundable travel tickets until the date of exam is known.

The exam will last two hours. It will consist of around 6 questions, from which you will be asked to answer two. An exam revision session will be offered in May, and sample questions will be provided at that time. See appendix 3 for past questions. Additional past exam papers (which may differ slightly in form and content) can be found on the library's web page:

<http://www.exampapers.lib.ed.ac.uk.ezproxy.webfeat.lib.ed.ac.uk/index0405.shtml>

Remember to consult the Politics and IR [handbooks](#) for exam mark descriptors. Your exam will be marked by the convenor and moderated by another member of staff. At least 25% of exams and 25% of coursework will be moderated to ensure consistency and fairness.

Exam Feedback and Viewing Exam Scripts:

General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this

B) Essay due 18 March 2019, 12 noon

A **2000-2500 word** essay will allow you to demonstrate your consolidation of empirical and conceptual knowledge gained throughout the course. See p.22 for essay questions and further guidance.

C) Tutorial Performance is worth 10%. See tutorial arrangements, p.19 for further details.

III. GENERAL READINGS AND RESOURCES

Below is a list of general readings and resources that you will find helpful throughout the course. (Additional readings specific to weekly topics are listed in Section IV.) Library shelfmarks are provided where known, but note it is always best to check the on-line catalogue (DiscoverEd) for updated information. Unless otherwise stated books are in the Main library (most in the HUB reserve section). You might also find the Law Library (in Old College) useful; it carries many works on environmental law and EU policy.

The **core textbook** (available as an e-book) is **Neil Carter's *The Politics of the Environment. Ideas, Activism, Policy* 3rd ed. (Cambridge Univ Press, 2018)**. It is available in the library (with earlier additions as **e-book** through the library) but it is definite worth buying your own copy if you can afford it. I have asked Blackwells (South Bridge) and Lighthouse Books (W Nicholson Street) to order it for their stocks.

Other General Texts (all available as an e-book)

- James Connelly and Graham Smith, *Politics and the Environment. From Theory to Practice*, 3rd edition (Routledge, 2012) GE170 Con.
- Carl Death, [Critical Environmental Politics](#) (Manchester Uni Press, 2014) (e-book) (JA75.8 Cri)
- Andrew Dobson, *Green Political Thought*, 4th ed (Routledge, 2007) JA 75.8 Dob; **earlier editions** available as **e-book**
- Jane Roberts, *Environmental Policy* (Routledge, 2011) **e-book**

Journals

The library holds several journals of particular relevance for this course. These two are particularly relevant:

- *Environmental Politics* (available electronically)
- *Global Environmental Politics* (available electronically)

Several other journals occasionally carry helpful articles related to environmental politics and policy: *Economist*; *Environment and Planning* (which covers planning issues but also more general articles on environmental policy); *Environmental Policy and Law* (official UN documents and reviews); *European Environmental Law Review* (Law library) *Foreign Affairs*; *Government and Policy*; *International Affairs*; *Journal of Environmental Policy and Planning*; *Journal of European Public Policy*; *New Scientist*; *Parliamentary Affairs*; *Policy and Politics*; *Policy Studies*; *Politics Review*, *Sustainable Development Law and Policy* and *West European Politics*. These journals are available electronically, although not for all years.

News sources

It is extremely worthwhile to stay up-to-date on recent developments in environmental politics. Make an effort to consult a quality news source in addition to academic readings. Of UK newspapers, the *Guardian* and *Financial Times* have amongst the most extensive coverage, but other sources cover environmental stories as well, often from different angles.

Newspapers can be accessed through the library's [DiscoverEd](#) site.

IV. READING LIST BY TOPICS

As a general rule, students are expected to read at least three pieces every week.

For each week we've designated a few 'core' readings we expect all to read. We also include several other pieces you can read in addition to the core.

WEEK 1 (16 Jan) Introduction to the Course

1. Read at least one **introductory chapter** from one of these general texts:
Carter, N. (2018) [The Politics of the Environment. Ideas, Activism, Policy](#), 3rded. (Or 2nd ed., e-book)
Connelly, J. and Smith, G. (2012) [Politics and the environment from theory to practice](#), 3rd ed.
Death, C. (2014) 'Introduction' in Death, C. (Ed.) [Critical Environmental Politics](#) (e-book), chapter 1
2. Read **one news story** on an environmental issue affecting Europe

Tutorials week 1: introductory but required

WEEK 2 (23 Jan) Key Features, Theories and Debates

Core Readings

- Carter, N. (2018) *Politics of the Environment*, 3rd ed. Chapter 3 (Green Political Thought) (earlier editions also fine)
- Lomborg, B (2001) *The Skeptical Environmentalist. Measuring the Real State of the World* GE 149 Lom, Part I, p3-19 (excerpt available at <http://assets.cambridge.org/052180/4477/sample/0521804477ws.pdf>)
- You may also want to see interview with Guardian, 2015: <http://www.theguardian.com/science/audio/2015/may/29/science-of-climate-change>
 - Or try Dobson's short, sharp review in [Environmental Politics vol 11\(2\)](#) p193-96.
- McKibbin, B. 'Life on a Shrinking Planet' [New Yorker](#) 26 Nov 2018 (or available directly here for limited time: <https://www.newyorker.com/magazine/2018/11/26/how-extreme-weather-is-shrinking-the-planet>)

Supplementary Readings

(Try to read at least one; these works will also be useful for later weeks and for the essay)

- Baehler, K. (2018) '[Environmental Justice: Making Policy, One Skirmish at a Time](#)' in Meadowcroft, J. and Fiorino, D. (eds.) (2018) [Conceptual Innovation in Environmental Policy](#), chapter 10
- Bell, D. (2013) '[Coming of age? Environmental Politics at 21](#)' *Environmental Politics*, vol.22 (1), p.1-15
- Carson, R (1965) *Silent Spring* (excerpted in Dobson 1991), or in HUB Reserve, QH545.P4 Car.

- Connelly, J. and Smith, G. (2012) *Politics and the Environment. From Theory to Practice*, Intro and chpt 2;
- Dobson, A. (2007) [Green Political Thought](#), 4th ed. (earlier editions available as [e-book](#)) (chapter 3: 'The Sustainable Society') JA 75.8 Dob
- Dobson, A. (ed) (1991) [The Green Reader](#), Part 1 ('The Green Critique') TD 170 Gre (excerpts by Carson, Lovelock, Schumacher)
- Dryzek, J. and Schlosberg, D. (2005) [Debating the Earth: the Environmental Politics Reader](#), 2nd ed. GE170 Deb. Part One : Feast or Famine?
- Jsenberg, R. (2012) [The book that changed the world: 50 years after Silent Spring, Rachel Carson still has something to teach us](#) *E: The Environmental Magazine*, vol. 23(5): p20-26
- Köckler, H. Deguen, S., Ranzi, A. Melin, A. and Walker, G. (2017) [Environmental Justice in Western Europe](#) in Holified, R. et al (eds) *The Routledge Handbook of Environmental Justice*, chapter 50.
- Roberts, J. (2011) *Environmental Policy*, 2nd ed. chapter 2 (environmental problems) (e-book)
- Steinberg, P. and VanDeveer, S. (2012) [Comparative environmental politics. Theory, Practice, and Prospects](#), chapter 1 (e-book)
- Schumacher, E (1973) [Small is Beautiful. A Study of Economics as if People Mattered](#) HB171 Sch (excerpted in Dobson 1991)
- Vanderheiden, S. (2011) [Rethinking Environmentalism: Beyond Doom and Gloom](#) (review essay) *Global Environmental Politics*, vol.11(1), pp.108-113
- Weale, A. (1992) *The New Politics of Pollution*, HC240.9.E5 P55, ch 1

Tutorial Topic for Week 2: Does an 'environmental crisis' exist? (See p20)

WEEK 3 (30 Jan): Environmental Actors I: 'Green Actors' and Business

Core Readings

- Berney, N. and Rootes, C. (2018) 'Environmental NGOs at a Crossroads' [Environmental Politics](#) vol 28(6): 947-72.
- Carter, N. (2018) *Politics of the Environment*, 3rd ed chapter 6 (earlier editions also fine)
- Tienhaara, K. (2013) 'Corporations: business and industrial influence' chp 13 in Harris, P. (ed.) [Routledge handbook of global environmental politics](#)(**e-book**)

Supplementary Readings

NGOs and environmental movements

- Bargheer, S. (2018). [Apocalypse adjourned: the rise and decline of cold war environmentalism in Germany](#) *Environmental Politics*, vol 28(6): 973-993
- Berney, N. (2018) 'Institutionalisation and distinctive competences of environmental NGOs: the expansion of French organisations' *Environmental Politics*, vol 28(6): 1033-56.
- Bloomfield, M. (2014) [Shame campaigns and environmental justice: corporate shaming as activist strategy](#) *Environmental Politics*, 2014, Vol.23(2), p.263-281
- Bomberg, E. (2012) [Mind the \(Mobilization\) Gap: Comparing Climate Activism in the US and EU](#) *Review of Policy Research*, 2012, vol 29 (3): 411-33
- Boström, M. Hallstrom, K (2010) 'NGO Power in Global Social and Environmental Standard-Setting' [Global Environmental Politics, Vol 10 \(4\)](#) : 36-59
- Carter, N. and Childs, M. (2018) [Friends of the Earth as a policy entrepreneur: 'The Big Ask' campaign for a UK Climate Change Act](#). *Environmental Politics*, vol 28(6): 994-1013
- Connelly, J and Smith, G. (2012) *Politics and the Environment*, 3rd ed.. GE170 Con, chpt 3

- Dalton, R. (2015) [‘Waxing or waning? The changing patterns of environmental activism’](#) *Environmental Politics*, vol 24(4), p.530-552
- Kearns, L. (2011) ‘The Role of Religions in Activism’ [Oxford Handbook of Climate Change and Society](#) chap 28
- Kingsnorth, P., (2010) ‘Confessions of a recovering environmentalist’ *Dark Mountain*, 1. Available at: <http://www.paulkingsnorth.net/journalism/confessions-of-a-recovering-environmentalist/>.
- Price, S. *et al* (2014) ‘Movements’ in Death, C (ed.) [Critical Environmental Politics](#) (e-book), chap 17
- Räthzel, N., Uzzell, D. (2011) [Trade unions and climate change: The jobs versus environment dilemma](#)’ *Global Environmental Change* vol 21(4): 1215-1223
- Vanhala, L. (2018) ‘Is [Legal Mobilization for the Birds? Legal Opportunity Structures and Environmental Nongovernmental Organizations in the United Kingdom, France, Finland, and Italy](#)’ *Comparative Political Studies*, Vol.51(3):.380-412

Green parties

- Beaudonnet, L. and Vasilopoulos, P. (2014) [‘Green parties in hard times: The case of EELV in the 2012 French presidential election’](#) *Party Politics*, vol.20(2), pp.275-285
- Buzogany, A and Scherhauser, P. (2018) [‘Austrian Greens: from pyrrhic presidential victory to parliamentary exit’](#) *Environmental Pols* vol 27(3): 566-571
- Carter, N. and Farstad, F. (2017) [‘The Greens in the UK general election of 8 June 2017’](#) *Environmental Politics* vol.26(6): 1152-1156
- Carter, N. (2018) *Politics of the Environment*, chapters 4,5 (earlier editions also fine)
- Connelly, J & Smith, G. (2012) *Politics and the Environment* GE170 Con, ch3
- Economist (2015) [‘Verdant Pastures Europe’s Green Parties’](#) 23 May, vol 415, p41-42
- Fábián, K. (2015) [‘Can politics still be different? The Hungarian Green party’s return to parliament in 2014’](#) *Environmental Politics*, vol.24(2), p.332-336
- Fardstad, F. (2014) [‘The Norwegian Greens: coming in from the cold?’](#) *Environmental Politics*, 2014, Vol.23(6), p.1096-1100
- Faucher, F. and Boy, D. (2018) [Fifty Shades of Green? Political differences between elites, members and supporters of Europe Ecologie Les Verts](#) *Environmental Politics*, Vol.27 (1), p.161-185
- Lockwood, M. (2018) [Right-wing populism and the climate change agenda: exploring the linkages’](#) *Environmental Politics*, vol.27(4), p.712-732
- Rüdig, W. (2108) [‘The German Greens in the 2017 federal elections’](#) *Environmental Politics*, vol.27 (5): 939-945
- Rüdig, W. (2105) ‘The [Greens in the 2014 European elections](#)’ *Environmental Politics* vol.24(1), 156-8
- Spoon, J., Hobolt, S. Vries, C. (2014) [‘Going green: Explaining issue competition on the environment’](#) *European Journal of Political Research*, vol.53(2), pp.363-380
- Wall, D. (2014) [Green politics and the republican commons’](#) *Community Development Journal*, vol. 49(suppl1), pp.i81-i91

The ‘Profile’ section of the journal *Environmental Politics* often features short analysis of current green party electoral performance.

Useful data on European green parties is here: <https://europeangreens.eu/learn-about-egp>

Business and producer interests

- Carter, N. (2018) *Politics of the Environment*, chapter 10 (section on trade)
- Clapp, J. and Meckling, J. (2013) [‘Business as a Global Actor’ \(pages 286–303\)](#) in Falkner, R. (ed.) *The Handbook of Global Climate and Environment Policy*, (e-book)
- Crenson, M. (1972) *The Un-politics of Air Pollution. A Study of Non-decision making in the Cities* (HC110.A4 Cre)
- Economist (2011) Schumpeter column: ‘Why Firms Go Green’ 12 Nov available at: <http://www.economist.com/node/21538083>

- Dauvergne, P. (2018) The Global Politics of the Business of "Sustainable" Palm Oil [Global Environmental Politics](#), 2018, Vol.18 (2), pp.34-52
- Downie, C. (2017) [Business actors, political resistance, and strategies for policymakers](#) Energy Policy, Vol.108, pp.583-592 (US focus but analysis still relevant)
- Jacques, P. Dunlap, R and Freeman. F. (2008) 'The Organisation of Denial: Conservative Think Tanks and Environmental Scepticism' *Environmental Politics* vol 17(4):349-85 (e)
- Meckling, J. (2015) '[Oppose, Support, or Hedge?: Distributional Effects, Regulatory Pressure, and Business Strategy in Environmental Politics](#)' *Global Environmental Politics*, vol15(2), pp.19-37
- Newell, P. and Paterson, M. (2010) *Climate Capitalism: Global warming and the transformation of the global economy (e-book)*
- Nasiritousi, N (2017) 'Fossil fuel emitters and climate change: unpacking the governance activities of large oil and gas companies' [Environmental Politics](#), Vol.26(4), p.621-647
- Paterson, M. (2014) 'Commodification' in Death, C. (ed.) [Critical Environmental Politics](#) (e-book), chapter 6(pp 53-62)
- Roberts, J. (2011) *Environmental Policy* HC79.E5 Rob, chapter 5 (corporate environmental policy) (e-book)
- Vandenbergh, M., and Gilligan, J. (2017) [Beyond Politics : The Private Governance Response to Climate Change](#) (Introductory chapter)

Tutorial topic for week 3: Environmental NGOs or business: which is more effective in influencing environmental politics and policy in Europe?

WEEK 4 (6 Feb) Environmental Actors II: Scientists, Citizens, Risk (Dr Darrick Evensen)
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Core Readings

- Beck, U., & Levy, D. (2013). Cosmopolitanized nations: Re-imagining collectivity in world risk society. [Theory, Culture & Society](#), 30(2): 3-31. [**Note: only pages 3 through the top of 7 are required]
- Lofstedt, R. (2015). Effective risk communication and CCS: The road to success in Europe. [Journal of Risk Research](#), 18(6): 675-691.
- Renn, O. (2015). Stakeholder and public involvement in risk governance. [International Journal of Disaster Risk Science](#), 6(1): 8-20.

Supplementary Readings

- Beck, U. (1999). [World Risk Society](#). Cambridge, UK: Polity Press. (HUB) HM 1101 Bec
- Beck, U. (2009). [World at Risk](#). Polity Press. (HUB) HM 1101 Bec
- Jasanoff, S., & Simmet, H. R. (2017). No funeral bells: public reason in a 'post-truth' age. [Social studies of science](#), 47(5), 751-770.
- Kasperson, R. E. (2005). [Social Contours of Risk: Publics, Risk Communication and the Social Amplification of Risk](#). Earthscan. HM 1101 Kas (pdf on LEARN)
- Lewens, T. (Ed.). (2007). Introduction, in *Risk: Philosophical Perspectives*. Routledge, pp. 1-18. HM1101 Ris (pdf on LEARN)
- Löfstedt, R. E. (2013). The informal European parliamentary working group on risk—history, remit, and future plans: A personal view. [Risk Analysis](#), 33(7), 1182-1187.
- Löfstedt, R., & Boholm, Å. (2009). [The Earthscan Reader on Risk](#). Earthscan. HD61
- Löfstedt, R., & Schlag, A. (2017). Risk-risk tradeoffs: what should we do in Europe?. [Journal of Risk Research](#), 20(8), 963-983.

Pidgeon, N., Kasperson, R. E., & Slovic, P. (Eds.). (2003). *The Social Amplification of Risk*. Cambridge University Press. (e-book)

Tutorial Question for Week 4 (see p20)

What normative, communication, and political perspectives (that we read about this week) are most relevant to the environmental risk discussed?

WEEK 5 (13 Feb) environmental Actors III: Media

Core Reading

ALL READ: Boykoff, M.T., Boykoff, J.M., (2007) 'Climate change and journalistic norms: A case-study of US mass-media coverage' [Geoforum](#) 38 (6): 1190-1204.

Atanasova, D. Kotevko, N. (2015) 'Metaphors in Guardian Online and Mail Online Opinion-page Content on Climate Change: War, Religion, and Politics' [Environmental Communication](#), vol 11(4): 1-18

Kunelius, R. and Eide, E. (2017) '[The Problem: Climate Change, Politics and the Media](#) in Kunelius, R. Eide, E. *et al* (eds.) [Media and Global Climate Knowledge. Journalism and the IPCC](#) (e-book) pp 1-32

Supplementary Readings

Bloomfield, E. & Tillery, D. (2018) 'The Circulation of Climate Change Denial Online: Rhetorical and Networking Strategies on Facebook' [Environmental Communication](#), (on-line only) at: [10.1080/17524032.2018.1527378](https://doi.org/10.1080/17524032.2018.1527378)

Bolin, J and Hamilton, L. (2018) '[The News You Choose: news media preferences amplify views on climate change](#)' *Environmental Politics*, Vol.27(3), p.455-476 (focus on the US)

Born, D. (2018) 'Bearing Witness? Polar Bears as Icons for Climate Change Communication in National Geographic' *Environmental Communication*. Available at: DOI: [10.1080/17524032.2018.1435557](https://doi.org/10.1080/17524032.2018.1435557)

Boykoff, M. (2009) 'We Speak for the Trees: Media Reporting on the Environment' [Annual Review of Environment & Resources](#) vol. 34 Issue 1, p431-457

Boykoff, M. T. (2011). [Who speaks for climate? Making sense of media reporting on climate change](#). (e-book)

Gavin, N. and Marshall, T. (2011) '[Mediated climate change in Britain: Scepticism on the web and on television around Copenhagen](#)' *Global Environmental Change* vol 21(3): 1035-1044

Jaspal, R. and Nerlich, B. (2014) '[Fracking in the UK press: threat dynamics in an unfolding debate](#)' *Public Understanding of Science* Vol.23(3), pp.348-63

Katz-Kimchi, M. and Manosevitch, I. (2015) '[Mobilizing Facebook Users against Facebook's Energy Policy: The Case of Greenpeace Unfriend Coal Campaign](#)' *Environmental Communication*, vol 9(2), p.248-267

Kunelius, R. Eide, E. *et al* (eds.) [Media and Global Climate Knowledge. Journalism and the IPCC](#) (e-book)

Landrum, A., Hallman, W. & Jamieson, K. (2018) 'Examining the Impact of Expert Voices: Communicating the Scientific Consensus on Genetically-modified Organisms' *Environmental Communication* (pre-publ on-line at: DOI: [10.1080/17524032.2018.1502201](https://doi.org/10.1080/17524032.2018.1502201)

Liberatore, A. (1995)'The Social Construction of Environmental Problems' in Glasbergen P & Blowers (eds.) [Perspectives on Environmental Problems](#), pp59-83. GE 170 Env (e-book)

- Luokkanen, M. Huttunen, S. and Hildén, M. (2014) '[Geoengineering, news media and metaphors: Framing the controversial](#)' *Public Understanding of Science*, vol.23(8), pp.966-981
- Nitoiu, C. (2015) '[Supporting the EU's Approach to Climate Change: The Discourse of the Transnational Media Within the 'Brussels Bubble'](#)' *Journal of European Integration*, vol.37(5), p.535-552
- Otieno, C., Spada, H., Liebler, K., Ludemann, T., Deil, U. and Renkl, A. (2014) '[Informing about Climate Change and Invasive Species: How the Presentation of Information Affects Perception of Risk, Emotions, and Learning](#)' *Environmental Education Research* Vol.20(5), p.612-638 (focus is on Germany)
- Uusi-Rauva, C., Tienari, J. (2010) '[On the relative nature of adequate measures: Media representations of the EU energy and climate package](#)' *Global Environmental Change* vol 20(3): 492-501
- van der Hel, S. Hellsten, I. & Steen. G (2018) 'Tipping Points and Climate Change: Metaphor Between Science and the Media' *Environmental Communication*, 12 (5): 605-620
- Zbigniew W., Kundzewicz, Z., Painter, J. & Kundzewicz, W. (2017) Climate Change in the Media: Poland's Exceptionalism, *Environmental Communication* vol 11 (no issue number).

Tutorial Question for Week 5

How does the media shape our understanding of environmental issues? (See p20)

(18-22 Feb) Festival of Creative Learning Week No lecture or tutorials *but see list of activities at: <http://www.innovativelearning.ed.ac.uk/>*

WEEK 6 (27 Feb) Environmental Policymaking in Europe

Core Readings

- Carter, N. (2018) *Politics of the Environment*, chapter 7)
- Dryzek, J. et al (2002) 'Environmental Transformation of the State: the USA, Norway, Germany and the UK' *Political Studies* vol 50(4)
- VanDeveer, S and Steinberg, P (2013) 'Comparative environmental politics: domestic institutions and actors' chapt 12 in Harris, P. (ed.) *Routledge Handbook of Global Environmental Politics* (e-book).

Supplementary Readings

- Carter, N. (2018) *Politics of the Environment*, chapter 12
- Christoff, P and Eckersley, E. (2011) 'Comparing State Responses' [to climate change] in in Dryzek, Norgaard & Schlosberg, (eds). *Oxford Handbook of Climate Change and Society* (e-book), ch 11
- Connelly, J and Smith, G. (2012) *Politics and the Environment*. GE170 Con., Part II
- Dryzek, J., Downes, A. Hunold, C. and Schlosberg, D. (2003) *Green States and Social Movements Environmentalism in the United States, United Kingdom, Germany, and Norway* *Dryzek, et al*
- Harris, P. (ed.) (2007) *Europe and Global Climate Change : Politics, Foreign Policy and Regional Cooperation* Part I, HUB Reseve: QC981.8.C5 Eur
- Harrison, K and Sundstrom, L. (2010) *Global Commons, Domestic Decisions. The Comparative Politics of Climate Change* (QC903 Glo)

- Holzinger, K Knill, C and Sommerer. T. (2011) 'Is there convergence of national environmental policies.....OECD countries?' *Environmental Politics* vol 20(1); 20-42. (e)
- Kim, S and Wolinsky-Nahmias, Y. (2014) [Cross-National Public Opinion on Climate Change: The Effects of Affluence and Vulnerability](#) *Global Environmental Politics* vol 14(1): 79-106
- Knill, C., Tosun, J. Heichel, S. (2008) '[Balancing competitiveness and conditionality: environmental policy-making in low-regulating countries](#)' *Journal of European Public Policy* vol 15(7): 1019 – 1040
- Ozler, I and Obach, B (2009) 'Capitalism, State Economic Policy and Ecological Footprint: An International Comparative Analysis' [Global Environmental Politics](#), vol 9 (1): 79-108
- Roberts, J. (2004) *Environmental Policy* HC79.E5 Rob, chapters 1, 6, 8 (e-book)
- Rosenbaum, W. (2007) 'Climbing the Learning Curve: US and European Regulation Compared' (book review essay) *Global Environmental Politics*, vol 7(1)
- Skjærseth, J.B, Bang, G. and Schreurs, M. (2013) 'Explaining Growing Climate Policy Differences Between the EU and the United States'. *Global Environmental Politics* 13(4): 61-80
- Wagner, PI and Yla-Anttila, T. (2018) [Who got their way? Advocacy coalitions and the Irish climate change law](#) vol 27(5) 872-891

Tutorial topic for Week 6:
Comparing countries' environmental policy and politics (group work, see p20)

WEEK 7 (6 March) Fracking in Europe (Dr Darrick Evensen)

Core readings

- Bomberg, E. (2017). Shale we drill? Discourse dynamics in UK fracking debates. [Journal of Environmental Policy & Planning](#), 19(1), 72-88.
- Lis, A. (2018). Co-production of the shale gas publics in Poland and the negotiation of the state citizens relations. [The Extractive Industries and Society](#), 5, 673-681.
- Metze, T. (2018). Fuel to the fire: Risk governance and framing of shale gas in the Netherlands. [The Extractive Industries and Society](#), 5, 663-672.
- van de Graaf, T., Haesebrouck, T., & Debaere, P. (2018). Fractured politics? The comparative regulation of shale gas in Europe. [Journal of European Public Policy](#), 25(9), 1276-1293. [**Note: Skim this article for the basic overall message; you need only actually read the abstract and conclusions sections.*]

Supplementary readings

- Bomberg, E. (2017) '[Fracking and framing in transatlantic perspective: a comparison of shale politics in the US and European Union](#)' *Journal of Transatlantic Studies*, 15(2), 101-120.
- Cairney, P., Fischer, M., & Ingold, K. (2018). Fracking in the UK and Switzerland: why differences in policymaking systems don't always produce different outputs and outcomes. [Policy & Politics](#), 46(1), 125-147.
- Cotton, M. (2015). Stakeholder perspectives on shale gas fracking: a Q-method study of environmental discourses. *Environment and Planning A*, 47(9), 1944-1962.
- Cotton, M. (2017). Fair fracking? Ethics and environmental justice in United Kingdom shale gas policy and planning. [Local Environment](#), 22(2), 185-202.
- Cotton, M., Rattle, I., & Van Alstine, J. (2014). Shale gas policy in the United Kingdom: An argumentative discourse analysis. *Energy Policy*, 73, 427-438.

- Evensen, D. (2018). Review of shale gas social science in the United Kingdom, 2013-2018. [*The Extractive Industries and Society*, 5](#), 691-698.
- Evensen, D. (2018). Yet more 'fracking' social science: An overview of unconventional hydrocarbon development globally. *The Extractive Industries and Society*, 5, 417-421.
- Evensen, D. (2017). On the complexity of ethical claims related to shale gas policy. [*Local Environment*, 22](#), 1290-1297.
- Evensen, D., Stedman, R., O'Hara, S., Humphrey, M., & Andersson-Hudson, J. (2017). [*Variation*](#) in beliefs about 'fracking' between the UK and US. *Environmental Research Letters*, 12, 124004.
- Fleming, R. (2017). [*Shale Gas, the Environment and Energy Security: A New Framework for Energy Regulation*](#). Edward Elgar Publishing. (e-book)
- Fleming, R. C., & Reins, L. (2016). Shale gas extraction, precaution and prevention: a conversation on regulatory responses. *Energy Research & Social Science*, 20, 131-141.
- Goldthau, A. (2018). [*The Politics of Shale Gas in Eastern Europe: Energy Security, Contested Technologies and the Social Licence to Frack*](#). Cambridge Studies in Comparative Public Policy.
- Goldthau, A. (2016). Conceptualizing the above ground factors in shale gas: toward a research agenda on regulatory governance. *Energy Research & Social Science*, 20, 73-81.
- Goldthau, A., & LaBelle, M. (2016). The power of policy regimes: explaining shale gas policy divergence in Bulgaria and Poland. *Review of Policy Research*, 33(6), 603-622.
- Goldthau, A., & Sovacool, B. K. (2016). Energy technology, politics, and interpretative frames: shale gas fracking in Eastern Europe. [*Global Environmental Politics*, 16\(4\)](#), 50-69.
- Ingold, K., Fischer, M., & Cairney, P. (2017). Drivers for policy agreement in nascent subsystems: an application of the advocacy coalition framework to fracking policy in Switzerland and the UK. *Policy studies journal*, 45(3), 442-463.
- Luke, H., Rasch, E., Evensen, D., & Köhne, M. (2018). Is 'activist' a dirty word? Social and place identity, activism and unconventional gas developments across three continents. *The Extractive Industries and Society*, 5, 524-534.
- Reins, L. (2017). [*Regulating Shale Gas: The Challenge of Coherent Environmental and Energy Regulation*](#). Edward Elgar Publishing. (e-book)
- Weible, C. M., Heikkila, T., Ingold, K., & Fischer, M. (Eds.). (2016). [*Policy Debates on Hydraulic Fracturing: Comparing Coalition Politics in North America and Europe*](#). Springer.
- Williams, L., Macnaghten, P., Davies, R., & Curtis, S. (2017). Framing 'fracking': Exploring public perceptions of hydraulic fracturing in the United Kingdom. *Public Understanding of Science*, 26(1), 89-104.

Tutorial Topic for Week 7: (see p21)

'The central state level is the most effective level for governance of fracking'. Discuss.

WEEK 8 (13 March) Sustainable Development and Ecological Modernisation

Core readings

- Baker, S. (2006) [*Sustainable Development*](#) HC79.E5 Bak (also covers EM) (e-book)
- Carter, N. (2018) *Politics of the Environment*, chapter 8
- Langhelle, O. (2018) [*Sustainable Development: Linking Environment and Development*](#) in Meadowcroft, J. and Fiorino, D. (eds.) (2018) [*Conceptual Innovation in Environmental Policy*](#)

Supplementary readings

- Baker, S. (2007) 'Sustainable development as symbolic commitment... the seductive appeal of ecological modernisation in the EU' *Environmental Politics* vol 16(2): 297-317
- Blewitt, J. (2008) [Understanding Sustainable Development \(e-book\)](#)
- Bomberg, E.(2004) 'Adapting Form to Function? From Economic to Sustainable Development Governance in the EU' in Lafferty, W. (ed.) *Governance for Sustainable Development*
- Chasek, P. et al (2013) 'Environmental Politics and Sustainable Development' in Chasek, et al (eds.) [Global Environmental Politics](#) (chapt 6) (e-book)
- Chasek, P. et al (2016) [Getting to 2030: Negotiating the Post-2015 Sustainable Development Agenda](#) Review of European, Comparative & International Environmental Law, vol.25(1), pp.5-14
- Connelly, J and Smith, G. (2012) *Politics and the Environment*. GE170 Con., chapter 9
- Curran, G. (2015) *Sustainability and Energy Politics. Ecological Modernisation and Corporate Social Responsibility* (e-book)
- Dryzek, J. and Schlosberg, D. (2005) *Debating the Earth: the Environmental Politics Reader* GE170 Deb., Part III, Sect VI and VII
- Focht, W. (2008) 'Governance for Sustainability' (review essay) [Environmental Politics](#) vol 17(1): 131-37 (e)
- The Guardian*, '[Sustainable development goals: all you need to know](#)', 19 Jan 2015
- Happaerts, S and Bruyninckx, H. (2014) [Chapter 12. Sustainable Development: The Institutionalization of a Contested Policy Concept](#) pages 300–327. In Betsill, M. et al (eds) (2014) *Advances in International Environmental Politics*.
- Holt, D. and Barkemeyer, R. (2012) [Media coverage of sustainable development issues attention cycles or punctuated equilibrium? \(pages 1–17\)](#) *Sustainable Development* vol 20(1): 1-17
- Lafferty, W (ed) (2005) *Governance for Sustainable Development. The Challenge of Adapting Form to Function*
- Lipschutz, R (2009) 'The Sustainability Debate: Déjà Vu All Over Again?' [Global Environmental Politics](#) vol 9 (4): 136-141
- Mol, A. Sonnenfeld, D. and Spaargaren, G. (2009) [The Ecological modernisation reader : environmental reform in theory and practice](#) (HC79.E5 Eco.)
- Mol, A. and Spaargaren, G (2004) [Ecological Modernization and Consumption: A Reply](#) Society & Natural Resources, 2004, Vol.17(3), p.261-265
- Szarka, J. (2012) 'Climate Challenges, Ecological Modernization, and Technological Forcing: Policy Lessons from a Comparative US-EU Analysis' *Global Environmental Politics* vol 12 (2): 87–109.
- Tienhaara, K (2014) [Varieties of green capitalism: economy and environment in the wake of the global financial crisis](#) , *Environmental Politics*, 2014, Vol.23(2), p.187-204
- United Nations (2017), [The Sustainable Development Goals Report 2017](#)
- United Nations (2017) Department of Economic and Social Affairs '[The Sustainable Development Goals](#)'
- Vergragt, P. (2018) '[Sustainable Consumption: An Important but Ambiguous Concept](#)' in in Meadowcroft, J. and Fiorino, D. (eds.) (2018) [Conceptual Innovation in Environmental Policy](#) (chapter 13)
- Warner, R (2010) 'Ecological modernisation theory: towards a critical ecopolitics of change?' *Environmental Politics* vol 19 (2): 538-56 (e)
- WCED (1987) *Our Common Future* (Brundtland Report) Link: <http://www.un-documents.net/wced-ocf.htm>

Tutorial Topic for Week 8:

Is Ecological Modernisation the way to green future ...or a green sell-out?

WEEK 9 (20 Feb) European Union Environmental Policy and Politics

Core Readings

- Burns, C. and Carter, N. (2018) Brexit and UK Environmental Policy and Politics' [Revue Française de Civilisation Britannique](#) (*French Journal of British Studies*) [Online only], vol 23(3) 1-18
- Lenschow, A. (2015) 'Environmental Policy' in [Wallace, H. and Wallace, W. and Pollack,](#) (eds) *Policy-making in the EU*, 7th ed. HUB JN30 Pol., ch 13 (several copies in HUB; book not available electronically)
- Schreurs, M. (2013) '[Regionalism and environmental governance](#)' in Falkner, R. (ed.) *The Handbook of Global Climate and Environment Policy*, chapter 21 (e-book)

Supplementary Reading

- Adelle, C., Biedenkopf, K. Torney, D (eds) (2018) *European Union External Environmental Policy: Rules, Regulation and Governance Beyond Borders* (e-book), chapter 1
- Adelle, C. (2013) 'Lobby Groups' in Jordan, A and Adelle, C. (eds) [Environmental policy in the EU actors, institutions and processes](#), chapter 10
- Bomberg, E. (2007) 'Policy Learning in an Enlarged EU: Environmental NGOs and New Policy Instruments' *Journal of European Public Policy*, vol 14(2):248-68. (e)
- Burns, C. and Tobin, P. (2016) '[The Impact of the Economic Crisis on European Union Environmental Policy](#)' Research Note. *Journal of Common Market Studies*, Vol.54 (6), pp.1485-1494
- Carter, N. (2018) *Politics of the Environment*, chapter 10 (section on EU)
- Harris, P. (ed) (2008) *Europe and Global Climate Change* (QC981.8.C5 Eur) Part III
- Jevnaker, T. & Wettestad, J. (2017) 'Ratcheting Up Carbon Trade: The Politics of Reforming EU Emissions Trading'. [Global Environmental Politics](#) 17(2), 105-124.
- Jordan, A and Adelle, C. (eds) (2013) [Environmental policy in the EU actors, institutions and processes](#)
- Keleman, D (2010) 'Globalizing European Union environmental policy' [Journal of European Public Policy](#) 17: 3, 335- 349
- Keleman, D and Knievel, T. (2016) 'The US, the EU, and international environmental law: The domestic dimensions of green diplomacy' [International Journal of Constitutional Law](#), Vol 13 (4): 945-65
- Keleman, D and Vogel, D (2010) 'Trading Places: The Role of the US and EU in International Environmental Politics' *Comparative Political Studies* vol. 43(4): 427-456
- Lee, M. (2018) [Brexit and environmental protection in the United Kingdom: governance, accountability and law making](#) *Journal of Energy & Natural Resources Law*, Vol.36 (3), p.351-359
- Nitoiu, C. (2015) '[Supporting the EU's Approach to Climate Change: The Discourse of the Transnational Media Within the 'Brussels Bubble'](#)' *Journal of European Integration*, vol.37(5), p.535-552
- Prakash, A and Potoski, M. (2017) [The EU effect: does trade with the EU reduce CO2 emissions in the developing world?](#) *Environmental Politics* vol 26(1): 27-48
- Poloni-Staudinger, L. (2008) 'The Domestic Opportunity Structure and Supranational Activity' *European Union Politics* vol 9(4): 531-58 (e)
- Rüdig, W. (2015) 'The [Greens in the 2014 European elections](#)' *Environmental Politics* vol.24(1), p.156ff
- Schreurs, M. and Tiberghien, Y. (2007) 'Multi-Level Reinforcement: Explaining European Union Leadership in Climate Change Mitigation' *Global Environmental Politics*, vol 7(4) (e)
- Skjærseth, J. B. (2017). 'The European Commission's Shifting Climate Leadership'. [Global Environmental Politics](#) 17(2), 84-104.

- Skovgaard, J. (2014) EU [Climate Policy After the Crisis](#) *Environmental Politics*, 2014, Vol.23(1), p.1-17
- Steinebach, Y. and Knill, C. (2017) '[Still an entrepreneur? The changing role of the European Commission in EU environmental policy-making](#)' *Journal of European Public Policy*, Vol.24(3), p.429-446
- Vihersalo, M. (2017) '[Climate citizenship in the European union: environmental citizenship as an analytical concept](#)' *Environmental Politics*, Vol 26(2): 343-360
- Young, A. (2015) '[The European Union as a global regulator? Context and comparison](#)' *Journal of European Public Policy*, vol 22(9), p.1233-1252

See also: EU's environmental policy overview: http://europa.eu/pol/env/index_en.htm
 For more on EU's climate policy, see: http://ec.europa.eu/environment/climat/home_en.htm
 For more on Brexit and the environment see <https://www.rse.org.uk/wp-content/uploads/2018/11/Brexit-Environment-Paper.pdf>

*Tutorial topic for week 9: A) Is the EU 'greener' because of the EU?
 B) How will Brexit impact EU and UK environmental policy?*

<p>Week 10 (27 March) Global Dimension: Climate Change Negotiations</p>
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Core Reading

- Carter, N. (2018) *Politics of the Environment*, chapter 9
- Hoffman, M. (2013) '[Global Climate Change](#)' in Falkner, R. (ed.) *The Handbook of Global Climate and Environment Policy*, p 3-18 (e-book)
- Oberthür, S. and Lisanne, G. (2018) '[Explaining goal achievement in international negotiations: the EU and the Paris Agreement on climate change](#)' *Journal of European Public Policy*, Vol.25(5): 708-727

Supplementary Reading

- Betsill, M. Hochstetler, K and Stevis, D. (2014) '[Chapter 1. General Introduction](#)' p1-10. In Betsill, M. et al (eds) *Advances in International Environmental Politics*.
- Betsill, M (2014) '[Chapter 8. Transnational Actors in International Environmental Politics](#)'. In Betsill, M. et al (eds) (2014) *Advances in International Environmental Politics*. (e-book) pages 185–210
- Chasek, P. et al (2013) chapt 2 'Actors in the Environmental Arena' in Chasek, P. et al, (eds) [Global Environmental Politics](#)
- Chasek, P., Downie, D., Brown, J. (2013) chapt 1 'The Emergence of Global Environmental Politics' in Chasek, P., et al [Global Environmental Politics](#) (e-book)
- Death, C. (2014) 'Summits' in Death, C. (ed.) [Critical Environmental Politics](#) (e-book), chapter 25
- Downie, C. (2014) '[Transnational actors in environmental politics: strategies and influence in long negotiations](#)' *Environmental Politics* vol 23(3): 376-394
- Falkner, R. (2013) '[The Nation-State, International Society, and the Global Environment \(pages 251–267\)](#)' in Falkner, R. (ed.) [The Handbook of Global Climate and Environment Policy](#)
- Harrison, K and Sundstrom, L. (2010) *Global Commons, Domestic Decisions. The Comparative Politics of Climate Change* (e-book)
- Park, S. (2013) '[Transnational Environmental Activism \(pages 268–285\)](#)' in Falkner, R. (ed.) *The Handbook of Global Climate and Environment Policy*, (e-book)

- Parker, C. and Karlsson, C and Mjerpe, M. (2017) '[Assessing the European Union's global climate change leadership: from Copenhagen to the Paris Agreement](#)'. *Journal of European Integration*, Vol.39(2): 239-252
- Rootes, C and Zito, A. and Barry, J. (2012) 'Climate change, national politics and grassroots action: an introduction' *Environmental Politics* [Volume 21, Issue 5](#), : 677-690
- Savaresi, A. (2016) '[The Paris Agreement: a new beginning?](#)' *Journal of Energy & Natural Resources Law* [Volume 34, Issue 1, Special Issue: Climate Change Justice: Challenges and Opportunities](#)
- Skjærseth, J.B, Bang, G. and Schreurs, M. (2013) 'Explaining Growing Climate Policy Differences Between the EU and the United States'. *Global Environmental Politics* 13(4): 61-80
- Sovacool, B. (2013) 'Energy Policy and Climate Change' (pages 446–467) in Falkner, R. (ed.) *The Handbook of Global Climate and Environment Policy*, (e-book)

UN's website helpful overview of summits (COPs):
<https://news.un.org/en/story/2018/11/1026851>

On Katowice CoP see: Carbon Brief (2018) 'CoP24: Key Outcomes Agreed'
<https://www.carbonbrief.org/cop24-key-outcomes-agreed-at-the-un-climate-talks-in-katowice>

Tutorial topic for week 10: Group Presentations on climate negotiations
(Further information circulated week 3)

V. TUTORIAL ARRANGEMENTS

PURPOSE

A weekly 50-minute tutorial is designed to give you an opportunity to discuss the readings, share your ideas and try out arguments with other students. Their usefulness is directly proportional to your willingness to prepare and participate actively.

Tutorial Times

Wednesday 10-10:50am Lister, Room 3.1

Wednesday 11:10-12:00am, Forresthill 1.B15

FORMAT

Our tutorials will adopt a mixed format including class discussion and debates, student presentations, open discussion and small group work. We will regularly use the LEARN discussion pages to share slides, comments, announcements and information.

EXPECTATIONS AND REQUIREMENTS

Participation in tutorials is monitored and assessed. Failure to attend regularly will lower the student's mark.

Expectations:

1. *Everyone comes prepared to participate; everyone gets a chance to contribute.*

2. You are expected to read on assigned topics even if you are not presenting. You are required to submit **three Reading Reflections** throughout the course. These reflections **must** be submitted before class of the relevant week. (In other words, you may not submit reflections on week 3 readings once your Week 3 tutorial has occurred.) You may either bring in a hard copy to tutorial or upload your summary onto the LEARN page before class. (Instructions on LEARN)

The reflections should cover at least three readings. They should comprise one side of an A4 sheet (**no more!**) with normal font and margins. The sheet should include key reflections from your reading **related to the tutorial question**. In your reflection tell me what was the author's key point? How did the reading help you address the question? what insight (if any) did you gain? I will provide samples in week 1.

3. Some students will participate in **group presentations**. Others will be able to make a very **short individual presentation** to get the discussion going. The individual presentations should be brief (5-10 minutes maximum) and are intended to serve as the base for subsequent discussion. You therefore needn't cover all relevant points. Rather, distil for us a few key arguments and present them clearly.

If a student is not able to present they may be asked to submit written review of presentation or post on LEARN a summary of related event taking place in Edinburgh. More information will be provided in the first tutorial.

TUTORIAL ASSESSMENT

Tutorial assessment will be worth 10% of your course mark. The tutorial mark will be based on your group work, reflections, presentations, and overall individual tutorial performance (see grid below).

Your presence and active participation are the evidence required for this assessment. Therefore, being absent may negatively affect your mark. If you are absent from more than three tutorials during weeks 3–10 you will fail the oral participation component of assessment. Students with learning adjustments that relate to participation will be supported to participate fully. If you have not been able to attend due to special circumstances out with your control, contact your SSO.

The **quality rather than quantity** of your contributions will be monitored as will your ability to engage with others. It's not a race to see who can say the most. Rather, ***students will be rewarded for their capacity to make relevant points, bring in the readings where appropriate, listen to and speak with others.*** The most successful formula for earning a high tutorial mark is consistent high-quality performance throughout the course (rather than one stunning presentation but poor performance the other weeks).

Feedback will be provided on your performance. In week 5 I will provide you with a brief verbal progress report which, whilst not binding, will give you an idea of how you're doing and why. Students will also be encouraged to give one another feedback on presentations. In addition, any student is welcome to come speak to me about their performance during feedback hours or by appointment during the term.

Honours Tutorial Allocation

For this course you will have been automatically assigned to a tutorial group and this group will appear on your personalised timetable at the beginning of week 1. This allocation is done using Student Allocator software which randomly assigns you to a suitable tutorial group based on your lecture timetable. It is important you attend the group on your personalised timetable, attending a different group will mean that you will not appear on the register making your attendance difficult to track which could lead to further difficulties for you. Guidance on how to view your personal timetable can be found at <https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables>

Requesting a group change

If you are unable to attend the tutorial group you have been assigned, you can request a change via the 'Group Change Request' form. You can access the Group Change request form via the Timetabling webpages here <https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables>

TUTORIAL ASSESSMENT CRITERIA GRID

	ENVIRONMENTAL POLITICS in EUROPE TUTORIAL ASSESSMENT Performance Criteria ↔ ↔ ↔ ↔ ↔ Strong (1st) Weak (3 rd)			
Attendance and preparation	Student is always present and prepared; shows clear evidence of reading.	Student is rarely absent or late and is usually prepared.	Student is often late/absent or unprepared	Student is late/absent/ Unprepared most weeks.
Level of engagement in class (including group work)	Student regularly contributes; listens to and constructively engages w/ others, including in group work	Student contributes/ engages sometimes	Student rarely engages/ contributes	Student never contributes or constructively engages.
Reading reflections	Student submits three informed reflections of at least 3 readings linked to tutorial topic(s)	Usually submits informed, relevant reflections	Only occasionally submits informed, relevant reflections	Fails to submit informed or relevant reflections
Presentation (individual and/or group)	Presentation is informed, well prepared, clear and engaging	Presentation achieves 3 of the four qualities listed left	1 or 2 of the four qualities listed	Presentation uninformed, ill-prepared, confusing, lacklustre
Overall mark and feedback:				

Your performance will be indicated along the 'strong-weak' scale provided. The tutorial mark (10% of your overall course mark) will be comprised of an average of these different components. In week 5 I will meet with each of you to discuss how you are doing according to these criteria and offer 'mid-way' feedback.

TUTORIAL SCHEDULE

[Consult the weekly reading list for relevant readings]

WEEK 1 (16 Jan): introductory but required

WEEK 2 (23 Jan): Key Features and Debates of Environmental Politics

Does an 'environmental crisis' exist? (See especially McKibbin 2018; Lomborg and his critics)

Yes:

No:

WEEK 3 (30 Jan): Actors I ('green' actors and business)

Environmental NGOs or business: which are more effective in influencing environmental politics and policy in Europe?

NGOs:

Business:

WEEK 4 (6 Feb): Actors II (science, citizens and risk)

Come to class with at least one example of an environmental risk manifest in a European nation or across Europe, or a global environmental risk affecting European nations. In small groups, students will consider one or more risk(s). We will reflect critically on the role of both the public and experts in risk governance in each example.

QUESTION What normative, communication, and political perspectives (that we read about this week) are most relevant to each risk?

WEEK 5 (13 Feb): Actors III (Media)

How does the media shape our understanding of environmental issues?

All read Boyack and Boyack 2007. Work in pairs. Each pair should bring in one news story that illustrates how the media can shape our understanding of environmental issues.

Time reserved for prelim tutorial evaluations

18-22 FEB: NO TUTORIAL - FESTIVAL OF CREATIVE LEARNING

WEEK 6 (27 Feb): Environmental Policymaking

Around 9 students will be asked to work in three small groups, choose a European country and come prepared to discuss:

- a. its most powerful actor (in environmental policymaking)
- b. its most distinctive policymaking feature
- c. whether you found a particular national policymaking 'style'
- d. something the rest of us probably don't know about its policymaking

Each group is required to upload a synopsis of their findings onto their LEARN tutorial discussion page

Students not part of the country group must have ready one question or point missed; others will come up with key similarity key difference.

WEEK 7 (6 March) Fracking (Darrick)

Much of the discourse on the relationship between shale gas/oil governance and democracy centres on the role that members of the public are afforded in decision-making. Related to this, but not completely overlapping, is the level at which governance should occur (e.g., local, regional, national (state) or international). Come to class having put at least some thought into the amount and types of involvement the public should have in decision making and the most effective (you define this word) level at which 'fracking' should be governed. In tutorials, we will engage in a debate that considers the proposition:

PROPOSITION: 'The national level is the most effective level for governance of fracking.'

Think about arguments you might offer in support of or opposition to this proposition. Consider the nuance of the different nations we have read about that are dealing with (potential) fracking.

WEEK 8 (13 March): Sustainable Development & Ecological Modernisation

Is Ecological Modernisation

- The way to green future....
- Or a green sell-out?

WEEK 9 (20 March) Environmental Politics in the EU

Is Europe 'greener' because of the EU?

What might Brexit mean for UK and EU environmental politics and policy?

Time reserved for group climate presentations

WEEK 10 (27 March): Climate Negotiations: Group Presentations

Groups will be assigned different actors and will explore their role and actions in the UN climate change talks in Katowice, Poland, Dec 2018. Full details provided in week 3.

VI. ESSAY DETAILS AND SUBMISSION

ESSAY (due Thursday, 18 March, 12 noon) worth 35% of final mark

A **2000-2500 word** essay will allow you to demonstrate your consolidation of empirical and conceptual knowledge gained throughout the course. You should rely on readings, lectures and tutorial discussions for background material, but emphasise your own original arguments and analysis. Full attention must be given to proper citation, spelling, grammar and format. You can draw on literature, experiences and cases from outside of Europe, but be sure European actors, dynamics and/or states serve as the key focus.

Questions: Select 1

1. Can capitalist democracies be ecologically sustainable? Answer with specific reference to European states and politics.
2. Compare how two actors studied in this course use EITHER the media OR scientific evidence to pursue their environmental aims.
3. Concern about climate change varies significantly across European countries. How would you explain that variation?
4. Explain why environmental NGOs are more powerful in some European states than in others.
5. What is the 'proper' role of citizens in environmental policymaking? Refer to European states and/or the EU in your answer.
6. How do conceptions of risk shape policy debates on environmental policy? Answer with reference to an environmental issue (e.g. fracking, GMOs, chemicals, air pollution) affecting a European country and/or the EU.
7. Keleman and others (see Keleman and Knievel 2016; Keleman and Vogel 2010) argue that Europe and the US have 'swapped places' in the area of environmental policy. Are you convinced by their arguments?
- 8*. Analyse how EU member states shape the European Union's position on climate change. How would you explain the different positions and strategies adopted?

*[*Note re essay question number 8: the essay is due before we explore this topic in class. Choose this question only if you are happy to read ahead on your own and without the benefit of class discussion.]*

APPENDIX 1 - Course Work Submission and Avoiding Penalties

Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work and these are listed below. Students must read the full description on each of these at:

http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**

Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

The penalty for excessive word length in coursework is a 5-mark penalty. These 5 marks will be deducted regardless of how many words over the limit the work is (whether it is by 1 words or by 500!). In exceptional circumstances, a marker may also decide that any text beyond the word limit will be excluded from the assignment and it will be marked only on the text up to the word limit. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted.

In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information and if you are unsure, contact the Course Organiser to check.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.). If you are permitted or required to submit in a different format, this will be detailed in your course handbook.

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and can be punished severely.

Copying part of one of your own assignments previously submitted for credit for the same or another course is **self-plagiarism**, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Students who are found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for further investigation, and grade penalties can be applied. In extreme cases, assignment grades can be reduced to zero.

For further details on plagiarism see our college website: <http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

APPENDIX 2 – Other General Information on Student Support

Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation <https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations>

Academic English support can also be accessed at <https://www.ed.ac.uk/english-language-teaching>

Discussing Sensitive Topics

The discipline of Politics addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, <http://www.ed.ac.uk/schools-departments/student-counselling>

Attendance Monitoring

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at: <https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at: <https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>

External Examiner

The External Examiner for the Politics Honours programme is Professor David Owen, University of Southampton.

APPENDIX 3: Guide To Referencing

The fundamental purpose of proper referencing is to provide the reader with a clear idea of where you obtained your information, quote, idea, etc. *You will lose points on your essay for sloppy or inadequate referencing.*

We strongly recommend the Harvard-style or 'in-text' system which is simple to use. Here's how it works:

1. After you have quoted from or referred to a particular text in your essay, add in parentheses the author's name, the year of publication and page numbers (if relevant). Place the full reference in your bibliography. Here is an example of a quoted passage and its proper citation:

Quotation in essay:

'Quite simply, political theory and political practice are inseparably linked.' (Heywood 1998: 3).

Book entry in bibliography:

Heywood, A. (2008) *Political Ideologies: An Introduction*. 2nd ed. Basingstoke: Macmillan

Note the sequence: author, year of publication, title, edition if needed, place of publication, publisher. Note also that you should *not* italicise quotations.

2. If you are employing someone else's arguments, ideas or categorisation, you will need to cite them even if you are not using a direct quote. Example:

Reference in essay:

Calvert (2012: 274) argues that the ultimate defence of a political ruler is to proclaim a state of emergency.

Book entry in bibliography:

Calvert, P. (2012) *Comparative Politics. An Introduction*. (London: Longman Publishers)

3. You will need to cite not just complete books, but also journal or newspaper articles, book chapters, and internet sites. Below we show you how to cite these various sources:

a. Chapters in book:

In your essay, cite the chapter author, i.e. (Gallagher 2007).

In your bibliography details should be arranged in this sequence: author of chapter, year of publication, chapter title, title of book, editor(s) of book, place of publication, publisher, article or chapter pages.

Gallagher, M. (2007) 'Electoral Systems and Voting Behaviour' in *Developments in West European Politics*, M. Rhodes, P. Heywood and V. Wright (eds), Basingstoke: Palgrave, pp 114-130.

b. Journal Article:

In your essay, cite author and year (Doherty 2007) (Add specific page number if appropriate).

In your bibliography, details should be arranged in this sequence: author of journal article, year of publication, article title, journal title, journal volume, journal issue, article pages

For example:

Doherty, B. (2007) 'Friends of the Earth International: Negotiating a Transnational Identity' *Environmental Politics* vol 15(5), pp. 860-80

c. Newspaper or magazine article:

If the article has an author, cite as normal in text (Crawford 2003).

In bibliography cite as follows:

Crawford, A. (2003) 'Foreign policy and the conundrum of a semi-autonomous leader' *The Herald (Glasgow)* 16 November, p.8.

If the article has no author, cite name of newspaper in text (*Economist*, 2007) and list the source in bibliography by magazine or newspaper title.

For example:

Economist (2007) 'Germany's government. Dropping the co-pilot' 17 November 2007, p42 (print edition).

d. Internet sites:

If the site has an *author* cite in text as normal: i.e. (Álvarez-Rivera, 2007)

In the bibliography, provide a full reference which should include author, date, title of website and URL address:

For example:

Álvarez-Rivera, M (2007) 'Election Resources on the Internet' Available at: <http://ElectionResources.org/>

If the website has *no author*, cite the short address of the site in your text (www.idasa.org.za)

In the bibliography, provide a full reference including title of website, URL address, publisher or owner of site if available.

For example:

IDASA (Institute for Democracy in South Africa) (2007) www.idasa.org.za 'Community and Citizenship Action Programme' IDSA (If no date is available, indicate date you accessed the site)

4. If you prefer to use footnote citations, please follow the format used in reputable journals such as *Parliamentary Affairs* or *West European Politics*. These journals include (usually on the back cover) a brief guide to referencing. If using footnotes, you should still include a full bibliography at the end of your

5. Bibliography

You need only list the sources cited in your essay, but be sure to include all cited sources.

Sources should be listed alphabetically by author. To illustrate: the sources cited in this appendix would be listed thus:

Álvarez-Rivera, M. (2007) 'Election Resources on the Internet' Available at: <http://ElectionResources.org/>

Calvert, P. (2002) *Comparative Politics. An Introduction*. (London: Longman Publishers)

Crawford, A. (2003) 'Foreign policy and the conundrum of a semi-autonomous leader' *The Herald (Glasgow)* 16 November, p.8.

Economist (2007) 'Germany's government. Dropping the co-pilot' 17 November, p42 (print edition).

Heywood, A. (1998) *Political Ideologies: An Introduction*. 2nd ed. Basingstoke: Macmillan

IDASA (Institute for Democracy in South Africa) (2007) www.idasa.org.za 'Community and Citizenship Action Programme' Pretoria: IDSA (accessed 3 December 2007).

EEB, 12/12015

APPENDIX 4: PAST EXAM QUESTIONS

Environmental Politics in Europe (PLIT 10043) 2015-16, semester 2 EXAM QUESTIONS

Answer any 2 of the questions below.

1. If we face an 'environmental crisis', what is Europe's role and responsibility in addressing it?
2. Can we understand domestic environmental policymaking in Europe without reference to values, culture or other 'soft' institutions?
3. Why do some environmental issues receive more media attention than others?
4. Do NGOs need to work with businesses to effectively address climate change?
5. Why has ecological modernisation been described as an 'quintessentially European approach' to solving environmental problems?
6. Which two actors studied in this course were most important in shaping the outcome of the UNFCCC CoP 21 negotiations in Paris?