

Govt 231
GLOBAL ENVIRONMENTAL POLITICS

-- writing intensive class --
Fall 2014

Time: Tuesday and Thursday, 9.30–10.45 a.m.
Place: 106 Kirby Hall of Civil Rights

KATALIN FÁBIÁN

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Office Hours: Monday and Friday 3 – 4 p.m. (every first week of the month),
Tuesday and Thursday 4 – 5.30 p.m. (with the exception of every first week of the month,
when Faculty/Committee meetings take place) and by appointment

“It is not the strongest of the species that survives, nor the most intelligent that survives. It is
the one that is the most adaptable to change.” Charles Darwin

Global Environmental Politics bridges international politics and environmental issues, offering an explicit focus on environmental problems and policies in the global context. The environment is currently one of the most controversial international public policy concerns. It is the subject of major international treaties and it is debated in legislatures and communities in every country around the world.

In this course, we will consider these questions:

- Why are there varying degrees of progress on the major environmental problems?
- How and why did a particular and partial global environmental governance develop?
- How can the current system of environmental governance make continued progress?
- If reform is necessary in the current system of environmental governance, which changes are needed and which ones are attainable?

LEARNING OBJECTIVES:

By the end of the course, students will be able to:

- ❖ describe the main global environmental problems as of 2014,
- ❖ explain why the main global environmental problems have emerged,
- ❖ analyze how effective/ineffective international cooperation has been,
- ❖ develop a sophisticated perspective about contemporary and future opportunities and challenges.

Mastery of these learning objectives will be evaluated through class participation, presentations, and writing assignments.

COURSE REQUIREMENTS:

Students in this seminar are expected to attend class regularly, keep up with the assigned readings, engage in seminar discussions, complete all aspects of written assignments and present their research projects.

Pre-requisite for this course is Govt102: Introduction to International Politics.

1) Participation

Participation means regular attendance and active engagement. It is essential for the achievement of the course learning outcomes that students engage with, question, and assess the reading materials. Students are expected to read the assigned material before the class session in which the readings will be discussed, to critically analyze the assigned readings, and to participate in class discussions. Students may turn on and use personal electronic devices only for note-taking activities. **The Professor reserves the right to adjust students' final grades in the course by 1/3 of a letter grade to reward beneficial behavior or to punish disruptive behavior.**

- ❖ **Attendance:** A maximum of two absences are allowed without penalty. An absence is defined as missing class or coming more than five minutes late. Each unexcused absence beyond three (including lateness) will lower the final grade one grade (e.g., from an A to A-, A- to B+).

2) Writing Assignments

Periodic writing assignments will provide opportunity for more in-depth analysis of particular ideas and issues.

Students are expected to complete:

- a) six two-page reflection papers,
- b) comment on and edit two reflection papers on six occasions, and
- c) a 12-page research paper.

Our class also has the support of reference librarian **Ana Ramirez Luhrs** (luhrs@lafayette.edu, x-5398). Students should contact Ms. Luhrs concerning reference questions and allow for at least two days for a response.

Writing assignments require consultation with **Tyler Jones** (jonest@lafayette.edu), our Writing Associate. Students are required to submit a draft of the required essays and meet with the WA to discuss the paper. Although students will not receive a grade for the draft or the meeting with the WA, those who do not perform these assigned tasks will receive a grade reduction. The WA is obligated to inform the Professor of any late or missed appointments.

A) Analytical Response Papers:

These response papers will develop in three main steps:

- 1) Five times during the semester before **midnight on Wednesday**, students should upload a one-page (single-spaced) essay as a GoogleDrive entry (not as a Word document!). This text should analyze the assigned readings, presentations and video

segments that were assigned for and were part of the Tuesday and Thursday class sessions of the week. The response paper is analytical in nature: it should not be a recapitulation of the content of the reading; rather, it should critically assess the conceptual framework, assumptions, methods, arguments, evidence, conclusions, and implications. The essay needs to include the most important questions that the readings have raised as well as points that should have been included.

- 2) By **Thursday 7pm**, students should upload constructive comments on two peers' essays. Students should revise the essay based on the two sets of comments received. Please do not 'resolve' the comments that peers and the WA offered on GoogleDrive because this step erases their contribution. Only electronic and confirmed edits count toward the required amount.
- 3) Students must submit a two-page, double-spaced revised essay as a **hard copy by 3pm Friday in Kirby 201**. In the end of the essay, students have to indicate:
 - a) The two students names whose essays they edited,
 - b) The two students names who edited their essay and c) how useful these comments were.
 Please keep track of both a) and b) until the end of the final exam period.

B) Research Paper: The research paper (12 double-spaced pages plus bibliography) is meant to be the keystone of this course. Writing the research paper includes numerous steps. Through this process, students will need to consider and respond to comments by peers, the WA and the Professor. Ideally, the result of this process writing will be a cogent, brilliant, publishable piece of work. Practically, the research paper needs be a well-organized and supported, clearly written and properly formatted analytical essay.

Below are the dues dates:

Date	Required submission
10/3	150-word abstract of the research topic. This can be changed until 10/30. The abstract has to include: 1) a clear, succinct and descriptive title, 2) an open-ended, answerable and relevant research question, 3) a straightforward thesis, 4) a substantive explanation of the significance of the research topic.
10/21	A meaningful and practical annotated list of two scholarly books and four academic journal articles directly relevant to the research topic.
10/31	Revised 1) research question, 2) thesis statement (two clear sentences), and 3) a few (3-4) sub-questions that lead the subsequent parts of the research paper.
11/7	Outline of the research paper with two short sentences about each main argument/section.
11/20	Minimum 9-page draft of the research paper.
12/8	Final research paper.

3) Presentations

- a) **Analysis and News Briefs:** Each student will be required once during the semester to provide a presentation that analyzes a specific reading assignment (chapters of Stoett's book) and connect it to current news on the same topic. Our class website

lists related news items. A signup sheet will be distributed during the second week of class. Missed days cannot be made up.

- b) Research Presentation:** The last classes in the semester will consist of student presentations on their research. Missed days cannot be made up. Each person must upload on Moodle an outline of the main points they make. Students will sign up for one slot as presenter and one slot as respondent to another student's presentation.

4) Extra Credit (maximum 5%)

With the Professor's advance approval, students can take the opportunity to do extra-credit assignments such as a one page, double-spaced analytical review of a presentation or movie attended. The review needs to explain how the event enhanced the understanding of topics covered in the course.

EVALUATION:

Assignments are evaluated by using the following three categories:

(A) Accuracy of content: conceptualization of problems, clear use of lecture/class discussions, assigned readings, and research materials,

(I) Integration: coherent organization, logical flow, and analytical ability,

(F) Format: adequate and appropriate usage of language and style.

General improvement, creative and positive attitudes that facilitate the learning experience will be considered.

	Weight	Due date
Analytical Responses (5)	25%	Draft: by midnight Wednesdays Final: 3 pm Fridays, Kirby 201
Constructive comments on peers' essays (10)	10%	7 pm Thursdays
Research Project:		
Abstract	5%	3pm Oct. 3
Annotated Bibliography	5%	in class, Oct. 21
Outline	5%	3pm Nov. 7
Research Paper	35%	3pm Dec. 8, Kirby 201
Presentation	5%	last weeks of the semester
Analysis and News Brief	10%	once during the semester
Extra Credit	5%	one week after the event

Each student is encouraged to meet with the Professor one-on-one at least once during the semester to discuss progress in the class.

Please find on the Course Moodle site the description of what each grade for written assignments stands for.

Accommodations for students with disability: In accordance with Lafayette College policy, reasonable academic accommodations and support services will be available to students who have a documented disability. Students with disabilities should review the information at: <http://attic.lafayette.edu/disability-services/>.

Academic integrity: Students are expected to act in accordance with College guidelines governing academic integrity and prohibiting plagiarism. These guidelines are detailed in “Principles of Intellectual Honesty” and available at <http://www.lafayette.edu/academics/honesty.pdf>.

Late assignments are immediately penalized one letter grade (for example, A to an A-) that increases one additional grade per day. Assignments will not be accepted four days after the due date.

READINGS:

This course is designed to respond to world events as well as students’ interests. Readings will be added, and possibly subtracted, to suit the direction of the class and the aspects of cases that emerge as relevant and interesting. All participants are welcome to suggest appropriate supplementary readings.

- Stephen Mosley. 2010. *The Environment in World History*. Routledge.
- Vandana Shiva. 2000. *Stolen Harvest: The Hijacking of the Global Food Supply*. South End Press.
- Peter Stoett. 2012. *Global Ecopolitics: Crisis, Governance, and Justice*. University of Toronto Press.
- Gabriela Kütting (ed.). 2011. *Global Environmental Politics: Concepts, Theories and Case Studies*. Routledge.
- Shannon O’Lear. 2011. *Environmental Politics: Scale and Power*. Cambridge.
- Linda Elder and Richard Paul. 2010. *Analytic Thinking*. Foundation for Critical Thinking.

COURSE SCHEDULE:

I. INTRODUCTIONS

T August 26, 2014 Introduction: Syllabus and expectations

R August 28 IR theory and the Environment

- Stoett, Ch. 1 (pp. 1-16);
- Ch. 1 in Kütting, ed. (pp. 11-23);
- Elder and Paul, *Analytic Thinking* (all)

II. IR THEORY AND ITS APPLICATIONS

T September 2 Multi-Scaled Governance and Its Problems

- Stoett, Ch. 2 (pp. 19-40) and Ch. 10 (pp. 181-192);
- Elder and Paul, “Evaluating an Author’s Reasoning” (pp. 32-34)

Jason Alley (alleyj@lafayette.edu) and Todd Walton (waltont@lafayette.edu), IT on editing with GoogleDrive

R September 4 Hijacking the Global Food Supply

- Shiva, Chs. 1-2 (pp. 1-33)

III. ENVIRONMENT, HISTORY AND POLITICS

T September 9 The World Hunt

- Mosley, Chapters 1 and 2 (pp. 1-30)

R September 11 Biodiversity

- Ch. 10, in Kütting, ed. (pp.151-161)
- Stoett, Ch. 3 (pp. 43-64)

Group 1: Stoett Ch. 3 and news updates on biodiversity

T September 16 Forests and Forestry

- Mosley, Chapter 3, (pp. 31-54)

R September 18 International Forest Politics

- Chapter 9, in Kütting, ed. (pp. 135-148)
- Stoett, Ch. 4 on deforestation (pp. 65-72)

Group 2: Stoett, Ch. 4 and news updates on deforestation

T September 23 4 Soils and Irrigation

- Mosley, Chapter (pp. 56-81)
- Stoett, Ch. 4 on desertification (pp. 73-84)

R September 25 Cities

- Mosley, Chapter 5, (pp. 83-112)

Group 3: Stoett Ch. 4 and news updates on land degradation

T September 30 Waters and Pollution

- National Geographic, *Water* (all)
- Shiva, Ch. 3 “The Stolen Harvest under the Sea” (pp. 37-54)
- Ch. 8 in Kütting, ed. (pp. 119-134)

R October 2 Blue Peril: Oceans and Rivers

- Stoett, Ch. 6 (pp. 107-128)

Group 4: Stoett, Ch. 6 and news updates on water

IV. GLOBAL ENVIRONMENTAL REGIMES: ECOLOGY AND THE STRUCTURE OF THE INTERNATIONAL SYSTEM

T October 7 Transnational Actors in GEP

- Ch. 2 and Ch. 3 “Environment and Global Political Economy” in Kütting, ed. (pp. 27-52)
- Shiva, Ch. 4, “Mad Cows and Sacred Cows”, (pp. 57-75)

R October 9 Air Pollution and Climate Change

- Stoett, Ch. 5, (pp. 85-106)

Group 5: Stoett, Ch. 5 and news updates on climate change

October 13-14 Fall Break

R October 16 Environmental Security

- Ch. 4 and Ch. 5 “Sustainable Consumption” in Kütting, ed. (pp. 56-84)
- O’Lear, Ch. 4 “Food Security” (pp. 87-116)

Environmental Information Resources with **Kirby Reference Librarian Ana Luhrs**

T October 21 Agriculture and the Environment

- Ch. 11 and Ch. 12 “Pesticides” in Kütting, ed. (pp. 164-189)
- Shiva, Ch. 5, “The Stolen Harvest of Seed” (pp. 79-93)

R October 23 International Environmental and Ecological Justice

- Ch. 6 in Kütting, ed. (pp. 87-99)
- Stoett, Ch. 7, “Toxic Trade” (pp. 129-146)

Group 6: Stoett, Ch. 7 and news updates on trade in hazardous substances

V. THE SUSTAINABILITY DEBATE THROUGH THE SPATIAL LENS

T October 28 Scale and Power

- O’Lear, Ch. 1, (pp. 1-26)
- Shiva, Ch.6, pp. 95-114

R October 30 Ecocide and Human Security

- Stoett, Ch. 8, (pp. 147-164)
- Shiva, Ch. 7 and afterword, “Reclaiming Food Democracy” (pp. 117-127)

Group 7: Stoett, Ch. 8, and news updates on Atmospheric Test Ban and ENMOD

T November 4 Beyond the Limits?

- O’Lear, Ch. 2, “Climate Change” (pp. 27-54), contrast with Ch. 7 in Kütting, ed. (pp. 107-117)
- Mosley, Chapter 6, pp. 113-116

R November 6 Oil and Energy

- O'Lear, Ch. 3, (pp. 55-86)

Group 8: the costs of energy and news updates on climate change

T November 11 Garbage and Waste

- O'Lear, Ch. 5, (pp. 117-144)

R November 13 Toxins

- O'Lear, Ch. 6, (pp. 145-171)

Group 9: Stoett, Ch. 9 "Invasive Species" pp. 165-180 and news updates
toxins/'garbage'/waste

T November 18 Resource Conflict

- O'Lear, pp. 172-200

- Kütting, "The Future of GEP" (pp. 192-194)

VI. THE FUTURE OF ENVIRONMENTAL POLITICS

R November 20 Individual meetings with **Ms. Luhs** regarding bibliographies

Use and apply as Revision Checklist: Elder and Paul, *Analytic Thinking* (all)

November 26-30 Thanksgiving holiday

T November 25, T December 2 and R December 4: STUDENTS' RESEARCH PRESENTATIONS