

Govt 231
GLOBAL ENVIRONMENTAL POLITICS

“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

— writing intensive class —

Spring 2024

Time: Monday and Wednesday, 1.15 – 2.30 pm

Location: 106 Kirby Hall of Civil Rights



Dr. KATALIN FÁBIÁN

Department of Government and Law

OFFICE HOURS AND IMPORTANT LINKS

- **Office Hours:** Please sign up in advance
https://docs.google.com/spreadsheets/d/1vf2kZLcW3Up_hWxwkFv7B5krkiXyGXVYSB5cZhgPBTw/edit#gid=0
 - In person, 4.10–5:30pm on Monday and Wednesday, on days when no faculty, department, program, or committee meetings take place.
 - By appointment, via Zoom <https://lafayette.zoom.us/j/98939221236> Meeting ID: 989 3922 1236.
- **Moodle site:** <https://moodle.lafayette.edu/course/view.php?id=26841>
- **Google Drive site:** <https://drive.google.com/drive/folders/0AC1p0sDbR05FUk9PVA>
- **Zoom link for classes:** <https://lafayette.zoom.us/j/97375258228> Meeting ID: 973 7525 8228. Please contact the Professor in advance as soon as possible.

COURSE OBJECTIVES

Global Environmental Politics bridges **international politics** and **environmental issues**, offering an explicit focus on environmental problems and policies in the global context. The environment has emerged as one of the most controversial domestic and international policy concerns. It is the subject of major international treaties, and interpretations and interests of its various subject matters divide legislatures and communities around the world.

World politics in the 2020s consists of contrasting and competing realities. Many people are increasingly concerned about ecological catastrophe, with global warming and climate change threatening the survival of societies and ecosystems. Numerous states and their elites, in contrast, continue to concentrate on winning or getting ahead in economic and military competitions.

Environmental politics is fundamentally global—but its causes and consequences differentially affect every part of the world. This course analyzes the origins of the differing positions and engages in the debates over traditional (national, economic, and military) security vis-à-vis comprehensive security that includes environmental security in the context of world politics.

In this course, we will consider these questions:

- How and why did the partial global environmental governance develop?
- Why are there varying degrees of progress on the major environmental problems?
- 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 necessary and which ones are attainable?

LEARNING OUTCOMES

Imparting **descriptive** knowledge and developing both **analytical** and **writing** skills, Govt231 provides an opportunity **to apply** and **evaluate** newly acquired information.

Students in this course will

- ❖ gain **foundational knowledge** by acquiring **an informed understanding of the main global environmental problems** as of the spring 2024,
- ❖ practice **application**:
 - ❖ **explain** why the main global environmental problems have emerged,
 - ❖ **evaluate** moral obligations due to humanity's past actions and future responsibilities,
 - ❖ **analyze** how effective/ineffective international cooperation has been,
 - ❖ **assess** if and how individuals, economic and political institutions bear responsibility for their environmental impacts, and
 - ❖ **develop** a sophisticated perspective about contemporary and future opportunities as well as challenges on individual, institutional, local, and global levels,

via

- ❖ **reading, outlining, and synthesizing** complex and competing sources of information,
- ❖ learning and improving **research techniques**,
- ❖ learning and applying **communication skills** and presentation techniques, and
- ❖ practicing **academic process writing**.

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

Students can consider using various resources:

- ❖ to improve learning: <https://citls.lafayette.edu/student-academic-support/>.
- ❖ to enhance academic resilience in its many forms: <https://academicresilience.org/>.

Most classes will consist of the **Professor's short lecture** that introduces the main questions and themes for the day **followed by discussion and deliberation**. Students' active engagement allows for deep, multidimensional learning that provides a toolbox of long-term durable skills in reading, comprehension, analysis, along with written and oral communication.

As the College promotes, this class invites and endorses diversity in its many forms that include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, different abilities and accessibility, and place of origin. Students are expected to engage in a respectful dialogue during class discussions and in written comments. For more information, see <https://about.lafayette.edu/diversity-statement/>.

COURSE REQUIREMENTS

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

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

1) Participation: means regular **attendance and active engagement**.

- ❖ **1.A) 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 in the course one grade (e.g., from an A to A-, A- to B+). Please consider the conditions for a Dean's Excuse: <https://advising.lafayette.edu/forms-policies/class-attendance-deans-excuse/>
- ❖ **1.B) Active Engagement:** It is essential for the achievement of the course learning outcomes that students engage with, question, and assess the reading materials. Please consider learning how to take good notes that enhance comprehension and lead to good participation: <https://getpocket.com/explore/item/how-to-take-notes-while-reading>.

2) Writing Assignments

Periodic writing assignments will provide opportunities for in-depth analysis of concepts, theories, controversies, and contemporary debates. Feel free to apply reliable online writing resources, such as https://owl.purdue.edu/site_map.html and Lisa Baglione's *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. <https://libcat.lafayette.edu/Record/in00000422359>.

Students are expected to:

- a) Substantively and concisely **respond to peers' discussion questions** that appear on the Discussion Question and News Analysis Forum <https://moodle.lafayette.edu/mod/forum/view.php?id=806141> on the Moodle site by 8pm the day before each class,
- b) **submit five two-page (double-spaced) analytical reflection papers** that focus on the assigned readings for both the Tuesday and Thursday classes of the same week and the respective discussions during these two class periods,
- c) produce a **proposal, draft, annotated bibliography, and a 15-page (double-spaced) final research paper** on a theme that directly engages with class topics, and which integrates the main lessons of the course,
- d) substantively and concisely respond to queries from peers, the Writing Associates, Research Librarians, and the Professor.

In papers and posts, please omit:

- a) **imperatives** (what others should/must do) — but expose and analyze positionality,
- b) **forecasting of any sort**, except if you are a certified superforecaster, who appear to be slightly better than the average expert (<https://www.nytimes.com/2021/12/03/opinion/ezra-klein-podcast-philip-tetlock.html?action=click&module=audio-series-bar®ion=header&pgtype=Article>), and
- c) **sloppy or non-existent logic**, indicated as “additionally,” “furthermore,” “moreover,” and the like. To avoid logical fallacies, consult Bethany Kilcrease, 2021. *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*. <https://libcat.lafayette.edu/Record/in00000434076>

Our class has the support of

- Acting Director of Research and Instructional Services **Lijuan Xu** (xul@lafayette.edu), 123 Skillman Library, (610) 330-5152
- Kirby Librarian **Courtney Dalton**, daltonc@lafayette.edu.

Our Writing Associate (WA) is **Azalea Danes**, danesa@lafayette.edu.

Except for the Moodle Forum/Google Drive posts, students are required to submit drafts of the required assignments and meet the WA to discuss both content and format of each. Although students do not receive a grade for the drafts, those who do not perform these assigned tasks will receive a grade reduction. A missed appointment with the WA will

reduce the participation grade. The WA is obligated to inform the Professor of any late or missed papers and appointments.

Through the **Writing Program**, students are able to make appointments using the online options under the “Taking Classes” section on the (my.lafayette.edu) portal and also through the WP webpage <https://cwp.lafayette.edu/for-students/drop-in/> to locate available WAs and appointments.

2.A) Analytical Response Papers focusing on a week’s (both Tuesday and Thursday) readings and respective class discussions

- two-page, double-spaced essay
- submitted **by 3pm Friday** of the respective week.

Please submit the first analytical response paper at least by the third week of classes (Feb. 9) and do not miss more than two weeks between submissions.

2.B) Research Project

The research paper (15 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 Writing Associates, Research Librarians, and the Professor. Ideally, the result of this process writing will be a cogent, brilliant, publishable piece of work. Practically, the research paper needs to be a well-organized and well supported, clearly written, and properly formatted analytical essay.

Date	Required Submission
Feb. 16	Research Proposal (max 150 words). The topic must directly engage with IR concepts and substantially dialogue with the central historical and geopolitical arguments in Govt231 . 1) a concise, clear, inviting, and descriptive title, 2) ONE open-ended (“how?” or “why?”), answerable, relevant, and analytical research question (RQ) 3) a straightforward hypothesis that responds directly to the RQ, 4) a substantive explanation of the significance of the research topic, 5) methodology: a) logical causality (what causes what), or b) the rationale of what and why is compared across time and space.
March 8	Revised Proposal 1) title, 2) research question, 3) thesis statement, 4) significance, 5) methodology, and 6) max. 3-4 sub-questions that lead the subsequent parts of the paper.
March 29	Revised proposal and a meaningful and practical annotated bibliography , ❖ including a minimum of two scholarly books and four academic journal articles (in addition to class readings) directly relevant to the research topic, format following author-date Chicago style , https://www-

	chicagomanualofstyle-org.ezproxy.lafayette.edu/tools_citationguide/citationguide-2.html . ❖ three sentences of annotations of each source listed. Review: ❖ Kalir, Remi and Antero Garcia. 2022. <i>Annotation</i> . https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=6534502 (unlimited). Ch.3, “Annotation Shares Commentary” pp. 63-86 ❖ https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html
April 19	Draft of the Research Paper with minimum 14 pages and full bibliography and in-text, author-date Chicago style bibliography (no annotations).
May 6	Final Research Paper due at 10am.

3) Presentations

Please watch, consider, and apply the lessons of these two TED talks before giving a presentation:

- **structure**, aka “the art of elevator pitch”: https://getpocket.com/explore/item/the-art-of-the-elevator-pitch?utm_source=pocket-newtab

- **body language**:

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?referrer=playlist-the_most_popular_talks_of_all

- **voice**:

https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-the_most_popular_talks_of_all

3.A) Presentation of A Reading Question and Linked News Item

Each student is required once during the semester to present and pose **ONE** central question. Each student is required once during the semester to present and pose **ONE** central question focusing on the synthesis of the reading assignments for that class (not a piece or part of the assigned readings).

The upload of the discussion question, the explicit link to the news item, and the news item of **200 words** maximum is due on our Moodle class site at the latest by 8pm the evening before the session when the readings will be considered. A signup sheet will be distributed during the first week of class. Missed days cannot be made up.

The max 200 words text on the Moodle Forum should:

- ❖ 1) clearly state the thesis (the central argument) and the significance (why the argument matters and makes a difference),
- ❖ 2) pose ONE open-ended (“Why?”) question that can be answered from having read the assigned texts (not a hypothetical “what if” question or a series of questions),

- ❖ 3) establish and explain a link between the readings with one recent news item.
You are welcome to select one country/case from the 193 cases in “Planet on Fire”: <https://www.nytimes.com/interactive/2021/12/13/opinion/climate-change-effects-countries.html>
- ❖ Please provide a full reference by
 - ❖ a) indicating the author, title, date of publication, source of the news item following the Chicago author-date style (see under: Library->Resources->“C”-> *Chicago Manual of Style*, then select: Author-date, https://www-chicagomanualofstyle-org.ezproxy.lafayette.edu/tools_citationguide/citation-guide-2.html)
 - ❖ b) provide a live hyperlink to the article. If the article is behind a paywall, please add the whole text as an attachment to the Forum post.
- ❖ 4) After the Q&A in class, the presenter should indicate and back up as to which two peer responses to the discussion question were the best and why.
These “best of” awards form an important additional part of the participation grade.

Every member of the class (who is not presenting) is expected to read this upload (including the news item) up until an hour before class and respond succinctly to the question on the Discussion Forum.

3.B) Pod Workshops and Research Presentations

The last classes in the semester will consist of students presenting their research. Each person must upload max 5 PowerPoint slides (not as a Google Drive link) of the main points by 8pm the day before the scheduled presentation. Students will sign up for one slot as presenter and one slot as responder offering constructive criticism to another student’s presentation.

4) Extra Credit

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 out-of-class presentation or movie. Please see a list of related electronically universally accessible documentaries on Moodle, in the folder of “Syllabus and Guides.” The review needs to precisely explain how the event/movie supported or challenged topics and arguments covered in the course.

- ❖ Viewing of documentary and feature films listed under the folder “Syllabus and Guides” on Moodle. Please use this prefix off-campus, if the link does not appear to work: <https://ezproxy.lafayette.edu/login?url=>
- ❖ After an in-class announcement, specific presentations or performances can be found here: <https://calendar.lafayette.edu/>.

EVALUATION

Success requires honest and repeated effort. If we do not try → then we fail.

Anything you do academically — you have learned, and thus, you succeed. You can falter, stumble, even fail, and then succeed, as long as you keep trying, with care and integrity.

The Professor does not judge you as a person when offering suggestions and grading your work. You **earn** the grade, as the Professor does not give it: the grade is an indication as to how you can further develop your academic work.

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

Assignments are evaluated by using the following three categories:

- 1) **Accuracy** of content: conceptualization of problems, clear use of lecture/class discussions, assigned readings, and research materials,
- 2) **Integration**: coherent organization, logical flow, and analytical ability,
- 3) **Format**: adequate and appropriate usage of language and style.

	Weight	Due date
Participation	10%	
Forum Responses	10%	throughout the semester
Analytical Responses (5)	25%	3 pm Fridays
Discussion Question and Analysis	10%	once during the semester
Research Project:		
Proposal	5%	
Annotated Bibliography	5%	
Research Paper	30%	
Presentation	5%	last week of the semester
Extra Credit	5%	one week after the event, final deadline of submission is April 26.

Basis for the final grade:

94 and up **A**; 90 –93 **A-**; 86 –89 **B+**; 83 –85 **B**; 80 –82 **B-**; 76 –79 **C+**; 73 –76 **C**;
70 –73 **C-**; 66 – 69 **D+**; 63 – 66 **D**; 60 –63 **D-**; 0 – 59 **F**

Please find on the Course Moodle site the description of what each grade for written assignments stands for. Students are responsible for saving all graded materials until the semester ends.

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

Course-related Federal and College Policies

1) Retention of course materials:

At Lafayette College, all course materials are proprietary and for class purposes only. This includes posted recordings of lectures, worksheets, discussion prompts, and other course items. Such materials should not be reposted or shared outside of members of the class. Moodle and online discussions should also remain private and not be shared outside of the course. Students must request the Professor's permission prior to creating any recordings of class materials, and any recordings are not to be shared or posted online even when permission is granted to record. If students have any questions about proper usage of course materials or if anyone has a concern with being recorded during the course, please let the Professor know.

The long term (as in after having submitted the final paper) retention, out-of-class sharing, distribution or posting of any remote instruction materials associated with this course is not allowed. Doing so constitutes a violation of Academic Honesty and of the policies of this class.

2) Student Academic Resources:

<https://spaces.lafayette.edu/course/view.php?id=1276>

This is a centralized site for Lafayette students containing resources on college transition support, accessibility services, tutoring, health and well-being, advising and registration, technology help, library services, student funds, and more. You are encouraged to self-enroll in this site and bookmark it for future reference.

Accommodations and Accessibility: In compliance with Lafayette College policy and equal access laws as well as to afford everyone full participation in the class, I am available to discuss appropriate academic accommodations that a student concerned with accessibility may require. If a student has or may have a disability, please meet with the Office of Accessibility Services, to begin this conversation or request an official accommodation. If a student has already been approved for accommodations through the Office of Accessibility Services, please meet the Professor so we can develop an implementation plan together. See, <https://hub.lafayette.edu/disability-services>

- 3) **Academic Integrity:** Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without citing them or without appropriate authorization and the fabrication of information. Please consult "Academic Integrity" <https://conduct.lafayette.edu/student-handbook/student-code-of-conduct/> and feel free to discuss your concerns with the Professor and reference librarians.

Use of **Artificial Intelligence (AI): only with explicit and detailed acknowledgement, preferably with the Professor's prior permission.** In this class, students may use large language models (LLMs) as a tool **to assist** their writing, but not to generate the text.

If permission is granted to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2), they must be properly documented and credited.

AI assistance means using a language model to help with brainstorming ideas, exploring potential counterarguments, or engaging in a targeted revision. Targeted revision might mean asking the model to help revise a few sentences. AI generated writing means that the program generates large blocks of text or using the model as a substitute for creating ideas.

Students are required to cite, fully explain, and document the use of the specific LLMs. If students use a LLM and do not cite it, it is an academic dishonesty.

When a reader comes to a passage influenced by artificial intelligence, students should create a clearly marked appendix with the following information:

- a) The model used (e.g., GPT-4). Please note that this information is not the website that allows access to the model (e.g., Fermat), but the actual model itself.
- b) The date/s that the student used the model to assist.
- c) A detailed and clear description of how AI influenced the writing, including the actual prompting language.

For example: “The following three paragraphs of the text have been influenced by my work with the GPT-4, used on 3/07/24. Originally, I drafted and revised this paper in response to feedback from a writing associate. However, even after revision, I had difficulty with the organization of the following three paragraphs. The flow did not seem correct to me. I fed these paragraphs into the LLM and prompted it with the following language: ‘These paragraphs have organization issues. Please revise them to make them more coherent.’”

- 4) **Privacy:** Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office.
- 5) **Federal Credit Hours:** The student work in this course is in full compliance with the federal definition of a four-credit-hour course. Please see the Registrar’s Office web site (<http://registrar.lafayette.edu/additional-resources/cep-course-proposal>) for the full policy and practice statement.
- 6) **Late Assignment Policy:** Late assignments are immediately penalized one letter grade (e.g., from an A to A-, A- to B+). This penalty is one full letter 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.

The assigned books are available in hard copy in the Reserves (two-hour loan) of Kirby Library and **except for Nicholson and Wapner's book**, all are accessible electronically via the College Library. The extra-credit DVDs are electronically available or on reserve in Skillman Library Circulation.

Please consult the Professor if you need help purchasing the texts.

- Harris, Paul G., ed. 2016. *Routledge Handbook of Global Environmental Politics*. <https://www-taylorfrancis-com.ezproxy.lafayette.edu/books/e/9780203799055>
- Mosley, Stephen. 2010. *The Environment in World History*. Routledge. https://libcat.lafayette.edu/Record/eres_EBC481117
- Nicholson, Simon and Paul Wapner, eds. 2015. *Global Environmental Politics: From Person to Planet*. Paradigm Publishers. (hard copy is on Reserve in Kirby Library)
- O'Lear, Shannon. 2010. *Environmental Politics*. Cambridge University Press. https://libcat.lafayette.edu/Record/eres_ocn665165448

Supplemental Materials:

- Jafry, Tahseen, Karin Helwig and Michael Mikulewicz, eds. 2019. *Routledge Handbook of Climate Justice*. <https://libcat.lafayette.edu/Record/in00000426722> (three users)
- Kilcrease, Bethany. 2021. *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*. University of Toronto Press. <https://libcat.lafayette.edu/Record/in00000434076>
- *The New York Times*: [NYTimes.com/passes](https://nytimes.com/passes) and use your Lafayette email address to create an account and/or log on (valid until graduation).

COURSE SCHEDULE

The Professor reserves the right to modify the contents of the course as the semester progresses. The availability of invited speakers, the level of student involvement, and changes in world affairs will have an impact on the course content.

I. INTRODUCTIONS: IR THEORY AND ITS APPLICATIONS

Monday, Jan. 22, 2024 Introduction: Syllabus and Expectations

- collage of introductions: your interest in and connections to GPE, plus personal, intellectual, and artistic inspirations
- locate and connect the most important political concepts on the possibility of environmentally and socially responsible mining: Beech, 2021, "Can a Tiny

Territory in the South Pacific Power Tesla's Ambitions?"

<https://www.nytimes.com/2021/12/30/world/asia/tesla-batteries-nickel-new-caledonia.html>

- Do you agree with the protesters? Why/Not?
<https://www.nytimes.com/2022/10/14/arts/design/soup-van-gogh-sunflowers-climate.html?searchResultPosition=1>
- Bokar-Lindell, 2022. "What the Ukraine War Means for the Future of Climate Change"
<https://www.nytimes.com/2022/03/16/opinion/ukraine-climate-change-russia.html>

Wednesday, Jan. 24 Perspectives on the Environment: Understanding Key Concepts

- Ch.1 Harris, "Introduction" in Harris, ed.
- Ch.2 Cass, "The Discipline of Global Environmental Politics" in Harris, ed.

M Jan. 29 IR Theory and the Environment

- Ch.3 Vogler, "Mainstream Theories" in Harris, ed.
- Ch.4 Stevenson, "Alternative Theories" in Harris, ed.

W Jan. 31 Humanity's Environmental Impact

- Section 1 in Nicholson and Wapner, eds. (pp. 9-33)
- Gorvett, 2022. "Is the world overpopulated?" BBC,
https://www.bbc.com/future/article/20220905-is-the-world-overpopulated?utm_source=pocket-newtab
- Young, 2022. "Ecological Ponzi Scheme" October 4, <https://tinyurl.com/mb9jm2mc>
- "Lawns Are an Ecological Disaster" May 18, 2018, <https://earthier.gizmodo.com/lawns-are-an-ecological-disaster-1826070720>

M Feb. 5 Actors at State and International Levels

- Ch.7 Dyer, "States, Sovereignty and The International System" in Harris, ed.
- Ch.8 O'Neill, "International Organizations" in Harris, ed.
- Section 4 "International State System" in Nicholson and Wapner, eds. pp. 121-150
- "How Much Are Countries Pledging to Reduce Emissions?" <https://tinyurl.com/2ywszp8k>

W Feb. 7 NGOs and Individuals as Transnational Actors in GEP

- Ch.14 Downie, "Transnational Actors: NGOs" in Harris, ed.
- Section 6 "Civil Society" in Nicholson and Wapner, eds. pp. 185-210
- "Rio Declaration" (No. 12) in Nicholson and Wapner, eds. pp. 117-120
<http://www.stichtingmilieunet.nl/andersbekekenblog/milieu/just-listen-to-this-child.html>



Islene Facanha, of Portugal, participates in a demonstration dressed with images of wildfires at the COP28 U.N. Climate Summit, Friday, Dec. 8, 2023, in Dubai, United Arab Emirates.

II. ENVIRONMENT, HISTORY, AND POLITICS

M Feb. 12 The World Hunt and Biodiversity

- Mosley, Chapters 1 and 2, (pp. 1-30)
- Wills, 2020. “Turtle Soup: From Class to Mass and to Aghast”
<https://daily.jstor.org/turtle-soup-from-class-to-mass-to-aghast/>
- Barber, 2023. “What Would It Mean to Treat Animals Fairly? *The New York Review of Books*, Dec. 13, https://www.newyorker.com/culture/the-weekend-essay/what-would-it-mean-to-treat-animals-fairly?utm_source=pocket-newtab-en-us
- *The New York Times* interactives:
 - “Endangered Species” Jan. 6, 2017,
<https://www.nytimes.com/2017/01/06/science/endangered-species-trade-map.html>
 - “Habitat Loss” Dec. 12, 2022,
<https://www.nytimes.com/interactive/2022/12/09/climate/biodiversity-habitat-loss-climate.html>

W Feb. 14 Forests, Forestry, and International Forest Politics

- Mosley, Chapter 3, pp. 31-54
- Pearce, 2022. “Why Phantom Forests are Failing” https://e360.yale.edu/features/phantom-forests-tree-planting-climate-change?utm_source=pocket-newtab
- Wildfires

- air pollution <https://www.nytimes.com/interactive/2022/09/22/climate/wildfire-smoke-pollution.html>
- ecosystems change, <https://www.nytimes.com/2023/10/15/science/climate-wildfires-ecosystems.html>

M Feb. 19 and W Feb. 21 Soils and Irrigation

- Mosley, Chapter 4 (pp. 56-81)
- Ch.39 Juntti, “Desertification” in Harris, ed.
- Sengupta, 2024. “Drought Touches a Quarter of Humanity, Jan. 11, <https://www.nytimes.com/2024/01/11/climate/global-drought-food-hunger.html>
- *The New York Times* interactive graphs:
 - “Uncharted Waters” <https://www.nytimes.com/series/uncharted-waters>, US groundwater: <https://www.nytimes.com/interactive/2023/08/28/climate/groundwater-drying-climate-change.html>
 - Sengupta and Cai, 2019, “A Quarter of Humanity Faces Looming Water Crises” Aug 6, <https://tinyurl.com/y4z76sz8>
 - Watkins and Fountain, 2016. “Mapping Three Decades of Global Water Change” Dec. 9, <https://tinyurl.com/y9mq9ayu>
- Nash: “Island Civilization” (No. 31), Berry: “The Future Is Local” (No. 33) in Nicholson and Wapner, eds.
- Ch.35 Jacques, “Pollution and Management of Oceans and Seas” in Harris, ed.
- Calma, 2024, “How crowded are the oceans?” <https://www.theverge.com/2024/1/3/24018797/ocean-maps-ai-satellite-imagery-radar-fishing-vessels-offshore-energy-wind-oil>
- Chinese fisheries as a global operation, 2022, <https://tinyurl.com/3c7nukza>

Class of '61 International Speakers Series **Thursday, February 22, at 7 PM** in 224 Oeschle Hall: Vikram Singh on climate diplomacy, with a particular focus on his recent work at the UNFCCC COP in Dubai, <https://calendar.lafayette.edu/node/64112>

Make an appointment with Azalea Danes, our class WA to review the research proposal.

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

M Feb. 26 Cities

- Mosley, Chapter 5, (pp. 83-112)
- Kimmelmann, 2017, “Jakarta Is Sinking” *The New York Times*, Dec. 21, <https://www.nytimes.com/interactive/2017/12/21/world/asia/jakarta-sinking-climate.html>
- “The Plight of Phoenix” *The Guardian*, March 20, 2018, <https://www.theguardian.com/cities/2018/mar/20/phoenix-least-sustainable-city-survive-water>
- Paul, 2023. “Dubai’s Costly Water World,” Nov. 18, <https://www.nytimes.com/2023/11/18/business/dubai-water-desalination.html>

- “Population Densities in Cities” <https://www.citylab.com/life/2018/03/density-european-cities-maps/555503/>
- Climate Central (flooding calculations) <https://tinyurl.com/ybtse5gs>

W Feb. 28 Four Planetary Challenges: Climate, Extinction, Water, and Food

- Four planetary challenges and exercise of tracking personal consumption in Section 2 in Nicholson and Wapner, eds. pp. 35-74
- Diffenbaugh, “How Do We Know It Is Climate Change?” Dec. 29, 2017, <https://tinyurl.com/yaaukp84>
- *The New York Times* interactives:
 - 2022 photos, <https://www.nytimes.com/2022/11/08/world/climate-change-global-photos.html>
 - course 101 in Climate Change <https://tinyurl.com/5n8677d9>
- van der Linden, “Quiz: How to reduce your carbon footprint?” <https://www.nytimes.com/interactive/2022/12/15/opinion/how-reduce-carbon-footprint-climate-change.html?action=click&module=RelatedLinks&pgtype=Article>

M March 4 Geopolitical Responses to Unsustainability

- Ch.9 Pettenger, “International Environmental Regimes” in Harris, ed.
- Plumer and Popovich, 2023. “Where the World Is (and Isn’t) Making Progress on Climate Change” <https://www.nytimes.com/2023/11/30/climate/cop28-global-progress-carbon-emissions.html>
- O’Lear, Chapter 1, “Introduction” pp. 1-23
- Bokar-Lindell, 2023, “Should we block the sun to counter climate change?” Jan. 23, <https://tinyurl.com/mvxxv9cwx>

W March 3 Economy: Markets, Corporations, Capitalism

- Section 5 “Economy” in Nicholson and Wapner, eds. pp. 151-184

March 8: Research Paper Proposal is due

Spring break, March 11–15

IV. THE SUSTAINABILITY DEBATE THROUGH THE SPATIAL LENS

M March 18 and W March 20 International Environmental and Ecological Justice

- Sengupta, 2020. “This Is Inequity at the Boiling Point” Aug. 20, <https://www.nytimes.com/interactive/2020/08/06/climate/climate-change-inequality-heat.html?action=click&module=Editors%20Picks&pgtype=Homepage>
- Ch.23 Vanderheiden, “International Justice: Rights and Obligations of States” in Harris, ed.
- Ch.24 Brehm and Pellow, “Environmental Justice” in Harris, ed.
- O’Lear, Chapter 2, “Climate Change” pp. 27-54

Please sign up for meetings with the WA and a research librarian to discuss your annotated bibliography.

M March 25 and W March 27 Race, Class, Caste, and Geopolitical Difference

- Section 7 in Nicholson and Wapner, eds. pp. 228-250
- Ch.21 Joshi, “North-South Relations: Colonialism and the International Order” in Harris, ed.
- Rosner, 2023. “Why Warblers Flock to Wealthier Neighborhoods,” Nov. 21, <https://www.nytimes.com/2023/11/21/science/birds-cities-redlining.html>
- *The New York Times* interactives:
 - Popovich and Plumer, 2021, “Who Has the Most Historical Responsibility for Climate Change?” Nov. 12. <https://www.nytimes.com/interactive/2021/11/12/climate/cop26-emissions-compensation.html>
 - Climate Migration <https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html?action=click&module=Editors%20Picks&pgtype=Homepage>
 - “Stark disparities in how different U.S. households contribute to climate change” Dec. 2022, <https://www.nytimes.com/interactive/2022/12/13/climate/climate-footprint-map-neighborhood.html>

7:30-8:30pm Monday, March 25, 104 Kirby Hall, Prof. Emilia Justnya Powell, Department of Political Science, University of Notre Dame, “Peaceful Resolution of Disputes in International Law” <https://calendar.lafayette.edu/node/64658>

Opening of week-long photovoice exhibition: *Violent Infraction: Ecologies of Decay and Displacement*, in the lobby of Kirby Hall.

3/29: Revised Proposal and Annotated Bibliography are due

M April 1 and W April 3 Global Climate Change Perspectives: Energy and Food

- O’Lear, Chapters 3 “Oil and Energy” and 4 “Food Security” pp. 87-144
- Bardoff and O’Sullivan, 2023. “The Age of Energy Insecurity” May, *Foreign Affairs*.
- Popovich, 2023. “How Electricity Is Changing, Country by Country” Nov. 11, <https://www.nytimes.com/interactive/2023/11/20/climate/global-power-electricity-fossil-fuels-coal.html>
- Friedman, 2015. “The World’s Hot Spot” *The New York Times*, <http://tinyurl.com/njhp2bg>
- Shain, 2023. “The average U.S. household wastes nearly a third of the food it buys” Jan. 1, <https://tinyurl.com/3jpzm7r5>
- Fassler, 2023. “Inside big beef’s climate messaging machine: confuse, defend and downplay” May 23, *The Guardian*, https://www.theguardian.com/environment/2023/may/03/beef-industry-public-relations-messaging-machine?utm_source=pocket-newtab
- Kim, 2022. Zero food waste in South Korea, *The Guardian*, Nov. https://www.theguardian.com/environment/2022/nov/20/south-korea-zero-food-waste-composting-system?utm_source=pocket-newtab

- *The New York Times* interactive graphs re climate change:
 - Plumer and Popovich, 2017. “95F Global Heat Map” <https://tinyurl.com/ybg9nuoe>
 - “CO2 Increase-- Interactive” <https://tinyurl.com/yc6bbk2d>
 - Plumer and Migliozi, “How to Cut US Emissions Faster?” Feb. 3, 2019 <https://tinyurl.com/y369mw7z>
 - Fountain and Kao, 2021, “There’s a New Definition of ‘Normal’ for Weather” <https://www.nytimes.com/interactive/2021/05/12/climate/climate-change-weather-noaa.html?action=click&module=Top%20Stories&pgtype=Homepage>
 - Hassol et al. 2021. “2090: The Impact of Extreme Heat” <https://tinyurl.com/bdf2vn79>

Required presentation: 6:30-8pm, April 3, 104 Kirby Hall, **Dr. Ariel Otruba**, “Violent Infrastructure: Ecologies of Decay and Displacement in Georgia.” <https://calendar.lafayette.edu/node/64959>

M April 8 and W April 10 Human and Environmental Security

- Stewart, 2021. “The International Order Isn’t Ready for the Climate Crisis” *Foreign Affairs* (November)
- McDonnell, 2022. “Conservation Ethics” <https://tinyurl.com/yckm8ckj>
- Ch.18 Hussey and Dovers, “Uncertainty: Risk, Technology, and the Future” in Harris, ed.
- CFR on geoengineering, https://www.cfr.org/podcasts/fighting-climate-crisis-gernot-wagner?utm_source=religionbulletin&utm_medium=email&utm_campaign=CFRAcademicBulletin19Dec2022&utm_term=AcademicBulletin
- O’Lear, Chapter 7, “Resource Conflict” pp.172 -200
- In class activity: The Island of Ted, fisheries

V. THE FUTURE OF ENVIRONMENTAL POLITICS

M April 15 Waste? Garbage? Reusable?

- O’Lear, Chapters 5 and 6, “Garbage and Waste” and “Toxins” pp.117 -171
- Greenley, 2022. Fast fashion, Nov. 25, <https://tinyurl.com/44v6bcpm>
- Shipley and Alarcón, 2024. “A Mountain of Used Clothes Appeared in Chile’s Desert. Then It Went Up in Flames” Jan. 13, <https://www.wired.com/story/fashion-disposal-environment/>
- Albeck-Ripka, 2018. “Your Recycling Gets Recycled, Right?” *The New York Times*, May 29, <https://tinyurl.com/yageancm>
- Schlossberg and Raza, 2019, “The Great Recycling Con” Dec. 9, <https://tinyurl.com/pn8dba6b>
- Kristof, 2018. “What Poisons Are in Your Body?” *The New York Times*, Feb. 23, <https://tinyurl.com/ybr7aa64>
- Tingley, 2023. “‘Forever Chemicals’ Are Everywhere. What Are They Doing to Us?” <https://www.nytimes.com/2023/08/16/magazine/pfas-toxic-chemicals.html?smid=nytcore-android-share>

W April 17 In Search of Solutions: Self and Planetary Stewardship

- “Technological Salvation” (No. 34), Nicholson (No. 35) pp. 328-334, Wapner, (No. 36) pp. 335-338, **and** Section 8 “Thinking Strategically: From Person to Planet” in Nicholson and Wapner, eds. pp. 251-296
- Ellis, “Science Alone Won’t Save the Earth. People Have to Do That” *The New York Times*, Aug. 11, 2018, <https://tinyurl.com/ybql9omq>

April 19: Draft of the Research Paper with minimum 14 pages and full bibliography and in-text, author-date Chicago style bibliography (no annotations). Please sign up for meetings with the WA and a research librarian.

M April 22 Conclusions

- Smarsh, 2022, “What Growing Up on a Farm Taught Me About Humility”, <https://www.nytimes.com/2022/12/21/opinion/farm-meat-butcher.html>
- Ch.37 Krause, “Transformative Approaches to Achieve Climate Justice” in *Routledge Handbook of Climate Justice* ed. Tahseen Jafray
- Mosley, Chapter 6, (pp. 113-116)
- O’Lear, Chapter 8, “Conclusion” (pp. 201-206)
- Kingsolver (No. 37) “How to Be Hopeful” pp. 339-345 in Nicholson and Wapner, eds.

W April 24, M April 29, and W May 1: Students’ Research Workshops and Presentations

Final Research Paper is due: 10am May 6

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.” Dr. Seuss, *The Lorax*.



