

Syllabus | Spring 2020
INTL 4610: Environmental Politics

Instructor:

Dr Jennifer J White

Class Time:

MWF, 13:25-14:15

Office Hours:

Wednesdays, 15:30-17:30 or by appointment

Class Location:

MLC 153

Appointment Scheduling during Office Hours:

jenx.youcanbook.me

E-Mail:

jenx@uga.edu

Office:

216 Dept of International Affairs ([building #0031](#))

E-Mail Office Hours:

Mondays, 16:45-18:00

Course Description:

“Topics include global warming, deforestation, and pollution of air, water, and noise. Regional and global policy responses will be examined.”

Prerequisite: INTL 3200 or INTL 3300

Raison d’Être of the Course: In this course, we shall examine the various levels of analysis, actors, inputs, and outcomes that are part of the political process with respect to environmental matters. As stated in the general course description, and owing to the nature of environmental issues, the study of environmental politics draws on the two subfields of International Politics: International Relations and Comparative Politics. Hence, we shall review the theoretical frameworks employed in each of these subfields and critically assess how best to analyze environmental political issues and which strategies policy makers may best employ to address these issues.

Given the number of popular concerns such as dependency on oil and the dangers of oil drilling; food chain vulnerabilities; and the increasingly tangible threat of global environmental problems such as climate change – the study of issues of environmental concern and their impact on the policy-making process has become a very hot topic, and promises to remain so for some time to come as the world continues to globalize. In this course, we shall acquaint ourselves with a selection of environmental issues, examine how environmental problems have been translated into the policy-making arena and the actors involved, and consider the effects (intended and otherwise) of the decisions that politicians, organizations, and even individuals in the US and around the world have made and may make concerning the environment.

The topic of environmental politics is extremely broad, ***so please be aware that we shall not be able to cover all environmental topics***; rather, our main goal will be to establish the necessary critical framework and tools to research and analyze environmental issues within political systems. You will have the opportunity, however, to choose an environmental topic of interest to you and to work in groups to perform further research, presenting the results of this research to the class and then debating a specific issue drawn from your research (see below).

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Course Objectives

In this course, we shall work to:

- develop a clearer understanding of the **politics of the environment**, and the similarities and differences among different countries with regard to their histories and responses to environmental challenges
- explore the **political institutional, cultural, and economic** aspects of environmental issues so we can better understand how these factors affect political outcomes
- **compare** these systems and countries in particular to the case of the United States, which we shall use as a base reference
- engage in **critical assessments** of the differences and similarities we find, asking whether or not changes in a country's political institutions may provide **viable answers** to some of the current problems and controversies that many countries face today with regard to environmental issues
- develop sharper **critical thinking skills** that will enable you to better understand and assess the value of news articles, research papers, and proposed policies relating to environmental issues, policies, and politics
- use theoretical tools from the course to **explain, predict, or prescribe policy reform** and political behavior as a researcher or practitioner in the field of politics
- be able to **comprehend and communicate theoretical concepts and findings** with more effective written and verbal communication skills

Texts:

We shall use two main (required) textbooks and one (required) supplemental text for the course. The first half of the course shall draw on the following:

Axelrod, Regina, and Stacy D. **VanDeveer** (editors). *The Global Environment: Institutions, Law, and Policy*, **Fifth Edition**. Thousand Oaks, CA: Sage Publishing Company, 2020.
ISBN: 978-1-5443-3014-3 (Noted as “**AVD**” in the course schedule below.)

The hard copy format of our textbook for the second half of the course is **very** expensive (\$159) if purchased directly from the publisher's site, but an on-line version is available through the Library AND a cheaper version can be purchased by logging on via the Library as well (\$24.99):

McBeath, Jerry, and Jonathan **Rosenberg**. *Comparative Environmental Politics*. Dordrecht, The Netherlands: Springer, 2006.
ISBN: 978-1-4020-4763-3 (e-book) (Noted as “**MR**” in the course schedule below.)
E-book accessible from UGA Library site (MyID password required if off-campus).

Weston, Anthony. *A Rulebook for Arguments*, **5th Edition**. Indianapolis: Hackett Publishing Company, Inc. 2018.
ISBN: 978-1-62466-654-4 (**Required**; listed as “**AW**” in the course schedule below.)

There will also be selected readings from other texts and news articles, some of which are listed in the course schedule below, and some which will be determined later. All of these readings will be posted on the course's site on eLC. **Please NOTE: The readings that will be posted on the course Web site are for use by students in this course ONLY! Please do not share these copyrighted materials with others, else I shall receive a nasty “cease and desist order” from the publishers. Not fun.**

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My Expectations of You:

Our course will focus primarily on European democracies (where the more advanced, post-industrial democracies are found), and we may not be able to cover adequately a theme or area of the world that is of interest to you. There will be, however, opportunity for you to delve more deeply into particular areas that might interest you in the group project (described below).

It is *essential* that you come to class prepared.

Each day's assignments must be completed before class, and each student must be ready to conduct a quality discussion or ask questions on the day's material. Also, lectures will not be mere repetition of the reading material, and students will be expected to come to class ready to *expand* on the readings and assignments. In effect, we shall be building the lectures together, so each student must be engaged in the class.

Ask questions if anything is unclear.

To encourage you to think critically and creatively, not all assignments are specified in exacting, exhaustive detail (nor is life, for that matter). I shall give you guidelines on each assignment, and we shall undertake activities in class to prepare you for the assignments, **but it is up to you to verify that you understand the assignments and can complete them successfully**. Let me repeat that: if you do not understand something or if things are unclear, *you must communicate with me*. This will, in turn, be part of your participation/communication grade – do not wait until after an assignment is due or until the end of the semester to register your confusion over something we have done in class.

What You Can Expect from Me:

I shall strive to offer you a fair, manageable workload that will address the essential concepts and knowledge of the study of modern, advanced democracies. I shall also connect what we discuss with current events to help you gain a greater understanding of our course concepts and certain events happening in the world. ***Please note that our discussions of current events will be related to the topic(s) we are discussing in the course; if you're not making the connections, let's please chat about that!***

You can book a specific time during my **office hours** to see me at jenx.youcanbook.me. Appointments can be scheduled in 15-minute increments; if you think you might need a longer visit than 15 minutes, please book more than one time slot. If you will be unable to meet with me after having scheduled a time, please delete the appointment at jenx.youcanbook.me, so others may be able to schedule at that time.

You should indeed feel free to ***communicate with me*** on any question or issue you are having in the course. This is ***your*** course: you should be active in what you're learning and with regard to what you wish to learn. If something isn't working or isn't clear, please speak up – don't just wait to give feedback on the course eval at the end of the semester (I can't really adjust anything about the course then!).

Ground Rules:

1. First and foremost: **communicate**. If anything occurs that might affect your ability to participate or do the work for the class, please let me know. I have had many students who have felt overwhelmed yet waited too long to speak to me (or did not communicate at all) about the situation: if I know that you are facing challenges, I can work with you or help you find assistance so that you can successfully manage the course.
2. **When e-mailing me**, please **state the course and time in the subject line**. If the message is of an urgent nature, please specify this in the subject, too.

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3. For **my in-person office hours**, please schedule an appointment at jenx.youcanbook.me. Appointments are scheduled in 15-minute increments; if you think you might need a longer visit than 15 minutes, please book more than one time slot. If you will be unable to meet with me after having scheduled a time, please delete the appointment at jenx.youcanbook.me, so others may be able to schedule at that time.
4. The use of laptops, cell phones, iPods, or any other electronic device **will not be allowed during class, unless I have given explicit permission beforehand**. We shall be doing this old-school, ladies and gentlemen. Also note that I will **not** continuously reprimand you for using your e-device: I shall simply give you a zero for participation on the day(s) that you choose to ignore this ground rule. Alternatively, I may just single you out to sing "Never Gonna Give You Up" in front of the class (an in-class Rick-Roll). You might not want to be that person.. **Note:** Please give our guest speakers the courtesy of having your full attention; anyone who **dares** to use an electronic device when we have a guest speaker, will get a **zero** for their **semester** participation/communication grade.
5. **You may accrue up to three (3) unexcused absences without penalty**. If you are absent for more than three class meetings without a valid (per University policy) written excuse, your participation grade will be lowered by one letter grade per unexcused absence.
6. **If you are absent on a day when an assignment is due in class, you must notify me in advance that you shall be absent AND provide an acceptable excuse per University policy in order to make up the assignment**. In general, if you know you will be absent (e.g., for religious observance, an extra-curricular event, or illness), I would appreciate an e-mail notification ahead of time, if possible. I worry about you.
7. **Be sure you know what the heck plagiarism is** (see www.merriam-webster.com/dictionary/plagiarize). **Work submitted for this course must be your own work; all necessary citations must be properly provided when you cite anyone or anything else:** All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for knowing these standards **before** performing any academic work, and we shall discuss points of academic ethics and plagiarism in class. For more information, see: honesty.uga.edu/ahpd/culture_honesty.htm. **To reiterate:** any incidents of plagiarism or intellectual fraud (see www.merriam-webster.com/dictionary/fraud) will be treated as the **most serious offense**, and you **really** don't want to go to a University hearing over this – it's scary AF. If you need help determining what constitutes plagiarism and how to avoid committing this most egregious intellectual sin, please consult me or our kickin'-est SPIA Librarian, Elizabeth White (elwhite1@uga.edu, no relation).
8. **Writing:** There will be a fair amount of writing in this course (journal reflections, research outlines, data coding project). Writing is an *essential* means of communicating and establishing ideas, and the ability to write clearly and convincingly will serve you well no matter the career path you may take. I will not deduct points from your grades for bad grammar or type-os **unless** these hinder the comprehension or flow of your paper's presentation (that is, too much poor grammar or too many type-os will lower your paper's grade). **Proof reading** and visits to the **UGA Writing Center** (writingcenter.english.uga.edu/) or our **SPIA Librarian, Elizabeth White** (elwhite1@uga.edu) **are strongly encouraged**.
9. **Late work:** I shall accept late work on an individual basis: that is, ***I may accept late work, I may not***. Do not depend on my acceptance of late work. For me even to consider *any* submission of late work, you must communicate to me **before** the deadline that the assignment will be late. If you have not informed me before the deadline, I shall not accept any late submission.

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10. **Back up your work!** Purchase an inexpensive USB drive or use an on-line storage site like Dropbox and use this storage back-up frequently! If your laptop crashes right before an assignment is due, you want to be sure to have something to turn in. (And this back-up routine is an incredibly good habit to get into for your work in all of your classes!)
 11. Our discussions may touch upon ideas or topics on which we may not all agree – in fact, this will probably be the case. Each student is expected to be courteous and respectful of the viewpoints and ideas of all others in the class, although disagreements are certainly acceptable. ***In discussions make an effort to provide either a theoretical or empirical basis for your comments. This is a major part of becoming a good critical thinker, which is one of the goals of this course.***
 12. **Keep track of your own grades and absences through the semester** (set up an Excel sheet – that can help). Do not ask me what you earned on an assignment from six weeks ago – you should know. Owing to time constraints, I cannot give you details on these matters until the end of the semester when I begin to calculate grades. **Be pro-active: track for yourself.**
 13. This syllabus is a general plan; **it may be necessary for me to amend any part of the syllabus as we proceed through the course.** (Let's face it: it will likely happen.) Announcements will generally be made in class and on the course Web site, so you should be sure to attend each class, and to **check the course Web site on ELC often.**
 14. **Letters of recommendation:** I receive many requests for letters of recommendation from students. To guarantee that I can complete each request and do so as well as possible, I limit the number of **new** requests for such letters to ten (10) each semester. If I have written a letter for you in the past, your request will not be included in the limit of those ten. If you plan to make such a request, *please give me at least **three (3) weeks' notice** before the deadline.* I take these very seriously, and would like to write you as strong a letter as I can – this takes time! 😊
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Class Agenda

For each class, students are expected to have **completed the readings listed for that day** in the course schedule *before class time*. Generally, the first two days of the week will be focused on the textbook readings, and Fridays will be dedicated to discussion of the material, current events, or an activity. The week's schedule will of course be different around holidays and during presentation weeks.

Students are also expected to **be familiar with current events** related to nationalism and/or ethnic conflict, and we shall have discussions of these events and how they bear on our studies to that point each week. As this is a course in which you are expected to sharpen your critical thinking skills, you should try to **check out at least two (2) news sources** at least a couple of times a week (no – your Facebook/Snapchat feed does *not* count) and thoughtfully assess each source and its presentation of the information. This may be most easily accomplished on-line, by going to the “world news” section of a reputable news source. Here are some to try:

- The New York Times (www.nytimes.com)
- NPR (www.npr.org, also carried on WUGA on-line and at 91.7FM)
- The BBC (news.bbc.co.uk)
- The Washington Post (www.washingtonpost.com)
- The Wall Street Journal (www.wsj.com)
- The CBC – Canadian Broadcasting Corporation (www.cbc.ca/news)
- The Guardian (www.guardian.co.uk)
- The Irish Times (www.irishtimes.ie)
- Le Monde (www.lemonde.fr – in French)
- Der Spiegel (www.spiegel.de– in German)
- The Christian Science Monitor (www.csmonitor.com)
- **Paywall pains? Free access** to world news sources (newspapers, news Web sites – including all of the sources listed above) is available through the UGA Library at the **Factiva** database: <https://global-factiva-com.proxy-remote.galib.uga.edu/sb/default.aspx?Inep=hp> (use your MyID to log in from off-campus)
- With a Google account, you can use “Google Alerts” to set up and filter Google News to receive environmentally-related news items (under “Google Account Settings → Alert Settings”).

You can take a look through various environmental journals on-line or at the Library. Here are a few possible journals of interest that may also help you with your class projects:

- *Global Environmental Politics*
 - *Environmental Politics* (again, to see all of the possible on-line issues available – including the most recent – use the www.metapress.com link to view full archive on-line [this will take you to www.informaworld.com Journals site])
 - *Journal of Environment and Development*
 - *Review of Environmental Economics and Policy*
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Reading Assignments

This course includes a significant reading load (approximately 100 pages per week). To get through this material as efficiently as possible, you may find it more effective to approach the reading in this manner: Read the introduction and then conclusion to identify the author’s main argument(s). Then scan section and first paragraph of each section to see how the author develops and supports the main argument. Reserve detailed reading for those sections that clarify the argument or provide supporting evidence. Give yourself time to *think* about the reading, challenging its arguments or coming up with additional evidence that you believe supports the presented arguments.

We shall discuss these readings thoroughly, and to prepare for the class discussions, you should always consider the following: What is the author’s main point or argument? What evidence does s/he offer to support this view? Is the argument and evidence compelling? Can I think of arguments/evidence that support/undermine this? Why is this piece on the syllabus? How does it relate to previous readings? How can I use this piece in an essay?

Grading

Participation/Communication	→	15%
Quizzes (up to four)	→	15%
Data Coding Project	→	10%
Journal Reflections (up to four)	→	10%
Environmental Issue Project	→	
Group Presentation (Peer-Reviewed; Group Grade)	→	10%
Completion of Peer Review: Group Presentation	→	5%
Individual Issue Report Outline (Individual)	→	10%
Issue Debate (Group Grade)	→	10%
Completion of Peer Review: Debate	→	5%
Final	→	10%
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Total:		100%

Grading will be based on several group and individual projects; quizzes; journal reflections (to be assigned during class and completed on the eLC course Web site); a final; and participation/communication. Exact details of the assignments will be given in class well in advance of each assignment’s due date.

Grading Scale:

Grading for the course will be deemed as follows:

>=94	A	84-86	B	74-76	C	<60	F
90-93	A-	80-83	B-	70-73	C-		
87-89	B+	77-79	C+	60-69	D		

NOTE: A" C" or better is required for the course to count for INTL credit (a "C-" will NOT count – don't jeopardize your graduation!).

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Group Projects:

1. Students will work in pairs to **code data** from a specific international environmental agreement.
2. Each student will work as part of a group to give one (1) **presentation** on an environmental topic that the group selects.
3. Each group will also participate in a **debate**; an issue related to the group's environmental topic will be given by me, and the group will then be divided – one half arguing the “pro” position, and one half arguing the “con” position.
4. Note that the grades for the presentation *and* the debate will be peer graded.

Individual Projects:

1. Each student will prepare and submit via the course Web site a number of journal reflections (up to four [4]), including one (1) film essay on the second film we view in class.
2. Each student will be responsible for writing an individual report outline on their part of the research for the environmental topic group presentation.

Details concerning the presentation and coding project will be discussed in class well in advance of the respective due dates. **Additional assignments** may also be given during class, either to be completed in class or turned in during the next class session.

Final:

There will be a take-home final exam that will enable you to reflect on what we have covered in the course and to offer possible future considerations for the study of environmental politics. We shall review for the final will occur on the last day of class.

Participation/Communication:

As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation is not a marginal part of your final grade. Silently attending lectures and completing all assignments on time earns you a C- or 70% (so keep this in mind with regard to how late you get in the night before we have class). A higher grade is contingent on **active participation**. I define participation broadly, for example: raising questions or expressing confusion about the material; interacting with me outside of the classroom; posting interesting articles on the eLC course Web site that relate to our course material; responding to posts on eLC. If you are concerned about participation, contact me and we can discuss strategies to raise your grade, but **do not wait until the end of the semester to do this**, as it will be too late by then!

If you have a question or comment about the course or an assignment, or if you would like to discuss some issue from class in greater detail, come see me. Also feel free to come to chat about current events, your plans, or anything else related to our mutual efforts. I will of course try to meet students on an appointment basis for those who cannot visit me during my office hours, and I shall **hold “happy hour” office hours throughout the semester**, but I **cannot guarantee** my availability outside of my office hours.

Communication, too, is important. I seriously cannot stress this point enough. If something does not make sense to you, if I am going too fast in lecture, if you need help studying for quizzes or in completing assignments – **all of these issues will be solved to our much greater mutual satisfaction if you simply communicate them to me BEFORE the end of the semester!** This is YOUR class and YOUR learning; so, if something is not working for you (or is working really well), TELL ME! This will allow me to make adjustments to the class that will likely benefit all students. **Communicating, then, is part of your participation in the course, and hence, part of your grade.**

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In addition, as mentioned in the ground rules, if you feel overwhelmed or are having any difficulties that affect your performance in the class, tell me about this, too: I may be able to connect you with resources that can help you manage things better. **Nothing – nothing – is more important than your well-being!**

Contested Grades:

If you have a concern about the grade you received for a test or assignment, you must submit a **written** explanation of the problem along with the test or assignment in question **within one week** of receiving the graded assignment. In addition, you will need **to grade the assignment yourself and present evidence and an argument in support of that grade**. I shall consider your petition and assign a “new” grade. Note, however, that this process may result in the same grade, a higher grade, or indeed a **lower grade for that assignment**. You are allowed this one appeal for each graded assignment; the re-grade will then stand. If the issue is merely a matter of an error in calculation on my part, you need not submit a written request for this correction, but you need to notify me of this error **within one week** of receiving the graded assignment back from me. *Capisce?* Please ask if you do not understand this policy or if you have questions about it.

Late Work

As a reminder of the ground rules: Outside of an accepted University excuse, under **unusual** circumstances, and on a **case-by-case** individual basis, I **may** accept late work *if you have communicated to me before the due date that the work is to be late*. For **all** submitted work, it is **your responsibility** to ensure that I receive your work – not mine. If eLC is not working for you or you’re having connection issues, find another way to get me your assignment on time. If, for any reason, you are unsure if your work has been received by me, it is up to you to follow up. I do reserve the right to refuse late work.

Class Schedule:

The course syllabus presents a general plan for the course. Depending upon political events that may yet unfold, I may add or substitute readings that may be of particular relevance. These added readings will be related to that day’s topic, as listed below, and will be made available on the eLC course Web site. Readings in texts other than our main textbooks are listed below, and are marked with a “**” – these, too, will be available on the eLC course Web site.

- *Bear in mind that deviations from this schedule may well be necessary, and I shall announce these to the class and post on eLC.*
- *If you note any errors (likely) in this syllabus or in the class schedule below, please let me know.*

Schedule of Assignments and Classes:

Readings marked with asterisks ()** can be found on eLC. **Changes to this schedule may be necessary.**

8 January: NO CLASS!

10 January: Introductions

In Class:

- Linking the Environment

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13 January: Thinking Critically and the Tragedy of the Commons

Main Readings:

- Paul, Richard, and Linda Elder. "Critical Thinking: Concepts and Tools." (Dillon Beach, CA: The Foundation for Critical Thinking, 2006). **
- Hardin – "The Tragedy of the Commons," Hardin **

15 January: Introduction to Part I – Governing the International Environment

DUE: Journal Reflection #1

Main Readings:

- AVD – Chapter 1

17 January: NO CLASS!

Main Readings:

- AW – Introduction - Chapters 6 (inclusive) **

20 January: NO CLASS – Martin Luther King, Jr Holiday

22 - 24 January: Global Institutions and the Environment & International Environmental Law

DUE: Journal Reflection #2 (1/22)

Main Readings:

- Sooros – "Global Institutions and the Environment" **
- AVD – Chapter 3

27 – 29 January: International Environmental Law & Compliance

- AVD – Chapter 5
- Dai, Xinyaun, "Why Comply? The Domestic Constituency Mechanism," *International Organisation*, no. 59, Spring 2005: 363-398. ** (**Read ONLY pages 363-366 and 374-389; skip the formal modeling stuff [unless you're a glutton for mathematics].**) **

31 January: NO CLASS!

3 – 5 February: Global Environmental Policy: Governance through Regimes & Impacts and Effectiveness of Environmental Treaty Regimes

DUE: Data Coding Project Sign-Up (2/5)

Main Readings:

- AVD – Chapter 4
- Hunter *et al*, Air Pollution, in Hunter, David, James Salzman, and Durwood Zaelke (eds.), *International Environmental Law and Policy*. (New York: Foundation Press) 2007. **
- Mitchell, Ronald B., "Regime Design Matters: International Oil Pollution and Treaty Compliance," *International Organisation*, Vol. 48, No. 3, Summer (1994): 425-458. **

7 February: NO CLASS!

Main Readings:

- Mahoney, Hannah. "Combatting Tragedy of the Commons: A Look into the International Contract of MARPOL Annex I" **

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10 - 12 February: Environmental NGOs in International Regimes & International Climate Change

Main Readings:

- AVD – Chapter 2
- AVD – Chapter 10
- Clarke, Matthew, and Ian de Cruz. "A Climate-Compatible Approach to Development Practice by International Humanitarian NGOs." *Disasters* 39, (January 2, 2015): s19-s34. **

14 February: NO CLASS!

17 February – 19 February: Economics, Security, and Environmental Resources

DUE: Group Project Sign-Up (2/19)

Main Readings:

- AVD – Chapter 14
- Khagram, Sanjeev and Saleem Ali. "Environment and Security." *Annual Review of Environment and Resources* no. 31 (2006): 395-411. **

21 February: NO CLASS!

Work on Data Coding Project

24 – 28 February: International Climate Change Policy

DUE: Data Coding Project (2/24)

Main Readings:

- International Panel on Climate Change Report (AR5) **
- AVD – Chapter 6

In Class:

- Film: "An Inconvenient Sequel" & Film Discussion
- Activity: Reducing CO² Policies

2 - 4 March: Introduction to Comparative Environmental Politics, State-Society Relations, & Political Processes and Organizations

DUE: Journal Reflection #3: "An Inconvenient Sequel" (3/4)

Main Readings:

- MR – Chapters 1 & 2
- AW – Chapters 7 – 9 (inclusive); Appendix I

Tentative Guest Speaker: Elizabeth White, SPIA Super-Librarian (3/4)

6 March: NO CLASS!

9 – 13 March: NO CLASS! SPRING BREAK!!

16 – 20 March:

Main Readings:

- MR – Chapter 2
- Moran: "Resource Development and Global Competition for Water" **

In Class:

- Film: "Last Call at the Oasis" & Discussion

Friday, 20 March: DEADLINE TO WITHDRAWAL

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23 – 25 March: Political Institutions and the Environment

Main Readings:

- MR – Chapter 4
- Thompson, Geneva E. B. 2016. "The Double-Edged Sword of Sovereignty by the Barrel: How Native Nations Can Wield Environmental Justice in the Fight Against the Harms of Fracking." *UCLA Law Review* 63, no. 6: 1818-1860. **

27 March: NO CLASS!

DUE: Film Essay – Journal Reflection #3 (3/27)

30 March - 1 April: National Capacity to Protect the Environment

Main Readings:

- MR – Chapter 5
- Ulybina, Olga, and Shailaja Fennell. "Forest certification in Russia: Challenges of institutional development," *Ecological Economics*, 95, November 2013: 178-187. **
- Bodansky: "The Who, What, Where, for Geoengineering Governance" (2013). **
Tentative: Guest Speaker (4/1)

3 April: NO CLASS!

Prepare for Presentations

6 – 10 April: GROUP PRESENTATIONS!

In Class:

- Group Environmental Issue Presentations (up to two groups per day)

13 – 15 April: National Responses to Global Environmental Problems

DUE: Individual Environmental Issue Area Reports (4/12)

Main Readings:

- MR – Chapter 6
- Simonelli, Andrea C. *Governing Climate Induced Migration and Displacement: IGO Expansions and Global Policy Implications*. 2016. **

17 April: NO CLASS!

Prepare for Debates

20 April: ENVIRONMENTAL ISSUE DEBATES!

In Class:

- Group Environmental Issue Debates (two groups per day)

22 April: NO CLASS! EARTH DAY!!

24 April: ENVIRONMENTAL ISSUE DEBATES!

In Class:

- Group Environmental Issue Debates (two groups per day)

27 April: ENVIRONMENTAL ISSUE DEBATES!

In Class:

- Group Environmental Issue Debates (two groups per day)

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29 April: Conclusions – Where from Here? (Note: Today counts as a Monday in the UGA universe..)

LAST DAY OF CLASS!

Main Readings:

- MR – Chapter 7
- DeFries, Ostrom, Gleick, *et al*: "Planetary Opportunities: A Social Contract for Global Change Science to Contribute to a Sustainable Future" (2012) **

In Class:

- **Wrap-Up and Review**

4 May: FINAL EXAM DUE (Take-Home)

Final Exam – 3:30 – 6:30 PM