



Global Green Politics

POL 32700 | CRN: Y01-24001

Instructor Info —



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Office Hrs: By Appointment



Click here to schedule



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Course Info —



06.13 – 08.05.2022



3 Credit Hours



Asynchronous-Online

About —

Analysis and assessment of the nature of global environmentalism, its connections with other new social movements, and its impact on domestic and international politics worldwide, with particular attention to green political parties and nongovernmental organizations.

This course starts with an introduction to the fundamentals of humans interactions with the global environment before turning to different areas of environmental degradation and its disproportionate impact on people around the globe. We conclude by analyzing difficulties of enacting global environmental policies and looking at the future of the environmental movement.

Teaching Philosophy

As an instructor, it is my responsibility to maximize each students opportunity to learn, grow, and succeed in reaching both the outcomes I define for the course and your personal goals related to the class and your career. To meet this responsibility, I draw on theory, frameworks, and practices rooted in principles of student-centered, collaborative, and active-learning. I focus on student learning, that develops your skills to view the world in new ways, and engage in different types of debates, discussions, and dialogues. I have attempted to make this course and my pedagogy as transparent and collaborative as possible. If something is ever unclear, you are not sure how it relates to the learning objectives or the world that you live in, or there is something that could make the course better, I ask that you let me know and we can discuss via email or during office hours. There is also a course feedback form in the Class Resources Module.

Learning Objectives

- Identify and describe multiple causes and implications of global environmental problems.
- Explain the role of the state system, the global political economy, and civil society in exacerbating and/or mitigating global environmental problems, including individual actions, options, and limits.
- Develop your ability to persuasively share scientifically-rooted arguments.
- Learn to critique scientific articles to evaluate new information and form your own point of view.
- Recognize how particular social values are embedded in discussions of climate change in popular and political cultures.
- Produce a policy brief that proposes possible solutions.

Student Success

Achieving these learning outcomes requires you to work hard and challenge yourself while being open to new and difficult questions or revisiting existing beliefs and biases. To help you succeed in this course I have dedicated a section on Brightspace under the Class Resources module where I provided resources to help improve your writing, avoid plagiarism, better your time management, etc.

If you want to be a successful student and professional:

- Be self-motivated and self-disciplined.
- Be willing to speak up if problems arise.
- Access the resources that are available to you; reaching out for assistance is a critical life skill rather than an indication of weakness.
- Be able and willing to commit 5-20 hours per week to this course. Since this is a condensed course, it is likely you will spend more time with the course materials per week than in a traditional semester. You are encouraged to 'mentally enroll' in this course as if it occurred on Tuesday mornings as our course will run from Tuesday-Monday aside from the first and last weeks of the semester. I will post information for the upcoming week by Monday evening so that when you log in on Tuesday morning, you can begin the new week.

How to Get Help: I authentically care about your success and well-being, if there is a problem mitigating your ability to succeed, reach out to me **as soon as possible**. You can reach me via email or by scheduling office hours. The sooner you reach out, the easier it will be to find a path forward.

Course Materials

Required Texts: All course texts are available free, online via Purdue Libraries.

Computer Capabilities: You must have a fast, reliable internet connection as this course relies on Brightspace and Perusall. You will need a **word processor** (i.e., Microsoft Word or Google Docs), remember MS Office is free for all students. See Purdue's Student Services for resources such as Technology Help, Academic Help, and Campus Resources.

Syllabus Changes, Collaboration, & Feedback

This syllabus, like our course, should be seen as an evolving experience and from time-to-time changes might happen. As the instructor, I reserve the right to modify this syllabus with the stipulation that any changes will be communicated to the entire class clearly and in writing.

This course uses student-centered and active learning pedagogy so you get the most out of the material and see connections to your life. With this in mind, this course uses Perusall and a variety of assignments and assessments. Since my focus is on student-centered learning, I have provided periodic surveys throughout the course to get feedback on what is and is not working in the course. There is also a permanent feedback survey in the Class Resources Module. You are welcome to email me with constructive feedback, if you have something that could better the course.

Toward the end of this summer session, you will receive an official email from evaluation administrators with a link to an online evaluation site and will receive a prompt on Brightspace to give feedback on this course and myself. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

Grading Philosophy, Deadlines, & Late Work

Grading Philosophy: I understand grades can cause anxiety for students. To help with this, every assignment has a rubric that you will be graded on for transparency. My feedback will include two sections labelled *This Time* that assesses your performance on the assignment and *Next Time* which tells you how to improve. As shown in the tables below, I automatically round your grade up ($\geq .5$) and you have the opportunity to receive 4% in extra credit, which equates to a letter grade. With these two things in mind, **do not** email me at the end of the semester asking to increase your grade or for extra credit.

Deadlines: The modules will end on **Monday's at 11:59 pm EST**. This means your first week will have an extra day. I chose to make the deadlines on Monday so if you email me on Sunday night, I can respond during working hours and you will still have time. I understand that many of you have work, family, and other obligations over the summer and will likely be doing much of this course on the weekends. However, I strongly encourage you to not work up against the deadlines. There are some weeks and assignments with different deadlines for assignments, these will be noted on the calendar below and on Brightspace. Below are some general guidelines:

- All assignments are due by 11:59 pm EST on the due date listed on Brightspace.
- An assignment files should be labelled with your name and assignment name, for example "assignment1_Walker.doc".
- Submit your file in an editable document (e.g., .doc, .docx, Google Drive link).

Late Work: Deadlines are an unavoidable part of being a professional and this course is no exception. Course requirements must be completed on or before the specified deadline. To help you improve on your skills and understanding of the course, I am committed to returning feedback to you within 7 days of the due date. To accomplish this, I need you to turn in your assignments by the due date. However, I understand that life happens. Therefore, you all have two "Oops Tickets."

Oops Tickets: These tickets can be used to submit a late assignment or re-do an assignment to improve your grade, no questions asked. In either case, please contact me **before** you submit the assignment to confirm the assignment is eligible and I can re-open the submission tool for you. You do not need to explain why you are using your ticket. My goal is to not force you to explain any personal details to me that may be further exhausting or triggering to you. This will not be available for the final policy brief. If you do not use any of these "Oops Tickets" you will receive an additional .05% in extra credit. You will **not** be allowed to use one of your tickets to re-do an assignment if there is suspicion of academic dishonesty.

Grading Scheme

Assignment Breakdown

| Percentage | Assignment | Description |
|------------|---------------------|---|
| 35% | Participation | Engagement with course materials. |
| 15% | Assignments | Weekly assignments. |
| 10% | Quizzes | Weekly quizzes. |
| 40% | Entire Policy Brief | Final project and weekly assignments. |
| 4% | Extra Credit | Weekly extra credit opportunity worth .5% & one for "Oops Tickets". |

Participation: Your participation grade will come from your assignments that take place in Perusall (can be reading, annotating, watching videos, listening to podcasts). Some assignments only require you to finish the entire content, others will require you to collaboratively annotate the content (aim for at least 5 quality annotations), this will be noted on Brightspace. Perusall will automatically grade these assignments. See more about Perusall and the participation grade in the Class Resources Module on Brightspace.

Assignments: There are multiple assignments throughout the course, each will have equal weight.

Quizzes: Each week there will be a quiz. Some are embedded into lectures, some require you to make an outline of course concepts, etc.

Policy Brief: Each week there will be an assignment related to your policy brief. The breakdown is:

| Percentage | Assignment | Description |
|------------|---------------------|-------------------------|
| 15% | Final Policy Brief | Final project. |
| 3% | Week 1: Topic | Posting 3 topics. |
| 3% | Week 2: Background | Background on topic. |
| 3% | Week 3: Cases | Choose cases. |
| 3% | Week 4: Policy | Policy recommendations. |
| 3% | Week 5: Draft | Turn in first draft. |
| 10% | Week 6: Peer Review | Complete peer review. |

Academic Integrity

While I want this space to be collaborative, where students can learn from one another, all submitted assignments must be entirely original work and include proper attribution to works referenced. I will be using a plagiarism checker on your assignments. If an academic integrity situation does arise, I reserve the right to give you a 0 on the assignment and you will be subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University following Purdue Protocols. Please do not put you or me in that situation.

For more resources about academic integrity including the proper use of sources see the Class Resources module.

Grade Distribution

| Letter Grade | Percentages | Description of Work |
|--------------|-------------|---------------------------------------|
| A+ | 97.5-100% | Work is exceptional in most respects |
| A | 92.5-97.4% | Work is exceptional in many respects |
| A- | 89.5-92.4% | Work is exceptional in some respects |
| B+ | 87-89.4% | Work is good in most respects |
| B | 82.5-86.4% | Work is good in many respects |
| B- | 79.5-82.4% | Work is good in some respects |
| C+ | 76.5-79.4% | Work is satisfactory in most respects |
| C | 72.5-76.4% | Work is satisfactory in many respects |
| C- | 69.5-72.4% | Work is satisfactory in some respects |
| D+ | 66.5-69.4% | Work is marginal in most respects |
| D | 62.5-66.4% | Work is marginal in many respects |
| D- | 59.5-62.4% | Work is marginal in some respects |
| F | 0-59.4% | Work is failing in most respects |

**Notice that grades at or over .5 will be rounded up*

Diversity, Equity, & Inclusion

Purdue University and myself are committed to maintaining a community which recognizes and values the inherent worth and dignity of every person. This class is a place where you will be treated with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, and ability. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment. To achieve equity in the classroom, requires both myself as the instructor and you as students to identify and remove barriers that may prevent someone from full access or participation. You can help by:

- Contacting me if you see a potential barrier for someone or yourself in participating fully in the class.
- Suggesting ways members of our class can support each other. Virtual study groups and discussion boards are examples, but I encourage you to be creative in your ideas.
- Getting to know each other as contributing members of our learning community. Everyone has something to contribute, and while I designed the course to take advantage of the wealth of knowledge, expertise, and experience we bring together, I cannot do it well without your participation. There are many opportunities built into this course for this type of work. It is important we do it together.

In our discussions we will explore a variety of challenging issues, which can help enhance your understanding of different experiences and perspectives. I recognize that this can be challenging as some topics in this course can be controversial, however, in overcoming these challenges we find the greatest rewards. I ask that you be respectful and have information to back up your view points. Please keep in mind the following:

- We are all in the process of learning about others and their experiences. If someone is making you uncomfortable in any way, please contact me via email or anonymously in the form under the Class Resources module.
- Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the intention.
- We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves.

Netiquette

To help foster a tolerant, safe learning environment please abide by the Netiquette rules for this course:

- Do not use offensive language and avoid slang language. Present ideas appropriately and clearly.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Seek and take feedback from others; learning from other people is an important life skill.

When reaching out to me via email, please keep in mind the important skill of writing a professional email. Your emails should generally include the following: (1) a subject line briefly explaining the topic of the email and what class it pertains to (POL 327), (2) a respectful greeting (Hi Prof. Walker), (3) a clear question or request, and (4) your name. Emails lacking these criteria will not be returned. You can expect that I will respond to most emails within 24 hours on weekdays and 48 hours on weekends.

Accessibility

I strive to make the learning experiences in this course as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please notify me within the first two weeks of the semester (or within two weeks of a change in status) to discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. I will arrange to provide accommodations for those who have them as a part of their DRC Course Accessibility Letter (CAL). It is imperative that you release your CAL to me as soon as they are available so that I can make these arrangements in advance.

Mental Health and Wellness

As we all continue to cope with the news cycle and our own hardships, I encourage you all to focus on your mental and physical wellness. Below are some resources.

If you find yourself beginning to feel some stress, anxiety, and/or feeling slightly overwhelmed, try WellTrack.

If you need support and information about options and resources, please contact the Office of the Dean of Students.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell.

If you are struggling and need mental health services contact Counseling and Psychological Services (CAPS). There is also a list of providers who are not affiliated with Purdue but who want to work with students.

If you are struggling to secure food or housing, you are urged to contact the the Office of the Dean of Students for support.

Course Schedule

Global Green Politics

| Dates | Topic | Assignments |
|---------------------|------------------------------------|--|
| Week 1 6.13-6.20 | The Anthropocene & How We Got Here | <p>Intro Assignments: (1) Read & Annotate the Syllabus; (2) Email introduction</p> <p>The Anthropocene: (1) Listen to or Read: Humanity's Temporal Range, Green; (2) Watch: What if Earth existed for only 24 hours?; (3) Read: Enter the Anthropocene, Nicholson & Wapner; (4) Watch: The Anthropocene and the Near Future; (5) Watch: Welcome to the Anthropocene; (6) Browse: The Anthropocene Timeline; (7) Listen: Drawing a Line in the Mud: Scientists Debate When 'Age of Humans' Began; (8) Watch: Lecture; (9) Quiz: Embedded into lecture</p> <p>The Tragedy of the Commons & Capitalism: (1) Read & Annotate: The Tragedy of the Commons, Conca & Dabelko; (2) Read: Characteristics of Capitalism in Conflict with the Environment; (3) Watch: Environmental Econ; (4) Watch: Which Countries are Historically Responsible for Climate Change?; (5) Read & Annotate: How much should a person consume?; (6) Listen: Why are air pollution policies not translating into actions at the village level?; (7) Watch: The Tragedy of the Commons How to Avoid it?; (8) Watch: Lecture</p> <p>Prepare for your Final Project: (1) Browse Materials in Final Policy Brief Module; (2) Assignment: summarize policy brief; (3) Submit 3 topics</p> <p>Extra Credit: Turn in notes that answer questions in provided outline</p> |
| Week 2 6.21-6.27 | Food & Water Insecurity | <p>Resource Scarcity & Conflict: (1) Read & Annotate: From Ecological Conflict to Environmental Security, Conca & Dabelko</p> <p>Water Insecurity: (1) Read: Where has all the water gone? Nicholson and Wapner; (2) Watch: What is the link between climate change and conflict?; (3) Watch: World's Water Crisis; (3) Watch: The Great Pacific Garbage Patch; (4) Read: Risk of water wars rises with scarcity; (5) Read: China's Looming Water Shortage; (6) Read: Water Scarcity is now a key US foreign policy priority</p> <p>Food Insecurity: (1) Read: Water, Agriculture, & Climate Change; (2) Read: Piggly Wiggly, Green; (3) Read: The Global Food Crisis, Nicholson and Wapner; (4) Read: Feed the World? The Myth of Food Scarcity and the Evil of Profit Starvation; (5) Read: Food Scarcity a la Wall Street; (6) Read: Hunger & War; (7) Listen: Half of Afghanistan's Population Faces Acute Food Insecurity; (8) Watch: Lecture; (9) Quiz: embedded into lecture; (10) Assignment: Summarize an article</p> <p>Prepare for your Final Project: (1) Look at comments from last week; (2) Start topic background</p> <p>Extra Credit: Respond to a discussion post</p> |
| Week 3 6.28-7.4 | Fossil Fuels | <p>The Resource Curse: (1) Listen: The Resource Curse; (2) Read & Annotate: Oil Based Violence, Ross; (3) Read & Annotate: Oil, Conflict & U.S. National Interests; (4) Read & Annotate: Blood & Soil? Resource Scarcity & Internal Armed Conflict Revisited; (5) Watch: Syrians Devastated by Environmental & Health Impacts of Oil & War; (6) Read & Annotate: Behind the rise of Boko Haram; (8): Watch: Lecture</p> <p>Fossil Fuel Reduction: (1) Listen: What you Need to Know About Fossil Fuels & the Paris Climate Agreement; (2) Read & Annotate: Introduction, Moe; (3) Watch: Status on Limiting Global Temperature Rise; (4) Read & Annotate: Preventing a Renewable Resource Curse; (5) Read: Can Portland, Oregon, Stand Up to the Oil Industry?; (6) Read: 20 countries announce plans to end funding for new fossil fuel projects; (7) Listen: How manatees got into hot water; (8) Watch: Lecture; (9) Assignment: In the Movies; (10) Quiz: Make a Concept Map</p> <p>Prepare for your Final Project: (1) Look over materials on case studies/analyses; (2) Find 2 potential cases</p> <p>Extra Credit: Exit ticket</p> |

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| Week 4 7.5-7.11 | Global Warming | <p>Global Warming & its Effects: (1) Watch: What is Global Warming?; (2) Read & Annotate: The devastating new UN report on climate change, explained; (3) Read: The Migration-Climate Nexus; (4) Watch: The Biggest Lie About Climate Change; (5) Watch: How do grocery stores affect climate change?</p> <p>Climate Justice: (1) Watch: This is just how unfair climate change is; (2) Listen: Climate change and global economic inequality; (3) Watch: Lecture; (4) Quiz: Embedded in lecture</p> <p>Climate Denial: (1) Read: Isn't there a lot of disagreement among climate scientists about global warming?; (2) Read & Annotate: The challenging politics of climate change; (3) Climate change denial, Lever-Tracy; (4) Read & Annotate: Why we disagree about climate change; (5) Watch: Why is climate change denial so effective?; (6) Read & Annotate: Case Closed: The Debate about Global Warming is Over; (7) How Pope Francis changed the conversation about global warming; (8) Assignment: Social media post</p> <p>Prepare for your Final Project: (1) Pro and Con Policy Chart</p> <p>Extra Credit: Post to social media or turn in notes that answer questions provided in outline</p> |
| Week 5 7.12-7.18 | International Norms & Treaties *Check deadlines* | <p>International Negotiations: (1) Assignment: Brainstorm; (2) Watch: The History of Climate Change Negotiations in 83 Seconds; (3) Read & Annotate: Brief History of International Environmental Cooperation; (4) Listen: The Fascinating Origin Story of the UNEP; (5) Browse: UN Towards Sustainable Development</p> <p>Treaties & Challenges: (1) Read: International Environmental Law; (2) Watch: Lecture; (3) Quiz: Watch videos & answer questions; (4) Assignment & Extra Credit: Climate Change Negotiations Simulation due dates on 7.14, 7.16, and 7.18</p> <p>Prepare for your Final Project: (1) Upload draft to Perusall</p> <p>Extra Credit: Determined from simulation</p> |
| Week 6 7.19-7.25 | Non-state Actors | <p>ENGOS: (1) Watch: A History of the Green Movement in Europe; (2) Read: Forcing Cultural Change; (3) Read: The Role of NGOs in Tackling Environmental Issues; (4) Read & Annotate: Transnational Environmental Activism in North America, Conca & Dabelko</p> <p>Environmental Justice: (1) Read & Annotate: Climate Justice, the Global South, & Policy Preferences of Kenyan NGOs; (2) Watch: A Brief History of Environmental Justice; (3) Read: The Sunrise Movement; (4) Read & Annotate: Is it Colonial Deja Vu? Indigenous Peoples & Climate Injustice; (5) Watch: Lecture; (6) Quiz: 5 minute topic write</p> <p>Eco-terrorists: (1) Read: What is Called Ecoterrorism; (2) Watch: Eco-terrorism in Oregon; (3) Watch: Film Chronicles Rise & Fall of Eco-Terrorist Cell; (4) Watch: Lecture; (5) Assignment: Research & write about 2 non-state actors & respond to one post</p> <p>Prepare for your Final Project: (1) Peer review 3 papers assigned on Perusall</p> <p>Extra Credit: Answer question on IGO and NGO effectiveness</p> |

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| Week 7 7.26-8.1 | Solutions | <p>Corporations: (1) Read & Analyze: Crises & Opportunities, Lever-Tracy; (2) Read: Discount Rates, Nicholson & Wapner; (3) Read & Annotate: The Promise of Corporate Environmentalism, Nicholson and Wapner; (4) Read: Market Based Solutions to Environmental Problems, Robbins, Hintz, & Moore; (5) Watch: Cap & trade policies to reduce carbon dioxide emissions; (6) Watch: Greenwashing: A Fiji Water Story; (7) Watch: Lecture</p> <p>International Solutions: (1) Read & Annotate: The Regime Complex for Climate Change; (2) Read: How the world's biggest emitter could be carbon neutral by 2050; (3) Read: In Tanzania, carbon offsets preserve forests and a way of life</p> <p>U.S. Policy Options: (1) Poll; (2) Watch: Lecture; (3) Read: What is the difference between climate adaptation & climate mitigation?; (4) Watch: The State of Climate Change and Why it Matters; (5) Watch: Dangers of Climate Change on Health; (6) Watch: Preparing for Natural Disasters; (7) Watch: Climate Change Requires Regulations; (8) Watch: Threats Caused by Climate Change; (9) Watch: Climate Change Adaptation as a Security Need; (10) Watch: Innovate Rather than Eliminate Fossil Fuel; (11) Watch: Costs of Not Transitioning to a Low Carbon Economy; (12) Alternative Energy and Mining; (13) Read & Annotate: There's now an official Green New Deal. Here's what's in it.; (14) Watch: Rep. Alexandria Ocasio-Cortez introduces the Green New Deal; (15) Watch: Sen. Sanders on the Fossil Fuel Industry; (16) Watch: Rethinking the New Deal; (17) Watch: Sen. John Cornyn on Energy and the Green New Deal; (18) Watch: Sen. Lee on the Green New Deal</p> <p>Scaling Down: (1) Read & Annotate: Public opposition to renewable energy, Lever-Tracy; (2) Read: Cities & Climate Change; (3) Quiz: Answer Questions; (4) Assignment: Research a state</p> <p>Prepare for your Final Project: Work on submission for next week. Email me or schedule office hours for help.</p> <p>Extra Credit: Exit Ticket</p> |
| Finals Week 8.2-8.5 | Almost done! | Turn in your final policy brief! |

This schedule is subject to change. All assignments are due at 11:59 pm EST unless otherwise noted. Look at the Weekly Brightspace Modules for more details.