



## Global Green Politics

POL 32700 | CRN: 12667

### Instructor Info



Christina Walker



Office Hrs: By Appointment



Click here to schedule



walke667@purdue.edu

### Course Info



06.12 – 08.04.2023



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 non-governmental 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 the 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 student's 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 theories, frameworks, and practices rooted in principles of student-centered, collaborative, and active learning. I focus on student learning, which develops your skills to view the world in new ways and engage in debates, discussions, and dialogues. I have attempted to make this course and 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 it via email or during office hours. There is also a course feedback form in the Class Resources Module. However, I want this course to help you with your future career. I also want to help you develop interests and have what you learn to be something you return to throughout your career.

### Learning Objectives

1. Identify and describe multiple causes & implications of global environmental problems.
2. Explain the role of the state system, the global political economy, & civil society in exacerbating and/or mitigating global environmental problems.
3. Develop your ability to evaluate, share, and critique scientifically-rooted arguments and articles persuasively.
4. Recognize how particular social values are embedded in climate change discussions in popular & political cultures.
5. Propose possible solutions through a policy brief.

### Transferable Skills

- **Critical Thinking:** Enables analysis, problem-solving, adaptation, effective communication, collaboration, and creative problem-solving.
- **Problem-Solving:** Allows individuals to address complex workplace issues, find innovative solutions, promote critical thinking and informed decision-making, and improve communication and collaboration skills.
- **Effective Communication:** Useful for conveying ideas and information clearly and concisely, building strong client relationships, meeting organizational goals, resolving conflicts, and negotiating effectively with others.
- **Collaboration:** Essential for working effectively towards a common goal, building strong relationships with colleagues, achieving better results, developing leadership skills, problem-solving, and critical thinking.
- **Understanding Different Perspectives:** Necessary for building strong relationships with colleagues, clients, and customers and promoting critical thinking skills, empathy, and emotional intelligence.

### Course Materials

**Required Texts:** All course texts are 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.

### Student Success

Achieving these learning objectives 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. I provided resources to help improve your writing, avoid plagiarism, better your time management, etc.

I recognize that all of us in the class will not have a background in politics or political science. With this in mind, there will be a module made available on the Brightspace page a week before the class starts for those who want a "crash course" in political science.

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, you will likely 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.
- You can change your timezone on Brightspace so it will show you the deadlines in your timezone. Resources that explain how to do this are posted on the Brightspace Page under "Class Resources."

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

## 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 various 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. You 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 labeled *This Time* which 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 can 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. Extra credit must be completed the week it is assigned.

**Deadlines:** The modules will end on **Monday's at 11:59 pm EST**. This means your first week will be slightly longer. 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 not to work against the deadlines. There are some weeks and assignments with different deadlines for assignments. These will be noted on the calendar below and Brightspace. Below are some general guidelines:

- All assignments are due by 11:59 pm EST on the due date listed on Brightspace.
- An assignment file should be labeled 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 your skills and understanding of the course, I am committed to returning feedback within seven (7) days of the due date. Deadlines provide a way for me to ensure each of you can gain the full value from feedback and help you and me assess your understanding of concepts. To accomplish this, you must 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 not to 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. You will **not** be allowed to use one of your tickets to re-do an assignment if there is suspicion of academic dishonesty. If you choose to re-do an assignment after getting your grade, you must decide within seven (7) days of receiving the assignment grade.

## Hybrid Grading

In this course, I will be using a hybrid grading scheme. For this, there are three parts to your grade. (1) Your **productivity grade**, based on how many course assignments you complete to the minimum requirements as described in each assignment's rubric. (2) Your **self-assessment grade**, based on the grade you give yourself in your final reflection. And (3) a **curve** that will be determined at the end of the class. You will also earn up to 4% by completing the extra credit assignments.

### Productivity Grade:

- **Participation:** Your participation grade will come from your assignments that take place in Perusall (can be reading, annotating, watching videos, or listening to podcasts). Some assignments only require you to finish the entire content. Others will require you to annotate the content collaboratively (aim for at least three (3) 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, and each will have equal weight.
- **Quizzes:** Each week, there will be a quiz. Some are embedded into lectures. Some require you to outline course concepts, etc.
- **Policy Brief:** Each week, there will be an assignment related to your policy brief.

### Self-Assessment Grade:

At the beginning of the semester, you will complete a form where you set goals for yourself in six categories: (1) Skills and knowledge gained, (2) Work completed (points earned), (3) Quiz scores (average, trend), (4) Obstacles overcome, (5) Support you've offered classmates, (6) Participation in office hours, online discussions, etc. In the middle of the semester, you will grade yourself on each criterion, providing evidence for each, and give yourself an overall grade. I will provide feedback on points of agreement and divergence. At the end of the semester, you will repeat this process. This grade will be calculated into your final grade.

### Grading Scale

| 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*

## 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.

## Diversity, Equity, & Inclusion

Purdue University and I are committed to maintaining a community that 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 abilities. All class members must contribute to a respectful, welcoming, and inclusive environment. Achieving 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:

- Contact 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. We must do it together.

In our discussions, we will explore various 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 support your viewpoints. 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, don't hesitate to 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 various 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 others is an important life skill.

**When contacting me via email**, please remember the critical 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 straightforward question or request, and (4) your name. Emails lacking these criteria will not be returned. You can expect me to 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](mailto:drc@purdue.edu) or by phone: 765-494-1247. I will arrange to provide accommodations for those with them as a part of their DRC Course Accessibility Letter (CAL). You must release your CAL to me as soon as they are available so I can make these arrangements.

## Mental Health and Wellness

As we all continue to cope with the news cycle and our hardships, I encourage you 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 |                                    |  |
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| Dates                 | Topic                              | Assignments  |
| Week 1<br>6.12-6.19   | The Anthropocene & How We Got Here | <p><b>Intro:</b> (1) Read &amp; Annotate Syllabus; (2) Email intro; (3) Goals form</p> <p><b>The Anthropocene:</b> (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 &amp; Wapner; (4) Watch: The Anthropocene and the Near Future; (5) Watch: Welcome to the Anthropocene; (6) Watch: Lecture; (7) Quiz: Embedded into lecture</p> <p><b>The Tragedy of the Commons &amp; Capitalism:</b> (1) Read: Characteristics of Capitalism in Conflict with the Environment; (2) Watch: Environmental Econ; (3) Watch: Which Countries are Historically Responsible for Climate Change?; (4) Read &amp; Annotate: How much should a person consume?; (5) Watch: The Tragedy of the Commons   How to Avoid it?; (6) Watch: Lecture</p> <p><b>Prepare for your Final Project:</b> (1) Browse Materials in Final Policy Brief Module; (2) Assignment: Summarize policy brief; (3) Submit 3 topics</p> <p><b>Extra Credit:</b> Turn in notes that answer questions in provided outline</p> |
| Week 2<br>6.20-6.26   | Food & Water Insecurity            | <p><b>Resource Scarcity &amp; Conflict:</b> (1) Read &amp; Annotate: From Ecological Conflict to Environmental Security, Conca &amp; Dabelko</p> <p><b>Water Insecurity:</b> (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><b>Food Insecurity:</b> (1) Read: Piggly Wiggly, Green; (2) Read: The Global Food Crisis, Nicholson and Wapner; (3) Read: Feed the World? The Myth of Food Scarcity and the Evil of Profit Starvation; (4) Read: Food Scarcity a la Wall Street; (5) Watch: Lecture; (6) Quiz: embedded into lecture; (7) Assignment: ChatGPT vs. Articles</p> <p><b>Prepare for your Final Project:</b> (1) Look at comments from last week; (2) Start topic background</p> <p><b>Extra Credit:</b> Respond to a discussion post</p>    |
| Week 3<br>6.27-7.3    | Fossil Fuels                       | <p><b>The Resource Curse:</b> (1) Read &amp; Annotate: Oil, Conflict &amp; U.S. National Interests; (2) Read &amp; Annotate: Blood &amp; Soil? Resource Scarcity &amp; Internal Armed Conflict Revisited; (3) Watch: Syrians Devastated by Environmental &amp; Health Impacts of Oil &amp; War; (4) Read &amp; Annotate: Behind the Rise of Boko Haram; (5): Watch: Lecture</p> <p><b>Fossil Fuel Reduction:</b> (1) Read &amp; Annotate: Introduction, Moe; (2) Watch: Status on Limiting Global Temperature Rise; (3) Read &amp; Annotate: Preventing a Renewable Resource Curse; (4) Read: Can Portland, Oregon, Stand Up to the Oil Industry?; (5) Read: 20 countries announce plans to end funding for new fossil fuel projects; (6) Watch: Lecture; (7) Assignment: In the Movies; (8) Quiz: Make a Concept Map</p> <p><b>Prepare for your Final Project:</b> (1) Look over materials on case studies/analyses; (2) Find 2 potential cases</p> <p><b>Extra Credit:</b> Exit ticket</p>   |

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| Week 4<br>7.4-7.10  | Global Warming                                      | <p><b>Global Warming &amp; its Effects:</b> (1) Watch: What is Global Warming?; (2) Read: 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><b>Climate Justice:</b> (1) Watch: This is just how unfair climate change is; (2) Watch: Lecture; (3) Quiz: Embedded in lecture</p> <p><b>Climate Denial:</b> (1) Read: Isn't there a lot of disagreement among climate scientists about global warming?; (2) Climate change denial, Lever-Tracy; (3) Watch: Why is climate change denial so effective?; (4) Read &amp; Annotate: Case Closed: The Debate about Global Warming is Over; (5) How Pope Francis changed the conversation about global warming; (6) Assignment: Social media post</p> <p><b>Prepare for your Final Project:</b> (1) Pro and Con Policy Chart</p> <p><b>Self-Assessment:</b> Respond to the midterm self-assessment form. <b>Extra Credit:</b> Post to social media or turn in notes that answer questions provided in the outline</p> |
| Week 5<br>7.11-7.17 | International Norms & Treaties<br>*Check deadlines* | <p><b>International Negotiations:</b> (1) Assignment: Brainstorm; (2) Watch: The History of Climate Change Negotiations in 83 Seconds; (3) Read &amp; Annotate: Brief History of International Environmental Cooperation; (4) Browse: UN Towards Sustainable Development</p> <p><b>Treaties &amp; Challenges:</b> (1) Read: International Environmental Law; (2) Watch: Lecture; (3) Quiz: Watch videos &amp; answer questions; (4) Assignment &amp; Extra Credit: Climate Change Negotiations Simulation <b>due dates on 7.13, 7.15, and 7.16</b></p> <p><b>Prepare for your Final Project:</b> (1) Upload draft to Perusall</p> <p><b>Extra Credit:</b> Determined from simulation</p>   |
| Week 6<br>7.18-7.24 | Non-state Actors                                    | <p><b>ENGOS:</b> (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 &amp; Annotate: Transnational Environmental Activism in North America, Conca &amp; Dabelko</p> <p><b>Environmental Justice:</b> (1) Read &amp; Annotate: Climate Justice, the Global South, &amp; Policy Preferences of Kenyan NGOs; (2) Watch: A Brief History of Environmental Justice; (3) Read: The Sunrise Movement; (4) Read &amp; Annotate: Is it Colonial Deja Vu? Indigenous Peoples &amp; Climate Injustice; (5) Watch: Lecture; (6) Quiz: 5 minute topic write</p> <p><b>Eco-terrorists:</b> (1) Read: What is Called Ecoterrorism; (2) Watch: Eco-terrorism in Oregon; (3) Watch: Film Chronicles Rise &amp; Fall of Eco-Terrorist Cell; (4) Watch: Lecture; (5) Assignment: Research &amp; write about a non-state actor &amp; respond to one post</p> <p><b>Prepare for your Final Project:</b> (1) Peer review 2 papers assigned on Perusall</p> <p><b>Extra Credit:</b> Answer question on IGO and NGO effectiveness</p>       |

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| <p>Week 7<br/>7.25-7.31</p>    | <p>Solutions</p>    | <p><b>Corporations:</b> (1) Read &amp; Analyze: Crises &amp; Opportunities, Lever-Tracy; (2) Read &amp; Annotate: The Promise of Corporate Environmentalism, Nicholson and Wapner; (3) Read: Market Based Solutions to Environmental Problems, Robbins, Hintz, &amp; Moore; (4) Watch: Cap &amp; trade policies to reduce carbon dioxide emissions; (5) Watch: Greenwashing: A Fiji Water Story; (6) Watch: Lecture</p> <p><b>International Solutions:</b> (1) Read &amp; 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><b>U.S. Policy Options:</b> (1) Poll; (2) Watch: Lecture; (3) Read: What is the difference between climate adaptation &amp; 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) Watch: Rep. Alexandria Ocasio-Cortez introduces the Green New Deal; (14) Watch: Sen. Sanders on the Fossil Fuel Industry; (15) Watch: Rethinking the New Deal; (16) Watch: Sen. John Cornyn on Energy and the Green New Deal; (17) Watch: Sen. Lee on the Green New Deal</p> <p><b>Scaling Down:</b> (1) Read &amp; Annotate: Public opposition to renewable energy, Lever-Tracy; (2) Read: Cities &amp; Climate Change; (3) Quiz: Answer Questions; (4) Assignment: Research a state</p> <p><b>Prepare for your Final Project:</b> Work on submission for next week. Please email me or schedule office hours for help.</p> <p><b>Extra Credit:</b> Exit Ticket</p> |
| <p>Finals Week<br/>8.1-8.4</p> | <p>Almost done!</p> | <p><b>Turn in your final policy brief and final self-assessment!</b></p>  |

*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.*