



**GVPT 306 -Global Environmental Politics
Fall, 2022**

Instructor:

Dr. Conny S. Kazungu

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Office: Tydings, Room 1127D

Office Hours: Mondays 3.30p-4.30p

Class Information:

Meeting Times: MW 2:00p-3:15p

Class location: TYDS 1132

Course Description

The world is remarkably interconnected with increasing breakthroughs in technology, communication, and transportation; however, so are the environmental impacts from human activities across the globe. Today, environmental policy issues are taking center stage in numerous countries across the world. Policymakers globally are seeking solutions to environmental degradation, with some countries achieving relative success in doing so, while others still struggling to reach agreements which are equal and effective. Our shared global environment means that countries have common environmental interests that need to be addressed through agreements, which are agreed upon policies and procedures on how to deal with environmental concerns.

This course aims to expose students to the complexity of the policymaking process in environmental issues across the world. It focuses on the processes of international environmental policy development, including identifying problems, negotiating solutions, and implementing agreements through a range of case studies to include global climate change.

At the end of this course, you will have a better comprehension of global environmental challenges. You will also be able to develop informed opinions on how governments and organizations can adapt to environmental political and policy challenges.

Learning Outcomes:

At the end of this course, students should:

1. Understand efforts to address environmental problems at the international level.
2. Understand the complexity of rights and policy with respect to the environment.
3. Develop an understanding on arguments around environmental challenges, including the different actors and interests involved.

Grades

In this class you will be assessed based on the following:

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| 1. Performance on in-class presentations and debates | 30% |
| 2. Draft research paper | 10% |
| 3. Performance on the final research paper | 20% |
| 4. Performance on the final exam | 30% |
| 5. Attendance (including in-class participation) | 10% |

Total 100%

Grading Scale

Final grades will be assigned on the following scale:

A+	98-100%
A	92-97%
A-	90-91%
B+	88-89%
B	82-87%
B-	80-81%
C+	78-79%
C	72-77%
C-	70-71%
D+	69-69%
D	62-67%
D-	60-61%
F	59% or lower

Final Exam – The Final will be in essay-styled format reflecting course materials from the semester. You will be asked to examine key concepts, themes and debates covered until this point. The final exam will be available on ELMS on **December 16th from 1:30p-3:30p.**

Class Projects, Assignments & Papers

Groups Presentations

This is a project-based course with significant group work. You must be prepared to work in a team during the semester. You will have a total of **five** presentations during the semester. Each

presentation will be based on groups, and you will be divided into your groups during the first day of class. You may choose to meet in the classroom or at a different location on campus.

1. Weekly Class Presentations

- i. At the beginning of the semester, you will be divided into smaller groups of two. Each group will select a day over the course of the semester to lead a class discussion about an ongoing environmental issue. You will be required to select a *current events news* article from a reputable news source.
- ii. As a group, you will present to the class a summary of what you read, the environmental issue at hand, various actors and interested parties involved, and the complexity in finding a solution to the problem. More importantly, you will articulate how this affects the global community. In other words, why is it important beyond the scope of the country involved?
- iii. Each group will be expected to have at least two discussion questions for the larger classroom.
- iv. The instructor will assess the students' preparation, presentation and capacity generate in-classroom discussion. Students who are presenting will be required to e-mail Dr. Kazungu the selected news article before midnight on Sunday prior to their presentation of that week. Students who are not presenting will be expected to participate in the discussion. More details are available on ELMS.

2. Lifecycle Analysis Presentations

- i. The purpose of this group assignment is for students to gain an in-depth understanding of the lifecycle of a market good. This will help us understand health and the environmental impact of the production of the good, and consumption in the context of a global economy.
- ii. Students will be divided into groups and, as a group, you may select **any** market good (can of soda, cardboard box, laptop computer, cell phone). Once you have selected your product, you can begin working on your presentation focusing on the following questions:
 - What are the environmental impacts of this product's lifecycle?
 - What are the health impacts of this product's lifecycle?
 - How do global economic forces shape the production, consumption, distribution, or disposal of this product?
 - Students will be required to present on your market good in class on **Wednesday, September 21st, 2022**. More details on the presentations will be provided on ELMS.

3. Debates

i) **Hydropower Debate**

- The hydropower debate will be an engaged discussion about the impact of hydropower production on the biodiversity, livelihood of local communities, and the Pros and Cons of benefit-sharing mechanisms. The debate will also cover the politics of the construction and use of dams to generate power. Although the use of hydropower continues to be an ongoing environmental issue in many parts of the world, for this debate, we will focus on the Mekong River in Southeast Asia.
- Students will be assigned a position (i.e., country, organization, leader(s) of local communities, researchers, etc.) to represent in the debate. Participation in this debate will require outside research, although we will also watch an in-depth video in class a week prior to the debate to gain a background to the issue. You will be evaluated on how accurately you represent your assigned position in the debate.
- Each group will be required to post a position statement on ELMS discussion board by **Monday, October 10th before midnight**. The debate will be in class on **Monday, October 12th, 2022**. Additional assignment details will be provided separately.

ii) **GMO Debate**

- The GMO debate will be an engaged discussion over the safety, socio-economic impacts, and politics of the production and use of GMOs. Students will be assigned a position to represent in the debate. Participation in this debate will require some outside research on your assigned position. You will be evaluated on accurately representing your assigned position, posting a position statement in advance of the debate, active participation in the debate, and reflection on the arguments presented.
- Position statements must be posted to the ELMS discussion board by **Wednesday, November 9th, 2022, by midnight**. The debate will be in class on **Monday, November 14th, 2022**. Additional assignment details will be provided separately on ELMS.

4. Round Table Discussion

- i. The round table will be a group presentation and discussion based on a topic of interest from the semester. Students will select a topic of their choice from the

semester and guide the class in a discussion of the key themes and lessons. Students may use notes from class lectures, readings, in-class discussions. Outside research is welcome but not required.

- ii. Discussions will be on **December 7th, 2022, and December 12th, 2022**. More details will be posted on ELMS.

5. Individual Research Paper

- i. The individual research paper will focus on an international environmental agreement of your choosing. Most international agreements are through major organizations such as the United Nations; however, some agreements are also between countries. Students will be required to write a 10-page research paper which is due at the end of the semester. A draft of this paper will be due by midnight on **October 17th, 2022**, on ELMS.
- ii. The research paper should include an introduction to the issue, why it is important and needed, how the actions of one country affects others, and how it impacts the broader global community. The paper should also include the various stakeholders, actors, and interested parties. In other words, who is responsible for implementing the agreement at the national and international level? The paper should also include a comprehensive analysis on the challenges faced in implementing the agreement. More details will be provided separately on ELMS. The paper is due before **midnight on Wednesday, November 30th**.

Textbooks

- Kütting Gabriela and Herman Kyle (2018). *Global environmental politics: concepts, theories and case studies (2nd ed.)* (Ser. Global environmental politics). Routledge.
- We will also use a variety of sources for our class readings, including research articles, policy reports from organizations.
 - All these readings will be available to you on ELMS under the respective week's **modules**.

Course Schedule (Subject to Change as I See Fit)

<u>WEEK</u>	<u>TOPIC</u>	<u>GROUPS PRESENTING CURRENT EVENTS NEWS ARTICLE</u>
Week 1	<p>8/29: Course introduction & overview</p> <ul style="list-style-type: none"> • Division into groups for the semester (current events news article teams, Lifecycle Analysis teams, Debate & Roundtable teams respectively). <p>8/31: International Relations Theory and the Environment. Kütting Chapter 1</p>	<p><u>No current events presenters this week</u></p>
Week 2	<p>9/5: LABOR DAY NO CLASS</p> <p>9/7: Transnational Actors in Global Environmental Politics. Kütting Chapter 2</p>	<p>Avery M. Mark K.</p>
Week 3	<p>9/12: Sustainable Consumption. Kütting Chapter 5</p> <p>9/14: No Class. Read from ELMS : Product Lifecycle Analysis.</p> <p>Watch video: "The Story of Stuff" https://www.youtube.com/watch?v=9GorqroigqM</p>	<p>9/12: Kaili N. Nina M. Anthony L.</p> <hr/> <p><u>9/14: No current events presenters</u></p>
Week 4	<p>9/19: No class. Meet in teams to finalize presentations.</p> <p>9/21: Product Lifecycle Analysis Class Presentations</p>	<p><u>No current events presenters this week</u></p>
Week 5	<p>9/26: Global Political Economy and Development. Kütting Chapter 3.</p>	<p>9/26: Sam G. Carlos F.</p>

	9/28: International Environmental and ecological justice. Kütting Chapter 6.	9/28: Ben N. Maya N.
Week 6	10/3: Climate Change: science, international cooperation and global environmental politics. Kütting Chapter 7 10/5: As China goes, so goes the planet: the environmental implications of the rise of China. Kütting Chapter 8.	<u>10/3:</u> ----- <u>10/5:</u>
Week 7	10/10: Hydropower on the Mekong River: Dams On The Mekong Are Having Devastating Effects - YouTube Watch Video on the Mekong available on ELMS under "Modules" week 7. **Position Statements Hydropower debate due on ELMS by midnight** 10/12: Hydropower Debate in Class	10/10: Duha A. Abigail E. <u>10/12: No presenters</u>
Week 8	10/17: No class. Research paper draft due on ELMS by midnight *should be completed during class time online* 10/19: Kütting Chapter 4. Environmental Security.	<u>No current events presenters on 10/17</u> ----- <u>10/19:</u>
Week 9	10/24: Kütting Chapter 9. The Role of Technology in the Global Environment II. The E-Waste Tragedy (video on ELMS) 10/26: Politics of Whaling. Masaru Nishikawa. "The Origin of the U.S.-Japan Dispute over the Whaling Moratorium," Diplomatic History, 2020.	<u>10/24:</u> Amy R. Kathleen V. <u>10/26:</u> Lisa O. Jessica Umbro

<p>Week 10</p>	<p>10/31: Kütting Chapter 10. The Politics of Energy and the Environment: Bridging the Divide II.</p> <p>11/2: Kütting Chapter 11. Endangered Species, Biodiversity and the politics of Conservation.</p>	<p><u>10/31:</u> Kiah H. Julia K. Francois S.</p> <p><u>11/2:</u> Julia M. Auburn S.</p>
<p>Week 11</p>	<p>11/7: The Global Politics of Food System Sustainability I. Kütting Chapter 12.</p> <p>11/9: The Global Politics of Food System Sustainability II. It's time we all come together to address the global food crisis (msn.com)</p> <p>We're in a global food crisis that will wreak havoc on local economies and trigger civil unrest (msn.com)</p> <p>**Position Statements GMO Debate due on ELMS by midnight**</p>	<p><u>11/7:</u></p> <p>-----</p> <p><u>11/9:</u></p>
<p>Week 12</p>	<p>11/14: GMO Debate in Class</p> <p>11/16: Forest Politics, Neoliberalism and the Limits of International Environmental Policy. Kütting Chapter 13</p>	<p><u>No current events presenters on 11/14</u></p> <hr/> <p><u>11/16:</u></p>
<p>Week 13</p>	<p>11/21: International Environmental Agreements and Governing Complexities; Multilateral Agreements.</p> <p>Hoch, S., Michaelowa, A., Espelage, A., & Weber, A.-K. (2019). Governing complexity: how can the interplay of multilateral environmental agreements be harnessed for effective international market-based climate policy instruments? International Environmental Agreements: Politics, Law and Economics, 19(6),</p>	<p><u>11/21:</u></p> <p>Chiozo K. Matias C. Christian O.</p>

	<p>595–613. https://doi.org/10.1007/s10784-019-09455-6</p> <p><u>Why We Need A Global Environmental Organization HuffPost The World Post</u></p> <p>11/23: No class. Thanksgiving Break</p>	
Week 14	<p>11/28: International Environmental Agreements and Governing Complexities; Multilateral Agreements.</p> <p>Hoch, S., Michaelowa, A., Espelage, A., & Weber, A.-K. (2019). Governing complexity: how can the interplay of multilateral environmental agreements be harnessed for effective international market-based climate policy instruments? <i>International Environmental Agreements: Politics, Law and Economics</i>, 19(6), 595–613. https://doi.org/10.1007/s10784-019-09455-6</p> <p>11/30: Case Study I: Maasai Land Rights in Kenya (Guest Speaker Series)</p> <p>**Research Paper due on ELMS by midnight</p>	<p><u>11/28:</u></p> <p>Maggie P. Melina Z.</p> <p>-----</p> <p><u>11/30: No current events presenters</u></p>
Week 15	<p>12/5: Case Study II: Land Rights in Australia Effectiveness in Social Impact Assessment Aboriginal Peoples and Resource Development in Australia.</p> <p><u>In NSW there have been significant wins for First Nations land rights. But unprocessed claims still outnumber the successes (theconversation.com)</u></p> <p>12/7: Round Table Discussion Part I.</p>	<p><u>12/5:</u></p> <p>-----</p> <p><u>12/7: No current events presenters this week</u></p>
Week 16	<p>12/12: Round Table Discussion Part II *Last day of Classes*</p>	<p><u>No current events presenters this week</u></p>

	<p>12/14: No Class. Finals Week</p> <p>12/16(Friday): Final Exam available on ELMS from 1:30p-3:30p</p>	
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Attendance and Participation

This course is based on collaboration and group work that specifically involves engagement and preparation.

I expect students to be engaged during each class session, meaning coming to class prepared and on time.

Preparation means coming to class with ideas, comments and questions, so that you can actively participate in small group work, and larger class discussions. It also means respectfully listening to the ideas and perspectives of your classmates even if you may not agree with them.

Diversity of thought is encouraged in this class. Inappropriate comments, yelling, or interrupting others because you do not agree with their perspectives will not be tolerated.

*****Please note that missed attendance without documentation during in-class presentations will result in a non-negotiable 10% impact on your final grade.***

Tardiness

Students arriving in class **repeatedly** late will be penalized. Repeatedly late means that you are consistently coming to class more than 15 minutes after class has begun. Students repeating this behavior will not get attendance points for that class session. If you know you will be late to class for a special reason, you can e-mail Dr. Kazungu at least 24 hours beforehand.

Technology in the Classroom

Cell phone usage is **prohibited** in class. Students will be required to turn off their phones or put their phone on silent. Students who are caught texting, looking at their phones during class will be subject to the attendance grading policy as stated in this syllabus. penalized

Note taking devices including laptops are allowed in class for in-class purposes. Students using laptops/tablets for browsing the web, online shopping, social media, and other non-class related purposes will be penalized against their attendance grade for that session.

Make-up Policy

If a student has a [university-approved](#) excuse, the instructor is notified in writing prior to the examination or assignment, and the student provides official documentation to validate the excuse, arrangements for a make-up's could be made. The allowance of such arrangements remains at the discretion of your instructor.

If a student fails to do any of these things, the student will receive a zero for the exam or assignment. ***You must provide me with actual documentation that validates the excuse and clearly demonstrates that you were unable to complete the assignment (or exam) by the due date.*** If a student fails meet the above-mentioned criteria, the student will receive a zero for the assignment (or exam).

For COVID related illnesses, please follow the guidelines stipulated by the university [here](#).

Exams, Assignments, and Grading

I will not accept late work. Late assignments will be subjected to 5 points less on your grade for that assignment. This includes due dates on class projects and presentations. Please review your syllabus schedule to be mindful of due dates for the semester.

Any discussion of exam grades should take place within my office hours or by appointment in my office if you are not able to attend the scheduled office hours. I will only discuss a grade with you in my office. I will not discuss a grade with you before or after class in the classroom, in the hallway, via e-mail, or over the phone

Academic Integrity

Plagiarism, cheating, and/or not citing another person's ideas or work will be subject to the university's policy on [academic integrity](#) to include but not limited to the following:

- **Cheating:** fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.
- **Fabrication:** unauthorized falsification or invention of any information or citation in any academic course or exercise.
- **Facilitating Academic Dishonesty:** knowingly helping or attempting to help another to violate any provision of this Code.
- **Plagiarism:** representing the words or ideas of another as one's own in any academic course or exercise. In all of your assignments, presentations, drafts of papers, you may use words or ideas written by someone else in publications, news sources, reports etc. but properly cite them. Always refer to [UMDs citation](#) help tools when in doubt.

- **Self-Plagiarism:** the reuse of substantial identical or nearly identical portions of one's own work in multiple courses without prior permission from the current instructor or from each of the instructors if the work is being submitted for multiple courses in the same semester.

UMD Resources

For a comprehensive list of UMD resources including COVID-19 click [here](#).