

**INTA 4040/8803: ENVIRONMENTAL POLITICS
FALL 2017**

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Office Location: Habersham 216

Office Hours: Tuesdays 1 to 2pm, or by appointment

Class Location and Time: Instr Center 115; TR 4:30pm to 5:45pm

[For the most updated version of the course syllabus, please check the Course Website on T-Square]

Description

This course examines the political forces that shape how governments, organizations and citizens across the globe respond to potential environmental threats and sheds light on the consequences of the actions (and inaction) of these actors. The course will adopt a political economy approach to help us understand why it is often difficult for international institutions and governments to bring about a meaningful change in environmental policies, and to evaluate the debate on whether there is a trade-off between pursuing economic development on the one hand and striving to reduce environmental threats on the other. We will also examine the social and political consequences of climate change and delve deeper into policy arenas that have important implications for the environment such as forests and the energy sector. Throughout the semester, we will focus on acquiring the necessarily skills and background that will allow us to critically evaluate the empirical evidence on the key questions in the field and to formulate evidence-based arguments pertaining to these questions.

A significant portion of the course will be structured around *a Diplomacy Lab project* (<http://diplomacylab.org>). *Diplomacy Lab* is a Public-Private Partnership in which the U.S. Department of State harnesses the efforts of students and faculty at universities across the US to broaden the state department's research base in response to a proliferation of complex global challenges. Diplomacy Lab allows students to contribute directly to the policy-making process by exploring real-world challenges identified by the Department. In this course, we will engage with an exciting Diplomacy Lab project proposed by the Mumbai Consulate, Political and Economic Office of the U.S. Department of State. The project will involve answering the following question: "Can an economic argument convince India to put the environment first?" A significant portion of the course will focus on understanding the political economy of environmental issues in the context of India. Further details and guidance on the Diplomacy Lab project will be provided over the course of the semester.

Pre-Requisites

Many of the required readings employ advanced techniques in statistics and econometrics. Previous training in these techniques will not be assumed and you will not be expected to grasp the nuances of the technical material. However, you will still be expected to engage with this type of material. Specifically, for any given reading, you

must be able to evaluate the logic of the argument laid out in non-technical terms and must be able to discuss the merits and flaws of the measurement approach and research design employed to address the question at hand.

Course Goals and Learning Outcomes

Upon successful completion of the course, you should be able to:

- describe the key economic, social and political factors that have shaped the response of citizens and governments to environmental threats.
- use your knowledge of international affairs to address issues of immediate international concern relating to the environment (Problem-Solving in International Affairs):
 - o evaluate and critique arguments relating to the environment-development nexus
 - o characterize the key obstacles to achieving co-operation and progress on environmental concerns
 - o evaluate and critique social science research on the causes and consequences of environmental threats
- become more aware of the diversity of cultural and ethical systems in the world (Cultural and Ethical awareness)
 - o describe the challenges relating to the environment experienced by certain countries and regions in the developing world
- express arguments clearly both in written reports and in oral presentations; and work in small groups in a way that demonstrates respect for their colleagues and efficiency in working collaboratively towards projects and goals. (Professional Development.)

Course Requirements and Grading

Assignment	Date	Percentage of Overall Mark
Quiz 1	Tuesday, October 3 rd during Class	15%
Quiz 2	Thursday, November 2 nd during Class	15 %
Presentation on Current Issues	Each student presents once during the semester (Starting Week 3)	10%
Diplomacy Lab Project and Presentation	a) Individual Essay (Due November 14 th in class) b) Group Powerpoint, White Paper and Oral Presentation	40%
Class Participation+ In-Class Exercises	Continuous	20%

Description of Graded Components

Quizzes [30% of Total Course Mark]

The two quizzes will consist of short answer questions and longer essay questions which will be designed to test your knowledge of key concepts covered in the course. You will be provided a study guide in advance of the exams to help you prepare for the exam.

Diplomacy Lab Project [40% of Total Course Mark]

a) Individual Essay [20% of Total Course Mark]

Length: 6 to 8 pages (double-spaced)

Due Tuesday, November 14th at the start of class. *Please bring two hard copies, one for the instructor and one to be shared within your group.*

The Diplomacy Lab project involves working in groups with each individual student focusing on a specific assigned content area. Specifically, each student in the class will be assigned to a group and each group will be assigned to focus on one of the following five Indian states emphasized in the diplomacy lab project: Chhattisgarh, Goa, Gujarat, Madhya Pradesh, or Maharashtra. In addition, each individual student within each group will be assigned a given issue area.

Using your your assigned issue area as a focus, your individual essay should evaluate the costs and benefits of India making an increased commitment to the environment. In particular, it should consider the costs and benefits to (1) Indian stakeholders and (2) US stakeholders. Ultimately, it should address the following question: *would an increased commitment to the environment by India result in a net benefit or a net cost to Indian stakeholders and US stakeholders?* Your essay should focus on the net costs and benefits of specific actions that could be taken by the Indian government within your assigned issue area. Note that your answer on whether there is a net benefit or net cost may differ depending on whether you are considering Indian and US stakeholders. Thus, you should consider Indian and US stakeholders separately when addressing the question. Indian stakeholders could include the Indian government, specific Indian state governments, Indian firms and institutions and Indian citizens. US stakeholders could include the US government, US businesses, US trade and institutions fostering US-India bilateral relationships. Note also that your discussion of costs and benefits need not be purely economic, indeed you are encouraged to consider social, political and human costs as well.

In the first part of your essay, you should consider the above-mentioned question in relation to actions that could be taken by the Indian national government in your given issue area that would reflect an increased commitment to the environment. In the second part of your essay, you should consider the above-mentioned question in relation to actions reflecting an increased commitment to

the environment that could be taken by the state government of your group's assigned state in your given issue area.

Your essay should draw on at least three scholarly and peer-reviewed sources as evidence to substantiate the claims you are making. This evidence does not need to come solely from studies focused on India, but you should make a case as to why the evidence you are using can be extrapolated to the Indian context or to the context of your assigned state. In addition to scholarly sources, you are encouraged to make use of reports and statistics published by governments, international agencies and reputed think tanks. You are encouraged to present this information in graphical form through the use of graphs, diagrams and charts. Further guidelines on this assignment will be provided over the course of the semester. Modifications may also be issued depending on the evolving needs of the relevant state department officials.

b) Group Deliverable [20% of Total Course Mark]

The group deliverable for the diplomacy lab project will consist of

- a) A "White Paper" (page length and format TBD)
- b) A deck of 10 to 12 Powerpoint Slides
- c) An Oral Presentation of 15 to 20 minutes.

The "White Paper", slide deck and oral presentation should focus on the specific Indian state assigned to the group and should draw on each of the group members' individual essays. Each individual will be responsible for their own assigned issue area within the larger deliverable. Thus, each individual will be responsible for a) preparing the powerpoint slides pertaining to their own issue area b) writing the section of the White Paper pertaining to their own issue area and c) delivering the oral presentation pertaining to their own issue area. The group deliverables will involve assembling the pieces pertaining to each individual member's issue area into a coherent and well-organized final product. Further detailed instructions on the format and content of the deliverables will be provided in class over the course of the semester. Modifications to the above instructions may be issued depending on the evolving needs of the U.S. state department.

Time will be allotted in class to work on the group deliverables and each student is expected to contribute actively to the group's work. Each individual student will receive a mark based on his or her own issue area, which will be adjusted either upward or downward based on the quality of the overall group deliverable. Information from written peer assessments may be incorporated to adjust the individual student's grade upward or downward.

Presentation on Current Events [10% of Total Course Mark]

In-Class Presentation (According to Sign-up Sheet): 8-10 minutes

Pick a news story related to the environment or to climate change that has appeared in the local, national or international news in the current calendar year (i.e. at some point in 2017). Please note that although there may be some overlap in the content of news stories that are presented over the course of the semester, you should make sure that you do **not** pick a story that is identical or very similar to a story that one of your classmates has already presented. Your presentation should consist of three parts: 1) A summary of the news story and a discussion of why it is important 2) Pertinent background information such as a) information on prior events that have shaped the current news event b) information on the broader context surrounding the news story c) further information on concepts, organizations, individuals or entities mentioned in the news story that are relevant to the study of environmental politics and 3) A question posed to the class for discussion or debate.¹ This entire presentation - *excluding* the Q&A at the end - should last between 8 to 10 minutes.

Class Participation and In-Class Exercises [20% of Total Course Mark]

The participation mark will be based on attendance and the quality of your in-class oral comments as well as on the quality of your performance on written exercises that will be handed to you in class. Many of the in-class exercises will involve small group work and you are expected to be an active contributor to your group's discussions. In addition, by the second class pertaining to a given topic (usually a Thursday) you should come prepared to discuss the assigned readings for the given week. Specifically, you should come prepared with answers the following prompts:

- 1) What is the most important and/or interesting insight you gained from the assigned reading?
- 2) Propose a question about the assigned reading that you would like to discuss with your classmates

For some or all weeks, you may be asked for your responses to be e-mailed to me by noon on the Wednesday before class in order to receive participation credit. Also you may be called upon at any time to share the answers you prepared orally in class. In addition, you must also be prepared to actively engage in the discussion by offering responses to questions raised by other students in the class and by suggesting follow-up questions for further discussion.

Participation Grading Criteria

For each class, you will be given a mark between 0 and 10 based on (a) the quantity AND quality of your oral comments and questions through the week and (b) your performance on any written exercises handed in in class. High quality oral comments are those that are *based on the readings and lectures* and those that demonstrate that you have thought deeply about the readings and lectures and developed your own insights, reactions and

¹ You should avoid questions that lead to a simple yes/no answer or whose answers require only factual recall. Focus on questions that lead to analysis, synthesis, comparison, or evaluation. Also try to raise a question that is likely to elicit a variety of responses.

critiques around them. An unexcused absence will result in a mark of 0 for the relevant class (Please review the definitions elsewhere on this syllabus for what constitutes an excused vs. unexcused absence). Your final participation mark will incorporate the average of your scores for each class, *after dropping your two lowest participation scores*.

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Grade Change Policy

If you feel that an assignment has been marked incorrectly and you wish to appeal your mark during the semester (i.e. before the final grades have been submitted), you should submit a written request via email within 7 days of the marked assignment being handed back to you. If your request concerns something other than a clerical error, it should be written in the form of a paragraph that i) identifies what was required in the assignment, ii) describes *precisely* how these requirements were fulfilled at a level above the received grade, and iii) addresses any relevant comments written by the professor on the graded assignment (if applicable) and explains why they do not apply. Please note that I will not consider requests for a grade change that do not follow these guidelines. Also, note that I reserve the right to revise your grade upward, downward or not at all upon reviewing your appeal.

Course Materials

Course Texts

We will make extensive use of electronic journal articles. To access electronic journal articles through the library website:

- ❖ Go to the Library Home Page (<http://www.library.gatech.edu>);
- ❖ click on 'eJournals' on the left-hand side (under 'research tools');
- ❖ type the name of the journal in the search box;
- ❖ select the database option that includes the appropriate issue of the journal;
- ❖ browse the journal to the appropriate volume and issue

Course Website

I will be using the Course's T-Square Page quite extensively through the course of the semester. On the T-square page, you should be able to find lots of important information about the course including but not limited to the most updated version of the syllabus,

assigned readings other than journal articles, course announcements as well as slides from recent lectures. I will also use the T-square page to provide feedback on your assignments. Please make sure that you check the email associated with the T-square system regularly so you do not miss out on important course information.

Email Policy

Usually, I will respond within a period of 24 hours to any email inquiries you may send me during regular working hours (i.e. Monday through Friday, 9am to 5pm). I will often not be available to respond to email inquiries outside of regular working hours so please keep this in mind when anticipating response times. To ensure that I accidentally do not overlook your email, it would be helpful if you could include the course number in the subject line “e.g. INTA 4040”. Please note that, unless specifically stated otherwise, I will **not** accept electronic copies of assignments via email, T-square etc.

Policy on Electronic Devices

To foster an environment conducive to learning, I encourage you to put away all mobile devices while in class. Although having a laptop in class may be useful for completing some of the individual and group activities you are assigned in class, you are discouraged from using laptops in class for taking notes² or for other purposes. If your use of electronic devices in class proves distracting to others, you may be asked to leave the classroom.

Course Expectations & Guidelines

Accommodations for Individuals with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (<http://disabilityservices.gatech.edu/>) as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible if you would like to discuss your learning needs.

Assignment Turn-In

All written assignments should be turned in at the start of class on the due date, in hard copy only unless specifically instructed otherwise. Please see below for the policy on late assignments.

Attendance and/or Participation

Since the success of the course depends heavily on student involvement and participation, you are expected to attend every class session barring an excused absence.

Excused Absences

Excused absences are those that are a result of a verified illness or emergency or “approved Institute activities”. In order to have an illness or emergency situation

² Research has shown that students who write their notes out by hand on paper learn more than those who take notes on their laptop.

verified, you **must** contact the Office of Student Life who will contact me on your behalf to verify your situation. More information on this procedure can be found using the following link: <https://studentlife.gatech.edu/content/class-attendance>. To be excused for participation in Institute activities, you **must** contact the Office of the Registrar to formally approve your absence. Absence due to a religious observance will be excused provided you inform me of the upcoming absence, in writing, within the first two weeks of class. Please note that I cannot, as a matter of policy, excuse any absences outside of these aforementioned channels.

Unexcused Absences

Each class session that is missed due to an **unexcused absence** will result in a participation score of zero for the relevant class. Also, in the event of an unexcused absence, you will not receive any special accommodations (e.g. a tutoring session during office hours, a make-up exam, opportunities for a make-up presentation or in-class assignment) for the class sessions you missed. I do understand, however, that there may at times be obligations or unforeseen circumstances that come up that are important, but that do not fall under the category of an “excused absence”. I cannot make individual exceptions to the general policy for such circumstances. However, since your final participation mark is calculated by averaging your weekly scores after dropping your two lowest scores, you do have some degree of flexibility to deal with such situations without being penalized.

Academic Integrity

Academic dishonesty in the form of cheating or plagiarism will not be tolerated. According to the Georgia Tech Student Affairs Policy, “Plagiarism” is the act of appropriating the literary composition of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one's own mind. It involves the deliberate use of any outside source without proper acknowledgment. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Lateness Policy

Late assignments are strongly discouraged and will incur penalties except in the event of an illness or emergency (documentation will be requested). Any major scheduling conflicts – including those that arise due to participation in “approved Institute activities” - should be discussed with me *at least two weeks before the assignment due date*. The penalty for a late assignment will be a deduction of 2% of the assignment mark for a paper handed in on the due date but after the time specified and an additional 2% for each subsequent day that the paper is not turned in. A missed seminar presentation will incur a grade of zero except in the case of an “excused absence” due to an illness or emergency (See above for the definitions of what constitutes an excused absence). Thus, it is crucial

to prepare in advance for the seminar presentation and accord it the highest priority in your schedule for the given week.

Student-Faculty Expectations

At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations – that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech, while in this class.

Detailed Course Outline

Week 1: Overview

Tuesday, August 22nd: Introduction and Overview

Thursday, August 24th: Understanding Climate Change

J. Cook, et al, "Consensus on consensus: a synthesis of consensus estimates on human-caused global warming," *Environmental Research Letters* Vol. 11 No. 4, (13 April 2016); DOI:10.1088/1748-9326/11/4/048002

Week 2: The Climate Change Debate

Tuesday, August 29th: Debates and Controversies on Climate Change

Thursday, August 31st: NO CLASS

Assigned Readings for Week 2

Patrick J. Egan and Megan Mullin. 2016. "Recent improvement and projected worsening of weather in the United States". *Nature* 532, 357–360 (21 April 2016).

Jamie Druckman, Toby Bolsen and Fay Lomax Cook. 2015. "Citizens', Scientists', and Policy Advisors' Beliefs about Global Warming," *The Annals of the American Academy of Political and Social Science*, 658: 271-295.

Week 3: The Environment and the "Tragedy of the Commons"

Tuesday, September 5th: Tragedy of the Commons

Thursday, September 7th: The Politics of Dwindling Resources: Water Crisis

Assigned Readings for Week 3

Ostrom, Elinor, and et al. 1999. Revisiting the commons: local lessons, global challenges. *Science* 284 (5412): 278-282.

Eccleston, Charles H. and Frederic March. 2011. "Chapter 10: Coming Water Wars" in *Global Environmental Policy*, CRC Press. [Provided on T-Square]

Week 4: International Environmental Governance

Tuesday, September 12th: The Problem of International Co-operation

Thursday, September 14th: International Agreements

Assigned Readings for Week 4

Soroos, Marvin S. 2011. "Global Institutions and the Environment: An Evolutionary Perspective" in *The Global Environment: Institutions, Law and Policy*, Third Edition. CQ Press [Provided on T-Square]

Keohane, Robert O. and David G. Victor. 2011. The Regime Complex for Climate Change. *Perspectives on Politics* 9(1): 7-23.

Bodansky, D. (2016). The Paris Climate Change Agreement: A New Hope? *The American Journal of International Law*, 110(2), 288-319

Week 5: Economic Development and the Environment: Is there a Trade-Off?

Tuesday, September 19th: Sustainable Development

Thursday, September 21st: The Environmental Kuznets Curve

Assigned Readings for Week 5

Lipschutz, Ronnie D. 2004. Excerpt of "Chapter 2: Deconstructing 'Global Environment'" in *Global Environmental Politics*, Washington DC: CQ Press, page 59 to 71 [Provided by Instructor on T-Square]

Stern, David I. "The rise and fall of the environmental Kuznets curve." *World development* 32.8 (2004): 1419-1439.

Esty, Daniel C. 2011. "Economic Integration and Environmental Protection" in *The Global Environment: Institutions, Law and Policy*, Third Edition. CQ Press [Provided by the Instructor on T-Square]

Week 6: Introduction to Diplomacy Lab Project: Politics, Economy and Environment in India

Tuesday, September 19th: Introduction to Politics and Economy of India

Thursday, September 21st: The Politics of Environmental Regulation in India

Assigned Readings for Week 6

Hardgrave Jr., Robert L. and Stanley Kochanek. 2008. "Chapter 1: The Globalization of the Development Challenge" in *India: Government and Politics in a Developing Nation*, Seventh Edition, Thomson Wadsworth. [Provided on T-Square]

Stuligross, David. "The Political Economy of Environmental Regulation in India." *Pacific Affairs*, vol. 72, no. 3, 1999, pp. 392-406.

Week 7&8: Special Topic I: Deforestation

Tuesday, October 3rd: ***Quiz 1*******

Thursday, October 5th: Guest Lecture by Jonathan Darsey, Ph.D. Student, INTA

Tuesday 10th: No Class. University Fall Break

Thursday 12th: Case Study: TBD

Assigned Readings for Weeks 7&8

Stephen McCarthy & Luca Tacconi (2011). The political economy of tropical deforestation: assessing models and motives. *Environmental Politics* Vol. 20 , Iss. 1,2011

Jacqueline M. Klopp (2012) Deforestation and democratization: patronage, politics and forests in Kenya, *Journal of Eastern African Studies*, 6:2, 351-370, DOI: 10.1080/17531055.2012.669577

Week 9: Special Topic II: Consequences of Climate Change and Pollution

Tuesday, October 17th: Social and Political Consequences of Climate Change

Thursday, October 19th: Health Effects of Pollution

Assigned Readings for Week 9

Hsiang, Solomon M., Marshall Burke, and Edward Miguel. "Quantifying the influence of climate on human conflict." *Science* 341.6151 (2013): 1235367.

Reuveny, Rafael. "Climate change-induced migration and violent conflict." *Political geography* 26.6 (2007): 656-673.

Greenstone, Michael, and Rema Hanna. "Environmental regulations, air and water pollution, and infant mortality in India." *The American Economic Review* 104.10 (2014): 3038-3072.

Week 10: Special Topic III: Energy and the Environment

October 24th: Energy and the Environment

October 26th: Energy and the Environment (continued)

Assigned Readings for Week 10

M. Asif and T. Muneer. 2007 "Energy supply, its demand and security issues for developed and emerging economies" *Renewable and Sustainable Energy Reviews* Vol 11, Issue 7, Pages 1388-1413.

Eric Martinot et. al. 2002. "Renewable Energy Markets in Developing Countries" *Annual Review of Energy and the Environment* Vol 27, Pages 309-348.

Week 11: Energy and the Environment (continued)

October 31st: Public Lecture by Johannes Urpelainen (Location TBD, Attendance is Required)

November 2nd: ***Quiz 2*******

Assigned Readings for Week 11

Aklin, Michael, Patrick Bayer, S.P. Harish, and Johannes Urpelainen. 2017. Does Basic Energy Access Generate Socio-Economic Benefits? A Field Experiment with Off-Grid Solar Power in India. *Science Advances* 3(5): 1-8.

Diplomacy Lab Project

Week 12: Background and Data, Methods & Presentation

Tuesday, November 7th: Data, Methods and Presentation Skills

Thursday, November 9th: Data, Methods and Presentation Skills (continued)

Recommended Readings:

Background Materials will be posted on T-Square as Needed.

Week 13: Diplomacy Lab Group Project

Tuesday, November 14th: In-Class Group Work

Thursday, November 16th: In-Class Group Work (continued)

Recommended Readings:

Background Materials will be posted on T-Square as Needed.

Week 14: Diplomacy Lab Group Project (continued)

November 21st: In-Class Group Work (continued)

November 23rd: University Holiday – Thanksgiving Break

Week 15: Class Presentations

November 28th: Group Project Presentations

November 30th: Group Project Presentations

Week 16: Class Presentations

December 5th: Group Project Presentations and Preparing Final Deliverables