

**GLOBAL GREEN POLITICS**  
**POL 327**  
**Fall 2013**  
**MWF 11:30-12:20**

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(And By Appt)

**Course overview:**

Citizens around the world are demanding a cleaner and healthier world as well as more just access to, and benefits from, the environment, in what some call the greening of international environmental politics. Problems such as air pollution, deforestation, famine, access to clean water, and loss of biodiversity pose numerous problems for states and policymakers, including, but not limited to, the increased potential for conflict. Unfortunately, creating effective governance regimes and negotiating such policies is difficult given the disparity between the political and economic power of various national and international actors, access to information, large number of diverse stakeholders, and disparate national priorities. Some multi-national corporations, small businesses and consumers are also actively involved in international environmental issues through the decisions they make in production and consumption of consumer items. While some critics argue that such activity is merely greenwashing, other supporters argue that business can and should play a more active role in global environmental sustainability. This course examines many of these problems central to the challenges of global environmental politics and enables students to identify and analyze his/her own values regarding these problems.

**Learning Objectives**

Students will gain an understanding of the following topics:

- Theoretical perspectives of international environmental governance issues
- The challenges of enforcing international agreements
- The relationship between resource scarcity and violence
- Political economy of the global environment
- The role of various actors and nation states in global environmental politics
- Various topical issues in the global environment

**Grades and Policies**

**Evaluation:** 100 – 94 A, 93-90 A-, 89-87 B+, 86-84 B, 83-80 B-, 79-77 C+, 76-74 C, 73-70 C-, 69-67 D+, 66-64 D, 63-60 D-, 59 (and below) F

Assignments	10%
Online Reading Quizzes	15%
Weekly Blog & Presentation	25%
Midterm	25%
Final Exam	25%

**Grades:** It is a violation of FIRPA to discuss grades via email. As a result, UNDER NO CIRCUMSTANCE WILL I DISCUSS GRADES OTHER THAN BY APPOINTMENT. All emails asking about grades will be referred to this syllabus.

\*\*\*Please note: Your grades are your responsibility, not mine. If you are doing poorly I am always available to help you outside of class. It is your responsibility, however, to seek help as soon as you know your grades are not as good as you would like. **DO NOT wait until the end of the semester to ask how you can improve your grade.** By that point there will be little you or I can do to help improve the situation.

**Extra credit:** I periodically offer extra credit, though this is NOT guaranteed. If you are concerned about your grade you should take these opportunities if offered. **Under no circumstance will I offer extra credit at the end of the semester just for you because you are unhappy with your grade.** All requests for extra credit will be referred to this syllabus.

**Make-up Policy:** I do not give make-up exams, quizzes, or assignments unless you have a verified absence by the Dean of Students. In such cases it is your responsibility to contact me to arrange a time to make-up the missed assignment. At my discretion make-up assignments, quizzes, and/or exams may be different than that given in class, but will be of equal difficulty level.

**Special Needs:** If you are an individual with a disability and require accommodations for this class, please notify the instructor immediately.

## STRUCTURE OF COURSE

**Course Material/Readings:** All readings will be available on the Blackboard system.

### Student requirements:

1. A midterm and a final examination.
2. There will be periodic online reading quizzes posted to Blackboard. The questions for the reading quizzes will come from the questions on the syllabus and may cover any readings completed prior to the posting of the quiz.
3. There will be two out-of-class assignments during the semester. These assignments are designed to build on knowledge learned in the classroom by applying it to current issues. Students are required to write a brief summary of the main points of the presentation/exhibit and should be prepared to discuss the assignment in class. Each assignment will consist of listening to a guest speaker on campus, watching a video of a previous guest lecture, or visiting one of the environmental exhibits or seminars held during the semester.
4. Students will keep at least a bi-weekly video or written blog documenting either (1) How they are reducing their carbon footprint or (2) Developments in an issue area regarding the global environment. Specific instructions for this presentation will be provided during the course of the semester.
5. Preparation for and participation in class discussions along with periodic reading quizzes. You are expected to follow the Purdue University Class Attendance and Absence Reporting Policy, meaning that you are required to attend all lectures and events. **Absences will be excused only for documented physical or mental illness, accident, or emergency as determined by the Dean of Students.** (See above regarding make-up policy for excused absences.)

*For all work, the Purdue University Student Code of Conduct is in effect. Every assignment, quiz, and exam must be your own work. Students who cheat or copy will fail the course and be turned into the Dean of Students.*

**Class Format:** I will post PowerPoint slides for each lecture the day before each class. The slides will outline the important points of that day's reading. Though these slides are utilized in class during lectures on occasion, they are mainly posted to help guide you through each reading. It is to your benefit to look over the slides before and during reading the assigned material. These slides are in no way meant to replace the reading, but to help you understand it.

Most classes are discussion based with little to no lecture except to explain difficult to understand concepts. Discussion is much more interesting and allows the students to shape the class around those areas that most interest them about the reading or how it applies to real world examples. *This only works when students participate in discussion and have come prepared to class by reading the material.* If students are consistently not prepared I will return to a lecture only format.

**Student Contributions:** Students are encouraged to send me links to articles, videos, etc. they find related to an environmental issue or something that brings up an issue we discussed in class. I will incorporate it when appropriate to further keep the class engaged in material which is relevant and of interest.

## COURSE SCHEDULE

**\*\*\*\*Each class meeting listed on the following Course Schedule is broken into sections separated by a solid black line. The reading listed in that section is the reading we will discuss that day. For example, on August 21 we will discuss Garrett Hardin's article "The Tragedy of the Commons". Therefore, you should complete this reading before coming to class on that day.**

**19 Aug** Introduction

*Goals:* To understand the structure of the course, readings, and class requirements.

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**21 Aug** Tragedy of the Commons: Theory

*Goals:* To understand what a "tragedy of the commons" problem is, and to be able to recognize this phenomena in environmental politics in areas of conservation, pollution, and national parks.

*Questions:* Why does Hardin believe that the population problem has "no technical solution"? What does he mean when he says that "the most rapidly growing populations on earth are...the most miserable?" In what ways is an open pasture a tragedy of the commons? If overgrazing is a problem, why don't the herdsmen stop adding animals? What are potential solutions to this problem? Should temperance be our goal? Is coercion effective? Is abandoning the "freedom to breed" good advice? Is China's one-child policy a good or bad example of Hardin's approach applied to real life?

*Readings:* Garrett Hardin, "The Tragedy of the Commons," *Science* 162:3859 (Dec. 13, 1968), p. 1243 *et seq.*

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**23 Aug** No Class - APSA

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**26 Aug** Tragedy of the Commons – A Critique

*Goals:* To understand a critique as well as a sociological perspective on overpopulation and resource depletion.

*Questions:* Malthus was wrong; should we not worry, then? What is the override view in terms of compulsory birth control? How is it different from the collaborative approach? According to Sen, is development the most reliable contraceptive? How have data on food production altered the argument? In what ways is Kerala a success?

*Readings:* Amartya Sen. 1994. "Population: Delusion and Reality," *N.Y. Review of Books* (Sept. 22).

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**28 Aug** Tragedy of the Commons: Consumption

*Goals:* To understand the debates and solutions regarding consumption

*Questions:* What is causing the asymmetrical pattern of development in India? What are the consequences of this process? What are the three key ways to enhance the social power of ecological refugees and ecosystem people? What is necessary to improve the lives of everyone? What is the "frontier attitude"? What are the two major reasons for the silence about consumption rates according to Galbraith? What solutions does the German Green Party propose to ensure our planet's ecological health? What is Gandhi's Code of Voluntary Simplicity? How has India's process of industrialization different from England and the US? What is the fallacy of the romantic economist? What is the fallacy of the romantic environmentalist?

*Readings:* Guha, Ramachandra. 2003. "How Much Should a Person Consume?" *Perspectives*. 28:2 (April-June).

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**30 Aug** Resource Scarcity and Global Insecurity

*Goals:* To understand the role scarcity of resources has had on conflict

*Questions:* How did fixed agriculture impact premodern societies? What led to the introduction of fixed agriculture? What is the relationship of access to food and conflict? What is ecological circumscription? What is resource concentration? What areas are most likely to experience conflict? Which areas are least likely to experience conflict? Why do Europeans place a higher value on territorial control of boundaries? Why did conflict occur most frequently in antiquity?

*Readings:* Young, Laura. 2013. "The Evolution of Society and the Modern Territorial State" Chapter 2, Pages 43-57.

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**2 Sept** No class – Labor Day

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**4 Sept** Water Scarcity and Conflict

*Goals:* To understand how scarcity of specific issue areas, such as water, can lead to conflict

*Questions:* How many people lack access to safe drinking water? By 2030 how many people will be living in areas of high water stress? What are contributing factors to water scarcity? How is water scarcity defined? What are some examples of water wars? What are three ways to deal with the pressure of water scarcity?

*Readings:* Arsenault, Chris. 2012. "Risk of Water Wars Rises with Scarcity." Al Jazeera. (August) <http://www.aljazeera.com/indepth/features/2011/06/2011622193147231653.html>

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**6 Sept** Guest Speaker – Bert Chapman

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**9 Sept** Water Scarcity and Conflict

*Goals:* To understand how scarcity of specific issue areas, such as water, can lead to conflict

*Questions:* Why could a water shortage in China result in a world food shortage? Why would the NIC be concerned with China's water shortage? How is China's development adding to its water scarcity issues? What three factors are causing China's irrigation supply to deplete? Out of China's 617 largest cities, how many face a water shortage? From an economic standpoint why is it rational to divert water from agriculture? From a political standpoint why is it rational to divert water from agriculture? What percent of China's rivers no longer support fish? Why are companies relocating upstream on the Yellow River? What are the consequences of this mass relocation? What is water pricing and how does it work? What are some suggestions for helping China stretch its water supply?

*Readings:* Brown, Lester and Brian Halwell. 1998. "China's Water Shortage Could Shake World Food Security." *World Watch*. July/August. 10+.

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**11 Sept** Resource Scarcity – The Middle East and Northern Africa

*Goals:* To understand how issues of water scarcity impact the Middle East and Northern Africa.

*Questions:* How many developing countries suffer from water scarcity? Why is water such a vital and contentious resource? Where will potential conflict over scarce resources be most volatile? Why? What is supply-induced scarcity? What is demand-induced scarcity? What is structural scarcity? What is resource capture? What is ecological marginalization? What is relative deprivation? What are the four causes of water scarcity in the Middle East and Northern Africa

*Readings:* Morrisette, Jason J. and Douglas A. Borer. 2004. "Where Oil and Water Do Mix: Environmental Scarcity and Future Conflict in the Middle East and North Africa." *Parameters* 4. (Winter 2004-2005): 88-92 ONLY

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**13 Sept** Purdue Sustainability Summit - Event

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**16 Sept** Resource Scarcity – The Middle East and Northern Africa

*Goals:* To understand how issues of water scarcity impact the Middle East and Northern Africa.

*Questions:* How many cubic meters of water does each person need per year for personal needs? How much of that is used for agricultural production? Does the Middle East have enough water to sustain its needs? What is virtual water? How does oil prevent water wars? How does free trade impact agricultural practices? How does free trade impact water resources in the Middle East and North Africa?

*Readings:* Morrisette, Jason J. and Douglas A. Borer. 2004. "Where Oil and Water Do Mix: Environmental Scarcity and Future Conflict in the Middle East and North Africa." *Parameters* 4. (Winter 2004-2005): 93-100 ONLY.

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**18 Sept** The Myth about Food Scarcity

*Goals:* To examine the counterargument that food scarcity is a growing concern

*Questions:* What are some of the contributing factors of hunger? What is the Alliance for a Green Revolution in Africa? What reasons does Goodman give for questioning the motives of the Alliance? What causes food shortages? Is food a right? According to the IAASTD what will end hunger? From how many did the number of hungry people in the world grow after the food crisis in 2008 to 2010? What factors are boosting the demand for food? According to Gimenez, how many people can sustainable agriculture potentially feed? According to Gimenez, why are people going hungry today? What is the "massive hoarding of food commodity derivatives" and how does it work?

*Readings:* Goodman, Jim. 2010. "The Food Crisis is not about a Shortage of Food." *Common Dreams*. (September). <https://www.commondreams.org/view/2010/09/17-1>

Love, Patrick. 2010. "Hunger is a Problem of Poverty, not Scarcity." *OECD Insights*. (February) <http://oecdinsights.org/2010/02/23/hunger-is-a-problem-of-poverty-not-scarcity/>.

Gimenez, Eric Holt. 2011. "Food Scarcity a la Wall Street." *Huffington Post*. (October). [http://www.huffingtonpost.com/eric-holt-gimenez/food-scarcity-a-la-wall-s\\_b\\_1032904.html](http://www.huffingtonpost.com/eric-holt-gimenez/food-scarcity-a-la-wall-s_b_1032904.html)

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**20 Sept** Oil and Conflict

*Goals:* To understand how the quest for oil can lead to conflict

*Questions:* Has the number of conflicts around the world increased or decreased? What about for countries that produce oil? What is the oil curse? How can oil wealth trigger conflict? Does oil alone create conflict? How did the international community reduce the number of conflicts occurring over diamonds? Why is stopping conflicts over oil not as easy as stopping conflict over diamonds? What does Ross propose to stop the oil curse?

*Readings:* Ross, Michael L. 2008. "Blood Barrels: Why Oil Wealth Fuels Conflict." *Foreign Affairs*. (May/June).

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**23 Sept** Resource Scarcity and Conflict – The Counter-Argument

*Goals:* To examine a counter-argument to the hypothesis that resources scarcity causes conflict

*Questions:* According to Homer-Dixon what impact does resource scarcity have on the state and civil society? Compare and contrast the arguments for and against the assumption that resource scarcity leads to conflict. How do the author's results differ from previous studies on resource scarcity and conflict?

*Readings:* Theisen, Ole Magnus. 2008. "Blood and Soil? Resource Scarcity and Internal Armed Conflict Revisited." *Journal of Peace Research*. 45:801-804 and 808-815.

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**25 Sept** Review for Exam

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**27 Sept** **Exam 1**

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**30 Sept** International Regimes and Environmental Policy

*Goals:* To see how norms, rules, procedures, and institutions created by nations influence international environmental policy; and, to understand how international organizations have shifted over time.

*Questions:* How do we define norms, principles, rules, and procedures? What are some regimes in hazardous waste and climate change? What are some obstacles (systemic, procedural, etc.) to effective global environmental policy? In terms of environmental policy, which do you believe is more important: individuals or institutions?

*Readings:* David Downie. "Global Environmental Policy: Governance Through Regimes." In Om Axelrod, Regina S., David Leonard Downie, and Norman J. Vig (eds). 2005. *The Global Environment: Institutions, Law, and Policy*. Washington D. C., CQ Press. Pp. 64-82.

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**2 Oct** Global Warming – Overview

*Goals:* To understand the debate regarding global warming

*Questions:* According to the author why is the environmental movement failing? Why did the Copenhagen climate conference in 2009 fail? What is significant about the number 2 degrees Celsius? By how much has the temperature of the planet risen? What are some of the consequences of this increase? How much carbon dioxide can be emitted into the atmosphere if the temperature is to stay below 2 degrees Celsius? How many years will it take to reach that carbon dioxide limit? How much oil, gas, and coal do companies have on reserve and ready to burn? Why is this significant? Why have fossil-fuel companies fought to prevent the regulation of carbon dioxide? How much is the market value of 2795 gigatons of carbon emissions based on current reserves of fossil-fuel companies? Why have successful climate change policies been so unsuccessful? What are the pros and cons of putting a price on carbon? What strategy does the author suggest would be most effective to combat climate change?

*Readings:* McKibben, Bill. 2012. "Global Warming's Terrifying New Math: Three simple numbers that add up to a global catastrophe – and that make clear who the real enemy is." *Rolling Stone Magazine*. (July). <http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719>

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**4 Oct** The Kyoto Protocol, The Montreal Protocol & Climate Change

*Goals:* To be able to identify the sources for the distance between US and European environmental positions.

*Questions:* Why did Bush pull out from the Kyoto protocol treaty? How did the Bush decision help the Europeans overcome internal disagreements? What is the “precautionary principle” embraced by Europe? What is the “no regrets” policy of the US? Why couldn’t the Clinton-Gore presidency close the gap with Europe? Why was the EU skeptical of emissions trading? How does Schreurs explain the failure of environmental groups in the US?

*Readings:* Miranda Schreurs. “The Climate Change Divide: The European Union, the United States, and the Future of the Kyoto Protocol.” In Norman J. Vig and Michael G. Faure. 2004. *Green Giants? Environmental Policies of the United States and the European Union*. Cambridge, MA, The MIT Press.

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**7 Oct** No Class – Fall Break

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**9 Oct** Global Warming – *An Inconvenient Truth*

*Goals:* To understand the debate regarding global warming

*Readings:* None

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**11 Oct** Global Warming – *An Inconvenient Truth*

*Goals:* To understand the debate regarding global warming

*Readings:* None

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**14 Oct** Global Warming – The Counter-Debate

*Goals:* To understand the counter-debate regarding global warming and CO<sub>2</sub> – *Unstoppable Solar Cycles: The Real Story of Greenland*

*Questions:* What is the relationship between modern society and hydrocarbon energy? How much is world energy consumption expected to grow by 2035? What percentage of the world’s energy comes from biofuels and waste? Has it increased or decreased since 1973? Are wind and solar energy efficient and capable of meeting the world’s energy demands? What are three problems with wind and solar energy? What is dilute energy? What is energy density? Why are biofuels neither good economics nor good environmental policy? What are some disadvantages to electric cars? What is “peak oil”? What is fracking?

*Readings:* Goreham, Steve. 2013. *The Mad, Mad, Mad World of Climatism*. Chapter 11, Pages 183-226.

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**16 Oct** Global Warming

*Goals:* To understand the counter-debate regarding global warming

*Questions:* None

*Readings:* None

*“Policy Peril: Why Global Warming Policies Are More Dangerous Than Global Warming Itself”*  
<http://blog.heritage.org/2009/07/28/why-global-warming-policies-are-more-dangerous-than-global-warming-itself/>

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**18 Oct** Sustainable Development

*Goals:* To understand the history of sustainable development and its impact on the environmental movement

*Questions:* What is the definition of sustainable development? How does development contribute to the characterization of needs? What is wrong with letting societies decide for themselves what it takes to be sustainable? What is critical natural capital and how does it relate to sustainable development? What is the implication of massive consumer trends on sustainable development? Why is it difficult to reconcile development with sustainability? How are corporations embracing “Green Capitalism”? What is ecological modernization? What are some of the criticisms of corporate greening? What does the author mean when he says “political rhetoric has often replaced the discussion of environmental issues”?

*Readings:* Redclift, Michael. 2005. “Sustainable Development (1987-2005): An Oxymoron Comes of Age.” *Sustainable Development*. July (13), 212-218 ONLY.

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**21 Oct** Sustainable Development and government structures – A Comparison

*Goals:* To understand the success of the German renewable energy through a comparison of its government structure to that of the United States.

*Questions:* What three factors are behind Germany’s renewable energy success? Why has renewable energy been more successful on the political front in Germany than in the US? What is Germany’s feed-in tariff and how does it work? How do Germany and the US’s tax subsidies for renewable energy differ? What is decentralized electricity?

*Readings:* Cavanaugh, Jeffrey. 2013. “Die Energiewende: Germany’s Green Energy Revolution.” *Mint Press News*. August 8. Retrieved from <http://www.mintpressnews.com/die-energiewende-germanys-green-energy-revolution/166703/>

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**23 Oct** Sustainability and the Economy

*Goals:* To challenge typical “individualizing” ways of responding to environmental problems.

*Questions:* In what way does the ending of *The Lorax* exemplify the American response to the environmental crisis? What is the problem with this approach – that is, why aren’t simple living and militant recycling sufficient? What does IPAT stand for, and how does IWAC differ from it? What is the consumption problem to which he refers?

*Readings:* Michael F. Maniates. 2001. “Individualization: Plant a Tree, Buy a Bike, Save the World?” *Global Environmental Politics* 1:3 (Aug. 2001) p. 31+

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**25 Oct** Out-of-Class Assignment

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**28 Oct** Sustainability and the Economy

*Goals:* To look at alternative ways to promote a sustainable environment without hurting the economy.

*Questions:* According to the report, how does renewable energy provide economic benefits? What is the difference between direct employment and indirect jobs? Will transferring to renewable energy hurt jobs? Explain your answer. How will supporting the renewable energy industry benefit sectors of the economy and states that currently suffer from high unemployment? Why are jobs in extractive industries and utilities on the decline? What are some other externalities generated by the fossil fuel industry besides declining jobs? What policy measures would maximize the net positive economic and employment benefits that the renewable energy industry offers?

*Readings:* Kammen, Daniel M., Kamal Kapadia, and Matthias Fripp. 2004. “Putting Renewables to Work. How Many Jobs Can the Clean Energy Industry Generate?” *Energy and Resources Group – Goldman School of Public Policy*. (April)

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**30 Oct** Sustainability and the Economy

*Goals:* To look at innovative sustainable technology examples.

*Questions:* None

*Readings:* None

[http://www.filmsforaction.org/watch/a\\_passion\\_for\\_sustainability/](http://www.filmsforaction.org/watch/a_passion_for_sustainability/)

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**1 Nov** Sustainability and the Economy

*Goals:* To look at alternative ways to promote a sustainable environment without hurting the economy.

*Questions:* How much of Sweden's garbage ends up in landfills? How much waste does it import annually? How much trash does the US produce? How much of it gets recycled? How much energy is generated from Sweden's waste? How is the design of the Swiffer helping promote sustainability and why is it important? How does the designer define sustainability? According to the article, is the entire design community committed to developing sustainable products? In the design process who is most influential in pushing for "better" solutions?

*Readings:* Meer, Jennifer van der. 2007. "Swiffer Sustainability: The Swiffer Designer Speaks up." *Inhabitat* (June) <http://inhabitat.com/swiffer-sustainability-the-swiffer-designer-speaks-up/>

Jones, Sophia. "Sweden Wants Your Trash." *National Public Radio Online*. <http://www.npr.org/blogs/thetwo-way/2012/10/28/163823839/sweden-wants-your-trash>

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**4 Nov** The Future of The Environmental Movement

*Goals:* To understand the future of the environmental movement

*Questions:* What does Steffen blame for the failure of the environmental movement? What does Steffen say Americans think about when they think of the environmental movement? What does Steffen mean when he states, "Politics is a war of persuasion?" What strategies does Steffen suggest to strengthen the movement?

*Readings:* Steffen, Alex. 2004. "Reframing the Planet." Retrieved from <http://www.worldchanging.com/archives/001654.html>

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**6 Nov** Sustainability and Conflict

*Goals:* To understand how sustainability can promote peace

*Questions:* Why are issues of resource scarcity becoming more important? Is it a new threat? What is the relationship between population density, national expansion, and conflict? How do food shortages impact the state? Why does China pose a threat to its neighbors? How do past experiences with resource scarcity impact modern states? Why are Europeans so concerned with conservation in Africa? Why has Africa been slow to respond to conservation efforts? What impact can scarce resources have on government and its relationship with society? What is Heifer International? How are programs like Heifer International beneficial for society and the environment?

*Readings:* Young, Laura. 2013. "The Evolution of Society and the Modern Territorial State" Conclusion.

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**8 Nov** Group Work Day

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**11 Nov** Student Presentations

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**13 Nov**          Student Presentations

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**15 Nov**          Student Presentations

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**18 Nov**          Student Presentations

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**20 Nov**          Student Presentations

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**22 Nov**          Student Presentations

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**25 Nov**          **No Class - Thanksgiving**

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**27 Nov**          **No Class – Thanksgiving**

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**29 Nov**          **No Class – Thanksgiving**

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**2 Dec**            Final Take-Home Exam

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**Note:** This syllabus is a living, organic creation, and it may change over the course of the semester in response to changing classroom and campus conditions. More specifically, in the event of a major campus emergency course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Though all changes will be announced, you should also refer to the Blackboard Learn web page to keep track of the most recent version of the syllabus.

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