

21:790:382 Planetary Politics Fall 2021

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Monday/Wednesday 10.00-11.20
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University health requirement:

In order to protect the health and wellbeing of all members of the Rutgers-Newark community, masks must be worn by all persons inside campus buildings when in the presence of others, and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks should securely cover the nose and mouth. Masks must be worn during class meetings. Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app found at: [myRutgers Portal](#).

Course details

This is an undergraduate course focused on the environmental "problematique" and the ways in which it is being played out in a variety of political and policy arenas. Apart from introducing the student to the concepts and literature in general and global environmental politics, the course is intended to provide students with insights into the political structure and context of transnational environmental issues; the ways in which individuals are implicated in these issues; the intergovernmental mechanisms established for addressing environmental problems; the treatment of environmental problems that occur in many different places but are not necessarily linked; transnational environmental activity, including that through social movements, non-governmental organizations, and corporate actors. We will approach these matters through a focus on four general aspects of the environmental problematique: Environmental governance; civil society and transnational actors; critical debates on justice, development and economic issues; and environmental security.

On successful completion of the course, students will be able to:

- Demonstrate broad familiarity with and understanding of core concepts and debates in the literature on environmental politics
- Demonstrate knowledge of the global governmental processes and mechanisms through which environmental questions are addressed
- Demonstrate understanding of the roles of and relationships between various governmental and non-governmental actors implicated in environmental politics
- Analyze environmental problems in relation to debates on justice, development, economy and environmental security

Skills that will be practiced and developed

- Mapping the broad structure and content of an area of academic literature and debate
- Critical engagement with texts of various kinds pertaining to the global environment, including academic literature, policy documents, NGO reports
- Oral presentation skills
- Student-led research within the framework of the course and designated reading list
- Academic writing skills

Assignments and Assessment

- Participation: measured through the participation in class. Should the class move online, this will convert to online discussion boards, questionnaires regarding session content etc (10%)
- Creation of an environmental blog due on Monday of week 8 (30%)
- Presentation on a student's book review (30%) due on the day of the presentation
- Book review (30%) due on the assigned final exam date for this course

Fair warning and integrity policy

I reschedule exams and extend deadlines only if you provide documentation of extenuating circumstances and if you notify me in advance. I will prosecute to the fullest any breach of the University's integrity policy or any act of plagiarism by reporting it to the appropriate authority. Plagiarism is defined by the university as "the deliberate use and appropriation of another's work without any indication of the source and the passing off of such work as the student's own. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism".

There will be no textbook and we will rely on journal articles and Blackboard uploads in the interest of your finances and to expose you to a variety of views and concepts.

Inclusive Learning Environment

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.
- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.

- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

□ Learning Resources:

- Rutgers Learning Center (tutoring services)
Room 140, Bradley Hall
(973) 353-5608
<https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>
- Writing Center (tutoring and writing workshops)
Room 126, Conklin Hall
(973) 353-5847
nwc@rutgers.edu
<https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

Classes

Week 1: (Wednesday only)

- **Intro session**

Week 2 (Wednesday only as Monday is Labor Day)

- **What is the environment in political science?**

Week 3

- **Perspectives on a green world (Clapp/Dauvergne)**
- **Comparative perspectives**

Week 4

- **Indigenous perspectives**
 - **Governance, law and policy**

Week 5

- **The case of climate change**
- **Global democracy**

Week 6

- **The case of ecovillages**
- **Global civil society**

Week 7

- **The case of transnational conservation**
- **First assignment discussion**

Week 8

- **No class – assignment preparation/due date**
- **Economy versus environment**

Week 9

- **The case of biotechnology**
- **Animal rights/welfare**

Week 10

- **The role of consumption**
- **The case of meat/intensive livestock agriculture**

Week 11

- **Development and environment**
- **The case the clean development mechanism**

Week 12

- **Environmental security**
- **Environmental justice**

Week 13-15

- **Book reviews**

Grading Matrix:

Criteria for A grades

- Evidence of originality and independent thinking, as appropriate to the task.
- Commanding knowledge of relevant literature, available information, and conceptual issues appropriate to the field.
- Demonstrates the ability to make excellent judgements, as appropriate to the assessment task.
- The work is very well written and presents an excellent synthesis of appropriate available information, coherently structured.
- Where group work is involved there is evidence of an excellent individual contribution.
- Excellent evidence of acquisition of relevant skills and their application.
- Excellent presentation, including referencing

Criteria for B+ grades

- Very good knowledge of relevant literature, available information, and conceptual issues appropriate to the field.
- The work is well written and presents a very good synthesis of appropriate available information, coherently structured.
- Draws valid conclusions.
- Where group work is involved there is evidence of a productive individual contribution.
- Very good evidence of acquisition of relevant skills.
- Very good presentation, including referencing.

Criteria for B grades

- Adequate understanding of relevant literature, available information, and conceptual issues appropriate to the field
- Adequate synthesis of available information.
- Work is coherent and adequately structured.
- Where group work is involved there is evidence of a positive individual contribution.
- Evidence of acquisition of relevant skills.
- Good presentation, including referencing

Criteria for C+ grades

- Adequate understanding of relevant literature, available information, and conceptual issues appropriate to the field
- Adequate synthesis of available information.
- Work is coherent with some structural weaknesses
- Good presentation with some referencing weaknesses

Criteria for C grades

- Some evidence of understanding of relevant literature, available information and conceptual issues appropriate to the field
- Acceptable synthesis of available information
- Work is somewhat coherent
- Reasonable presentation with some weaknesses

Criteria for D grades

Major weaknesses in the presentation of the work but a bare pass

Assignments:

Environmental blog: 1,000 word piece on a current environmental issue. Journalistic in nature, the blog this written work aims to provide an opportunity to apply the theoretical knowledge gained to a chosen environmental issue area, and to communicate this to a broader, non-expert audience.

Presentation: Good presentation skills are vital for most professions these days. You will base your presentation on your final assignment (see below). While the final assignment is a written one asking, the accompanying presentation is about making difficult and complex information palatable to your audience. In this assignment, you should be able to draw out the main arguments and put them in an appropriate context for your audience in a way that grabs the attention of your audience and enriches their learning experience. Your audience will comment on your presentation in a questionnaire at the end of the session.

Book review: Essay writing is one of the central modes of assessment in an undergraduate degree in the arts, humanities and social sciences, and is a practice which involves a range of skills which will serve you well in the future beyond your degree ('transferable skills'). These include the ability to write well – clearly, concisely, in a well organized and logical manner, drawing on, summarizing and engaging critically with a range of sources. It takes time to develop good essay writing skills and your abilities will steadily improve over the course of your degree.

The purpose of this exercise is to build upon and consolidate the initial essay writing skills that you started to develop during the earlier stages of your degree. There are certain relatively technical basic skills which are an essential foundation to good essay writing – one of which is accurate and properly formatted referencing and presentation of the bibliography. Another is the ability to summarize in your own words the arguments and analysis of other authors. These are the two skills I want to help you develop in this exercise, which will be important for the subsequent final paper on this course, as well as your essay writing in other courses.

You are required to write a short summary and discussion of a selected text relevant to this course. You will choose a text from a list I will provide.

Your summary and discussion should be no more than 1000 words plus bibliography, and should do three things:

First, you should provide an accurate summary in your own words of the main argument, points or analysis of the selected text/author.

Second, you should provide some brief discussion of the location of this text in broader literature. This might involve providing a general indication of the debates that the author contributes to, or how the author's work relates to that of other authors, either before or after. An extensive discussion in this regard is not required.

Third, in either or both of your summary and discussion, you should demonstrate both direct and indirect referencing. Direct referencing means providing a direct quotation, accurately presented (in quotation marks) and properly referenced. Indirect referencing means summarising in your own words (so, no quotation marks) the argument of another author/work, which is cited at the end of the sentence or paragraph.

Finally, following the body of your text (summary and discussion) you should provide a properly formatted bibliography listing the selected text and any other works referred to in the discussion.

Skills assessed:

- Ability to accurately summarise in your own words the argument or analysis of an author in a specific text
- Accurate use of quotations of the work of others, using both direct and indirect referencing
- Accurate use of either Harvard or footnote referencing
- Presentation skills including properly presented and formatted bibliography