

PSC 349: Global Environmental Politics

DePaul University, Spring, 2015

Instructor: Phillip Stalley
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Class time & location: MW, 9:40-11:10 p.m., Levan, 403
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Course Description:

PSC 349 introduces you to the key issues and political challenges in global environmental protection. We begin by examining the main approaches and theoretical concepts used to understand global environmental issues. During this time we explore some fundamental questions to help you determine your own views about the nature of global environmental challenges. Can free markets and economic growth solve environmental problems or is free-market capitalism the very source of the planet's environmental challenges? Do strains on natural resources constitute an impending crisis or is there a tendency within the environmental community to overstate the seriousness of environmental challenges? To what extent should environmental principles such as sustainable development guide public policy?

In the second part of the course, we explore some of the overarching issues in global environmental politics. Many of these topics involve the relationship between the industrialized North and the developing South. We ask questions such as: does free trade hurt or harm the environment? Do we need a World Environmental Organization to offset the influence of the World Trade Organization? What is the relationship between environmental scarcity and conflict? We finish the class by looking at specific environmental issues, including population growth, climate change, and the protection of biodiversity.

Course Objectives:

This course has **two broad objectives**. The first focuses on **knowledge**, the second on **skills**. In terms of knowledge, this course contributes to DePaul's mission of enhancing your global awareness. By the end of the quarter, you should be able to identify and explain key concepts (e.g. tragedy of the commons, race to the bottom, etc.) and core global environmental issues (e.g. ozone depletion, climate change). You should also be able to distinguish and evaluate the competing arguments about the causes and consequences of global environmental challenges.

In terms of skills, the primary goal of this class is to **sharpen your critical thinking skills** and your capacity to articulate an argument based on evidence and

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research. This coincides with several of the [learning outcomes](#) of the Political Science department, which aims to teach students to:

- draw on a variety of theoretical perspectives to develop and evaluate alternative explanations for political phenomena;
- collect, organize, and analyze various forms of information to develop and assess statements or hypotheses about political questions;
- articulate reasoned, well-organized, and coherent explanations of political issues and support them with evidence in both verbal and written communication; and
- produce a written product of independent research.

In this course we will sharpen your critical thinking skills by debating global environmental politics. I am less concerned with the content of your environmental views than with the process through which you draw your conclusions. You can decide that ecological degradation is the single most important issue in international relations, one among many important challenges, or an over-hyped claim of “gloom and doom” environmentalists. What is most important is that you examine arguments—both your own and others’—with a critical eye. This involves exploring underlying assumptions, presenting evidence to support your claims, considering alternative points of view, and thinking through the implications of your conclusions. I hope that this course will give you the tools necessary to engage in this kind of analytical thinking and so become critical thinkers about environmental politics.

Reading Materials:

There are two required texts for this course. Both are available in the DePaul bookstore:

- Clapp, Jennifer and Peter Dauvergne. 2011. *Paths to a Green World*. Cambridge, MA: MIT Press.
- Conca, Ken, Michael Alberty & Geoffrey Dabelko ed. 2010. *Green Planet Blues: Environmental Politics from Stockholm to Rio*, Boulder: Westview Press.

You will also typically be required to read an article or chapter not in one of the required texts. In such cases, the reading will typically be available via e-reserve. A link to the e-reserve system is available on D2L.

iClicker:

During class, we will use the iClicker system and so you must obtain an iClicker at the start of the quarter and bring your iClicker to each class session. They are available at the DePaul bookstore or on Amazon.com. (Purchased new they cost approximately \$40 and can be sold back to the bookstore at the end of the quarter).

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They can also be rented for approximately half the purchase price. For those of you who have not previously used an iClicker, it is a remote device that allows you to answer questions posted via powerpoint during class. It is designed to promote student accountability and facilitate student involvement. The iClicker will be used to determine your performance grade, so it is imperative that you always bring it to class.

I understand that the iClicker is expensive and that some of you may not wish to purchase it, particularly if you are graduating seniors. If that is the case, **please talk to me** on the first day of class and we can work something out. I have 2-3 clickers that I can loan out.

Desire to Learn (D2L):

We will make frequent use the D2L system. A copy of the syllabus, as well as many other course materials including assignments and readings will be posted on D2L. D2L will be updated frequently, so you should visit it often. All written assignments should be submitted to the appropriate dropbox in D2L. If you submit any assignment after the deadline, you should submit your assignment to the “late work” dropbox.

In class, I use power point and will typically (but not automatically) make my power point lecture slides available via D2L. **It is important that you recognize that these slides are intended to help you take better notes, not to serve as a substitute for your own.** There is no guarantee that I will post them.

Grades:

- Midterm Exam (25%)
- Research paper (35%)
- Research paper deadlines (10%)
- Debate and position paper (10%)
- Performance points (10%)
- News Presentation (5%)
- Attendance (5%)

Course Requirements:

Reading. Like most social science courses, this class will require you to spend several hours a week reading. You are expected to read all assignments before class and to come prepared to discuss the readings. If you do not have a background in political science (and even if you do) you might find some of the reading challenging. If you fall behind, it will be extremely difficult to catch up with the class. I strongly suggest that you read a little bit each day, rather than trying to absorb it all the night

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before class. Discussion is a significant component of the class and you must do the reading if you are to be an active participant. The particular form of discussion will change from class to class. Sometimes I will randomly call on students, other times we will have a debate or small group discussions. You will frequently be quizzed on the reading via the iClicker. If you are having trouble with the reading, please drop by office hours or send me an email. I'm happy to answer any questions you might have or help you work your way through the reading.

Exams (25% + bonus). The midterm and the final exams will be based on materials presented in the reading and/ or in class. The exams will consist of short-answer questions (multiple choice, true/false, etc.) as well as essay questions. The midterm exam counts as 25 percent of your overall grade in the course. Because the research paper will consume much of your time and energy at the end of the quarter, the final exam will be optional. However, students who take the final exam may earn bonus points on their overall grade in the course. The amount of bonus depends on your performance, as follows:

Final Exam Score	Percentage points added to overall course grade
<78	0
78-82 (C+, B-)	1
83-89 (B, B+)	2
90-93 (A-)	3
>94	4

This means that if you had an 88% for the course and you received an 95 on the final exam, then you would end up with a 92% and your grade in the course would go from a B+ to an A-

Research Paper (35%) + related assignments (10%). The research paper requirements are described in greater detail in D2L, but the general assignment is to write a well-researched, analytical paper that makes an argument about a topic related to global environmental politics. The expected length is 10-12 pages.

Before you turn in the final paper you will have a **series of related assignments** that includes: topic proposal, annotated bibliography, rough draft, and revision checklist (*see the reading schedule below for the specific due dates*). In addition you will have **two meetings** with someone from the Writing Fellows Program (*described below*). Instructions for each assignment are posted to D2L.

Ten percent of your overall grade in the course will be based on meeting each of

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the four paper assignments (proposal, bibliography, draft, revision checklist) and your two meetings with the Fellows Program. Each assignment is worth one point with the exception of the rough draft, which is worth five points since it requires the most effort. Combined, they total ten points. Complete all six assignments (four written assignments plus two meetings and you receive a 100%. Miss one assignment and you receive a 90%, etc.

All written assignments should be submitted via the **digital dropbox in D2L**. The dropbox will close at the start of class on the day the assignment is due. It is your responsibility to ensure that (1) the assignment is successfully uploaded and (2) it is uploaded in an electronic format that I can read (e.g. Microsoft Word, PDF). Saving your document as a PDF is the safest way to make sure I can access it. **If I cannot access your paper, or if you fail to upload it properly, it will be considered late.** As a precaution, you should always save the email receipt after you submit your work to D2L.

If you are having trouble selecting a topic, or would like help of any kind on the paper, please come see me or send me an email. I'm more than happy to help at any stage of the process.

On D2L, you will find a "**guide to grading**" document in which I describe my grading process, offer a detailed grading rubric, and introduce the most common weakness I see on students' papers. Please read this document before you write your paper, as you are writing it, and again after you complete it.

Writing Fellows. Writing is a central part of this course. Because writers improve by sharing their work with others and individual pieces of writing improve through a process of drafting and revision, each of you in our class this quarter will work with a Writing Fellow. The Writing Fellows program assigns a peer tutor to each student in this course. Your Writing Fellow will provide you with extensive support on two papers this quarter.

Fellows will make thoughtful and extensive revision-oriented comments upon both your annotated bibliography and your rough draft. They will also then confer one-on-one for one hour with each of you. The goal of this whole process is to help you make smart, significant revisions to your papers **before** the papers are turned in for a grade. Overall, your Writing Fellow will help you to learn more about the standards for written products in this course, and about the process of writing and revision. **It is mandatory that you meet with your Writing Program Fellow** both for your annotated bibliography and your rough draft.

Turn-It-In. Please be aware that each student's research paper will be verified using **Turn-It-In** technology in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes (1) a pledge that the work is original and produced uniquely for this course and (2) consent to have originality verified. A

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student that turns in work that is plagiarized, or not produced uniquely for this course, will receive an F and I will report the academic integrity violation.

Debate and position paper (10%): During several class meetings we will conduct a debate on that week's topic. You will be given a statement that will form the basis of the debate (the debate topics are posted and described in D2L). Some students may be assigned to lead the discussion, but all students will be expected to participate. For each debate, there will be a "pro" and "con" team.

You are required to write a 4-5 page paper on for one of the five debates. In the debate you will be assigned to either "pro" or "con", but in your paper you are free to argue either side. For both the debate and the paper, you do not need to conduct additional research and can draw primarily from the assigned and recommended reading. Your paper is due on the day of the debate.

Performance points (10%): Because I want to help you to engage the class and material, I have made class discussion a significant component of this course. All classes will be a mix of lecture and discussion and I will frequently solicit your opinions about the readings. You should always come to class prepared to discuss that day's reading and having reviewed your notes from the previous class.

In a typical class, I will ask several questions that you will answer with your iClicker. These questions are designed either to quiz your knowledge of material covered in the reading/lecture or to solicit your opinion about a particular topic. By answering these questions, you earn performance points. The number of performance points awarded will vary depending on whether you answer a question correctly. You get two points just for answering the question and an additional point for answering it correctly. If I ask three questions in a class and you answer two correctly, you receive 8 (of 9) points. If over the course of the quarter, I ask 30 questions and you answer only half of them correctly, you will receive an 83 percent for the performance point portion of your grade (75 out of a possible 90 points). The above should make it clear that it is overwhelmingly in your interest to attend each class session and participate actively.

Students are allowed one unexcused absence without penalty to the performance points component of your grade.

For a more detailed description of how the iClicker performance points can influence your final grade, see the tables at the end of the syllabus.

News Presentation (5%): Early in the quarter you will choose one class in which you will make a presentation. Most presentations will take place on the first class of the week. Your presentation will focus an important current news story related to global environmental politics. If you have questions about specific news stories, please ask if they are appropriate.

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You should select a news story or event that is relatively current (occurring approximately within the last year) and is personally interesting. You will be expected to:

1. **Submit a one-paragraph summary** via the dropbox (along with a link to your article). You should submit your article by 5:00 p.m. the day before your presentation. In other words, if you're scheduled to present on a Monday, you should send me a link by Sunday at 5 p.m.
2. **Make a class presentation** during which you summarize your news story, explain why it is important, and lead the class in a brief discussion of your news story by asking 1-2 thought provoking questions.

For your presentation, you should plan on approximately 3-4 minutes to introduce the story and another 3-4 minutes of discussion. You should aim to ask questions that stimulate discussion. In other words, do not ask "so what do you think?". When appropriate, frame the event within our course content. All students not giving a presentation are expected to help the presenters by actively participating in the discussion.

The news presentation counts five percent of your grade in the course; the points are distributed as follows: presentation (two points), summary (three points).

Attendance (5%). At the start of class, I will pass around a sign-in sheet. If you come late, it is your responsibility to make sure you sign it. If you do not sign it, you will be considered absent regardless of whether you actually attended. Your grade for attendance will simply be the number of times you attended as a percent of total class sessions.

Policies and Procedures:

Office hours. I will hold regular office hours twice a week (listed on the first page of the syllabus). You are strongly encouraged to drop by anytime during those hours and do not need an appointment. If you cannot meet me during office hours, I am happy to meet you some other time. I hope that each of you come by my office at some point during the quarter. I enjoy talking with students and would like to help each of you do as well as possible in the class. If you have any questions about the material, assignments, or my expectations, please do not hesitate to come by my office or send me an email. I am happy to read a draft of your research paper and go over it with you during office hours.

Work/ Grading. As you look over the syllabus, it should be obvious to you that you must be prepared to work hard in this class. Like all courses, the value of this course will stem directly from the work you put into it. I will give my best to this class and I expect you to do the same. For all graded papers and essays, the grading

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scale will be based on: (a) quality of **argument** and **evidence** as demonstrated by your ability to synthesize and use facts accurately and analytically to make a concise argument or point; (b) clarity of **presentation** and expression (i.e. organization, basic grammar, word choice, etc.); (c) consideration of counter-arguments and/or ability to consider **multiple perspectives**. Originality and imagination should be based on these essentials and not substituted for them. I make full use of the grading scale and average work will receive a C. The grading scale will be as follows:

A/A-	Outstanding work; well organized and well-argued; without significant error or omission;
B	Very fine work; well-organized and well-argued with only occasional error or omission; B papers are above average;
C	Satisfactory or solid work; made some use of evidence, but there are clear problems of organization, presentation, or interpretation;
D	Passing, but barely acceptable; clear problems with length, facts, organization, etc.;
F	Serious deficiencies, frequent factual errors and obvious problems with organization.

Absences/ Make-ups/ Extensions. Make-up exams and extensions will be given only in extreme circumstances. **Late papers will be deducted a half letter grade for each day the paper is late;** the 24-hour period begins with the class session in which the paper is due. This means that if the paper is due in class on a Tuesday morning and you turn it in Wednesday evening, your paper is considered two days late and an “A” paper will receive a “B”. This should make it clear that it is overwhelmingly in your interest to turn your paper in on time. That being said, it is better to turn in a paper later rather than not at all. If you do not turn in a paper, you receive a 0. A paper that is turned in and receives an F is graded as a 59. It is virtually impossible to pass this class if you do not turn in a research paper.

If you know that you will be absent on a particular day for a school-related or religious reason, please inform me in advance. All absences will be considered unexcused unless you I hear from the **Dean of Students Office** (DSO). I ask you to go through the Dean of Students because it is my experience that unexcused absences are often related to highly personal issues and students feel uncomfortable sharing personal details with me. The DSO will have you fill out an absence notification form and at that time you can ask the DSO to send me an email requesting flexibility in offering an extension, make-up, or excusing an absence. For those of you unfamiliar with the Dean of Students Office, it provides a variety of services for students dealing with personal, family or health challenges. You can learn more about the absence notification process and the DSO at:

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<http://studentaffairs.depaul.edu>.

Disabilities: Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

Loop Campus - Lewis Center #1420 - (312) 362-8002

Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.

Academic Dishonesty. Academic dishonesty of any kind will not be tolerated. All violations will be reported to the Academic Affairs Office. If you have any questions about what constitutes academic dishonesty, please see the **Code of Student Responsibility in the Student Handbook**, which is available on the website of the Dean of Students Office.

Classroom etiquette: As a courtesy to your fellow students and to me, it is important that you conduct yourself in a manner that does not distract from the learning environment. This means that you should make every effort to avoid:

- Arriving late and/or leaving early;
- Habitually exiting and entering the classroom in the middle of class
- Eating, using a cell phone (or any other electronic device), or talking during class;
- Putting your head down on your desk, falling asleep or any other behavior that indicates complete disengagement with the class;
- Anything else that distracts your fellow classmates or me.

Because of their ability to distract us all, **laptops and all other electronic devices are NOT allowed in the classroom.** There are no exceptions to this rule.

If I see you using an electronic device, I will **mark you absent** for the class. I also reserve the right to **lower your final grade by as much as a half letter grade** if you fail to observe these etiquette guidelines.

CLASS SCHEDULE & READING ASSIGNMENTS:

Below is an initial schedule of readings. It is quite likely that we will deviate from the schedule and occasionally fall behind. If this happens, I will do my best to send out an

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email reminder before the next class and post updates on D2L. However, as a rule of thumb, we will discuss the readings in the order on which they are listed on the syllabus. Therefore, if in a particular class session we only discuss one of the two assigned readings, we will start the next class with the second reading. If you are ever confused about where we are on the syllabus, please contact me.

30-Mar: Introduction

- Read the syllabus.
- Look over the debate topics in D2L.

I. Understanding Global Environmental Politics

1-Apr: Approaches to GEP: market liberals to social greens

- "Peril or Prosperity? Mapping Worldviews of Global Environmental Change" (*Paths to a Green World*, pgs. 1-17).
- Introduction, (*Green Planet Blues*, pgs. 1-14).

6-Apr: An Additional Approach? Skeptical Environmentalism

- Lomborg, Bjorn. 2001. "Ch. 1, The Litany", *The Skeptical Environmentalist*, pgs. 3-32.
- Pope, Carl and Bjorn Lomborg, 2005. "State of Nature", *Foreign Policy*, July/August, pgs. 67-73.

SKIM:

- **The January, 2002, issue of *Scientific American***, (Vol. 286, issue 1) published four article rebutting Lomborg's *Skeptical Environmentalist*. Lomborg was allowed a one page response, which he deemed inadequate and published on his website a 30+ page response.

8-Apr: Concepts: tragedy of the commons

- Hardin, Garrett. "The Tragedy of the Commons" (*Green Planet Blues*, pgs. 38-45).
- Burger, Joanna and Michael Gochfeld. 1998. "The Tragedy of the Commons Thirty Years Later" *Environment*, 40(10), pgs 4-13, 26-27.

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- Buck, Susan J. "No Tragedy of the Commons" (*Green Planet Blues*, pgs. 46-54).
- **TOPIC PROPOSAL IS DUE BY START OF CLASS**

13-Apr: Concepts: sustainable development

- The Sustainability Debate (*Green Planet Blues*, pgs. 199-246, skip pgs. 237-242).

15-Apr: DEBATE #1: Should the precautionary principle be a basis for public policy?

- "Is the Precautionary Principle a Sound Basis for International Policy" (Issue 1, *Taking Sides*, pgs. 2-20).
- "Is Sustainable Development Compatible with Human Welfare?", Issue 2, *Taking Sides*, pgs. 20-34).

RECOMMENDED:

- Ronald Bailey, "Debunking Green Myths," *Reason* (February 2002)
- David Pimentel, from "Skeptical of the Skeptical Environmentalist," *Skeptic* (vol. 9, no. 2, 2002).

II. Questions and Issues in Global Environmental Politics

Issue #1: Economic Growth vs. Environment Protection

20-Apr: Environment & Development: The Environmental Kuznets Curve

- No new reading!
- **ANNOTATED BIBLIOGRAPHY IS DUE BY START OF CLASS**

22-Apr: Environment & Development: The Environmental Kuznets Curve

- Galeotti, Marzio. 2007. "Economic Growth & the Quality of the Environment: Taking Stock", *Environment, Development, & Sustainability*. Issue 9, pgs 427-454.

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- "Economic Growth in a World of Wealth and Poverty", (Ch. 4. , *Paths to a Green World*, pgs. 83-117).

27-Apr: **DEBATE #2: Limits to Growth? Should countries limit economic growth in order to protect the environment?**

- Castro, "Environment and Development: The Case of Developing Countries" (*Green Planet Blues*, pgs. 30-37).
- Meadows et al, "Limits to Growth" (*Green Planet Blues*, pg. 25-29).
- Peluso, "Coercing Conservation" (*Green Planet Blues*, pg. 326-337).
- Meadows et al, *Limits to Growth: Thirty Year Update*. White River Junction, Vermont: Chelsea Green Publishing. Chapter 1, Overshoot, pgs. 1-17.

29-Apr: **Midterm**

Issue #2: Trade, Investment, & the Environment

4-May: **In Search of Pollution Havens: trade, multinationals, & the environment**

- "Trade and the Environment", (*Paths to a Green World*, Ch.5, pgs. 119-155)

6-May: **Do multinational corporations promote an environmental race to the bottom?**

- "Global Investment & the Environment", (*Paths to a Green World*, Ch.6 pgs. 157-188)
- Kim, Jim Yong, Joce Millen, Alec Irwin, and John Gersham ed. *Dying for Growth: Global Inequality & the Health of the Poor*. Maine: Common Courage Press. Ch. 8, only pgs. 177-185, 192-200.
- Wheeler, David. 2002. "Beyond Pollution Havens", *Global Environmental Politics* 2(2): 1-10
- Drezner, Daniel. 2000. "Bottom Feeders", *Foreign Policy*, No. 121. pgs. 64-70.

Issue #3: Global Environmental Governance
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11-May: Who Rules? key actors in global environmental governance

- "The Globalization of Environmentalism", (*Paths to a Green World*, Ch. 3, pgs. 45-82)
- Chasek, Pamela S., David Downie, Janet Welsh Brown. 2006. *Global Environmental Politics*. Boulder: Westview Press. Chapter 3, "The Development of Environmental Regimes: 11 Case Studies", pgs. 97-101, 106-115 [ozone], 128-143 [toxic waste] & Chapter 4, "Effective Environmental Regimes: Obstacles & Opportunities", pgs. 197-214.
- **ROUGH DRAFT IS DUE BY THE START OF CLASS**

13-May: DEBATE #3: World Environmental Organization

- Desombre, Elizabeth. 2006. Ch. 2, "UN Environmental Machinery", *Global Environmental Institutions*. Routledge Press: New York. pgs. 7-20.
- Najam, Adil. 2003. "The Case Against a New International Environmental Organization." *Global Governance*, 9: 367-84.
- Biermann, Frank. 2000. "The Case for a World Environmental Organization." *Environment* 42(9): 22-31.

Issue #4: Climate Change

18-May: Climate Change

- Snow, Donald. 2010. "Global Warming: Facing the Problem, Kyoto, and Beyond" in *Cases in International Relations*. New York: Pearson, pgs. 235-251.
- Intergovernmental Panel on Climate Change, "Fifth Assessment Report Climate Change 2013: Synthesis Report Summary for Policymakers", pgs. 1-28, available at:
http://www.climatechange2013.org/images/report/WG1AR5_SPM_FINAL.pdf

20-May: DEBATE #4: Confronting Climate Change

- Speth, James Gustave. 2004. "Afterword", *Red Sky At Morning: America*

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and the Crisis of the Global Environment. New Haven: Yale University Press. pgs. 203-229 (**skim**).

- Lomborg, Bjorn. 2007. *Cool It: The Skeptical Environmentalists Approach to Global Warming*. Alfred K. Knopf: New York, pgs 1-53.
- Making Changes for Our Children: Testimony of AL GORE, 45th Vice President of the United States", Delivered to the U.S. House of Representatives Energy & Commerce Committee Subcommittee on Energy & Air Quality and the Science & Technology Committee Subcommittee on Energy & Environment, Washington, D.C., March 21, 2007.

Issue #5: Population vs. Consumption

25-May: No Class- Memorial Day

27-May: Population Growth

- Malthus, Thomas. 1798. "Book 1, Chapter 1: OF the Checks to Population in the Less Civilized Parts of the World and in Past Times" *An Essay on the Principle of Population*. JM Dent and Sons: London, 1958. pgs. 5-12.
- McKee, Jeffrey K. 2004. "Forecasting global biodiversity threats associated with human population growth." *Biological Conservation*, 115 (1): 61-64.
- Kahl, "Demography, Environment, and Civil Strife" (*Green Planet Blues*, pgs. 256-266)
- Sen, Amartya "Population: Delusion and Reality," *New York Review of Books*, September 22, 1994.

1-June: DEBATE #5: Should the US support population control programs in the developing world?

- Princen, Thomas Michael Maniates, and Ken Conca. 2002. "Confronting Consumption", in Thomas Princen, Michael Maniates, and Ken Conca ed. *Confronting Consumption*, MIT Press: Cambridge, MA, pgs. 1-14.
- Diamond, Jared. 2008. "What's Your Consumption Factor?", *New York Times*, January 2.
- Read the sections on "ecological footprint" at www.footprintnetwork.org/ & calculate your own ecological

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footprint (under the “footprint for you” tab)

- Gore, Albert, Jr. “The Sole Remaining Superpower vs. the Population Bomb, *New Perspectives Quarterly*, 16(2) (1999) pgs. 34-35.
- Connelly, Matthew. *Fatal Misconception: The Struggle to Control World Population*. Cambridge: Harvard University Press, pgs. TBA.
- Epstein, Helen. 2008. “The Strange History of Birth Control”, *New York Review of Books*. August 18.
- Hardin, Garrett, 1974. *Lifeboat Ethics: A Malthusian View*.

3-June: Catch up and Review

- No new reading
- **RESEARCH PAPER IS DUE BY START OF CLASS**

Monday, June 8, Final Exam
8:45-11:00 a.m.

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TABLE 1: iClicker Grading—you don't have to answer every question correctly to earn a high grade

You receive two points for answering a question plus one additional point for answering it correctly. Assume we have 15 classes and I ask 4 questions per class for a total of 60 questions....

Percent of questions you answer correctly	Points for correct answers	Points for incorrect answers	Final Score (points)	Final Score (%)
100%	$60 * 3 = 180$	--	180	100%
75%	$45 * 3 = 135$	$15 * 2 = 30$	$135 + 30 = 165$	$165/180 = 92\%$
50%	$30 * 3 = 90$	$30 * 2 = 60$	$90 + 60 = 150$	$150 / 180 = 83\%$

TABLE 2: iClicker Grading—if you miss class, it is unlikely you will earn a high grade

You receive two points for answering a question plus one additional point for answering it correctly. Assume we have 15 classes and I ask 4 questions per class for a total of 60 questions AND on the days you attend you answer every question correctly...

# of classes you miss	Points for correct answers	Final Score	Final Score (%)
0	$60 * 3 = 180$	180/180	100%
1	$56 * 3 = 168$	168/180	93%
3	$48 * 3 = 144$	144 / 180	80%
5	$40 * 3 = 120$	120/ 180	66%

The Bottom Line: The iClicker counts as 15 percent of your grade. Come to every class, do the reading, and the iClicker will significantly increase the odds that you receive an A for the class.