INR 4350 - Global Environmental Politics

Section: CW60

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Summer 2024
Class Meeting Location:
Modality: WW
Credit Hours: 3.000000000000000

Instructor Information

Jacopo Baggio
Title: INR 4350 - 0W60 Global Environmental Politics
Office Location: HPH 302 (ask the front desk)
Office Hours:
Only Virtually during the following hours: Tuesday 11 - 12.30pm and Wednesday 11 to 12.30pm.

Zoom Link:

https://ucf.zoom.us/j/91604785107?pwd=RVUxK0M5STlLejZreGtteWZUR3NUdz09

Meeting ID: 916 0478 5107
Passcode: 994393

Email: Jacopo.Baggio@ucf.edu

Course Description

INR 4350 COS-POLS 3(3,0)Global Environmental Politics: PR: ENC 1102 or POS 2041 or C.I. The unique environmental struggles and political issues that occur on the international and global levels. Fall.

This course aims to equip students with theories and frameworks that are apt to understand the current state of global environmental politics. During this course you will read and do activities that will increase your knowledge around social-ecological systems, resilience, adaptation and transformation. Further, you will touch upon specific issues of global relevance such as climate change, biodiversity, fisheries, forestry, agriculture and energy and assess the global politics surrounding them.

Overall, this course is an introduction to concepts related to global environmental politics via a social-ecological system lens. The course will focus on introducing concepts and examples of issues and problems that fall under the umbrella of “global environmental politics”.

Student Learning Outcomes

By the end of this course you should be able to:

Knowledge: Have knowledge of different ways in which environmental issues can be approached. Understanding the trade-offs involved in global environmental politics as well as assessing and understanding issues surrounding collective action and cooperation. Further, you will have knowledge on some of the most important pressing issues in global environmental politics: climate change, biodiversity loss and finance; as well as issues surrounding specific global resources such as fisheries, forestry and energy.

Competence and skills: Compare and critically assess the different theories and frameworks proposed and use the appropriate lens to assess and find solutions to current issues in environmental politics. Further, students, via independent work, will need to learn to write policy briefs related to potential solution to a topic of your choice.

Finally, **students will be evaluated via**:

- 10 Weekly highlights for the general public

- One presentation in which you lay out a potential policy solution to tackle a specific environmental issue of your choice (feel free to contact me at any time if you are unsure about the topic you want to address).
- One presentation that relates to the first (incorporating feedback) and lay out further in detail potential policy solution to tackle a specific environmental issue of your choice.
- One 1000 maximum word policy brief

Course Materials and Resources

No book necessary for this course. Journal Articles are given within modules and in the course schedule at the end of this syllabus

Course Assessment and Grading Procedure

Weekly Highlights: Discussion (40 points, 4 points each)

During the course you will be required to write 5 bullet points highlight of a paper of your choice between the weekly papers assigned (you can choose one of the mandatory readings in bold or one of the optional). The weekly highlights must include:

- The title of the paper you refer to
- 5 highlights of the paper that are relevant to you (minimum 200 words for all 5)
- The highlights need to be written for a general audience (imagine you are giving the highlights to a policy maker, that is not an expert in the field).

Example of questions you can use as prompt to write your highlights:

- What question is being addressed?
- What is the main method/approaches used? (Data, case study, experiment, model, pure theory etc.)
- What is the motivation? (why do we care?)
- What are the main results of the paper?
- What are the implication of the main results of the paper for policy makers?

First Presentation (15 points)

The first presentation should include a policy issue you are interested in (or problem statement) related to environmental politics.

During the first presentation you are expected to synthetize and apply appropriately the different theories/frameworks learned in class to the problem of your choice. You should make appropriate references to the literature and clarify assumptions underlying your choices. You should be able to also present how you intend to proceed to address the policy issue you are proposing.

Remember:

- Presentation cannot be longer than 5 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation is a topic of your choice, but it should be related to your final project.
- The first presentation should aim to clarify: the problem, how can we address it and the stakeholders

Second Presentation (20 points)

The second presentation should actually be akin your final paper and should present it, as you would to a decision maker. Hence this presentation implies that you will have a specific motivation, identified stakeholders and assess the issue and potential solutions. You should incorporate feedback received during your first presentation.

Remember:

- Presentation cannot be longer than 5 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation should be related to your final project and to your first presentation.
- Incorporate feedback from the first presentation.
- This second presentation should aim to present your final paper. Hence you should be able to coherently argue on the policy brief of your choice.

Final Paper (25 points)

The final project is due the last week of class (or week 16)

- The final project can be discussed with me at any time during the course. If you have your own topic, we will work on that, if not, you can choose any topic covered during the course or you will be assigned one.
- The final project has to showcase your ability to coherently write a policy brief that can be submitted to a policy maker. It has to involve an in-depth analysis of a topic of your choice that you have learned during the semester.
- The final project is an individual project.
- Your final project must consist of a thoughtful analysis on a topic of your choice:
- The policy brief should address current state of the art, stakeholders, solutions, winners and losers (potential) of the solution and potential risks associated to implementing the policy you are writing about.
- **You are not allowed to use quotes,** and the essay will be submitted via Turn-It-In.
- APA style is required as well as proper citations if needed.

The Policy brief must be at least 1000 words, not to exceed 2000 words without counting references.

Submissions

All course assignments (weekly highlights, presentations and final project) are to be submitted via Webcourses@ucf (Canvas)

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
5/17	1st Week Engagement Quiz	Quiz	0

Due Date	Assignment Name	Assignment Type	Points
5/19	Module 3 - Institutional Design Principles	Discussion	4
5/26	Module 4 - Social Dilemmas	Discussion	4
6/2	Module 5 - Social Ecological Systems	Discussion	4
6/9	Module 6 - Planetary Boundaries	Discussion	4
6/16	Module 7 - Resilience Principles	Discussion	4
6/23	Module 8 - Global Environmental Politics and Governance	Discussion	4
6/23	First Presentation	Assignment	15
6/30	Module 9 - Compliance, effects and effectiveness of environmental regimes	Discussion	4
7/7	Module 10 - Climate Change and the UNFCC	Discussion	4
7/14	Module 11 - Biodiversity Loss	Discussion	4
7/21	Module 12 - Economics, Finance and Climate Change	Discussion	4

Due Date	Assignment Name	Assignment Type	Points
7/21	Second Presentation	Assignment	20
7/26	Final Project	Assignment	25

Grading Scale

Assignment value in points:

Assignment	Points
Weekly Discussion	40
First Presentation	15
Second Presentation	20
Final Project	25
Total	100

Points to Grade Conversion:

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points

Letter Grade	Points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	70 – 76 points
D	60 – 69 points
F	59 and below

Policies for Course Grade

Late Assignments:

Late assignments are penalized 1pt every 8 hr. After 48hr your assignment will be valued 0 points.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral mans: The presentation of material which has not been studied or learned, but rather obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential

resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Diversity and Inclusion Training and Events – Office of the VP for Diversity, Equity & Inclusion
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door.
- Students should make a note of the guide's physical location and review the online version at Safety

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see AED Locations.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to RAVE Mobile Safety and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video from the UCF Police Department, You CAN Survive an Active Shooter.

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to RAVE Mobile Security and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructor outside of class.

Financial Aid Accountability

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Course Schedule

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 0	Online	• Course Orientation			Check this blog out, great writing papers: http://www.raulpa
Module 1	Online	• Searching, reading and referencing appropriately peer-reviewed papers	Syllabus Quiz - academic engagement	Friday May 17th 2024	• Check this blog out, g writing papers: http://www.rau s/
Module 2	Online	• What are the commons?			• **Hardin, G. (1968). Th Commons. *Science*, 1248. http://doi.org/1** • **Dietz, T. (2003). Strug Commons. *Science*, 1912. http://doi.org/1** • Vogler, J. (2005). Stud Governance without F *Environmental Politics* • Lambert, J., Epstein, (Identifying Topics and Pool Resources Using Processing. *Internatio* 206. https://doi.org/10

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 3	Online	• Design principles for Common Pool Resources	Weekly Highlights (include Modules 2 and 3)	Sunday, May 19th 2024	• **Cox, M., Arnold, G., Design Principles fo Resource Managem** • **Baggio, J. A., Barnet Ratajczyk, E., Rollins Explaining success configural nature of principles. *Internatio Commons*, *10*(2). htt** • Barnett, A. J., Baggio, Ibarra, I., Rubinos, C., iterative approach to c qualitative analysis of inconsistencies. *Interr Commons*, *10*(2), 467

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 4	online	• Social Dilemmas	Weekly Highlights	Sunday, May 26th 2022	• **Janssen, M. A., Hola (2010). Lab experime ecological systems. http://doi.org/10.112** • Baggio, J. A., Rollins, (2015). Irrigation expe environmental variabil *and Society*, *20*(4), 12 200412 • **Baggio, J. A., Freem M. (2022). Harnessin address socio-envir challenges. *Plos one*** • Janssen, M. A., Bous D., & Worrapimphong irrigation dilemmas. *A*

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 5	Online	• Social-Ecological Systems	Weekly Highlights	Sunday, Jun 2nd 2024	• **Folke, C., Polasky, S Westley, F., Lamont, *future in the Anthrop* 50). https://doi.org/1** • Folke, C. (2006). Resi perspective for social- analyses. *Global Envi* http://doi.org/10.1016/ • Holling, C. S., Folke, ((2000). *Resilience of I and Institutions - Fina* • Anderies, J. M., Janss framework to analyze systems from an instit *society*,*9*(1), 18. • **Nelson, D. R., Adger Adaptation to enviro a resilience framewo *and Resources*, *32*(1**

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 6	Online	• Planetary boundaries • Overshoot and Collapse	Weekly Highlights	Sunday, Jun 9th 2024	• **Steffen, W., Richards E., Fetzer, I., Bennett Planetary boundarie on a changing plane 1259855. http://doi.o** • **Tainter, J. A. (2006). Collapse. *Annual Re* 74. http://doi.org/10.1 3136** • Wackernagel, M., Sch C., Jenkins, M., Kapos Tracking the ecologica economy. *Proceeding Sciences*, *99*(14), 926 9271. http://doi.org/10

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 7	Online	• Resilience “principles” for ecosystem management	Weekly Highlights	Sunday, June 16th 2024	• **Baggio, J. A., Brown Boundary object or l network analysis of *Society*, *20*(2), 2.** • **Biggs, R., Schlüter, I BurnSilver, S., Cund Toward Principles fo Ecosystem Services *and Resources*, *37*(1 http://doi.org/10.114** • Carpenter, S., Walker, (2001). From Metaph What to What? *Ecosy* 781. http://doi.org/10.: • Carpenter, S. R., Broc & Scheffer, M. (2015). safe operating space ecosystems. *Proceed Sciences*, *112*(46), 14 14389. http://doi.org/1 • Anderies, J. M. (2015 challenges for the Ant *National Academy of* 14403. http://doi.org/1

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 8	Online	• Global Environmental Problems and prospects for Governance	Weekly Highlights and First Presentation	Sunday, June 23rd 2024	• **Biermann, F. (2021). 'environmental'polic paradigm shift. *Envi*** • Maniates, M. F. (2001 a bike, save the world *politics*, *1*(3), 31-52. • Ostrom, E., Burger, J. Policansky, D. (1999). lessons, global challe • Ostrom, E. (2010). Be polycentric governanc systems. *American ec* • **Galaz, V. (2022). Glo times of turbulence.**

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 9		• Compliance, effects and effectiveness of environmental regimes	Weekly Highlights	Sunday June 30th 2024	• **Roberts, J. T., Parks, Who ratifies environ Institutionalism, stru 192 nations in 22 tre *Politics*, *4*(3), 22-64** • Young, O. R. (2014). T environmental regime themes, and research *International Environn* • Gilligan, M. J. (2004). in international multila *Organization*, *58*(3), 4 • **Wanner, M. S. (2021) international enviror and compliance in th Action. *International Politics, Law and Ec*** • Young, O. R. (2018). F effectiveness of intern regimes. *Nature Susta*

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 10		• Climate Change and the UNFCC	Weekly Highlights	Sunday July 7th 2024	• **Depledge, J., Saldivi half full or glass half Climate Conference.** • AR6 Climate Change summary for policy makers: https://www.ip m-headline-statement • **Aklin, M., & Mildenbe wrong dilemma: why collective action, cha change. *Global Envi*** • Kuyper, J. W., Linnér, state actors in hybrid g legitimacy, and effecti *Interdisciplinary Revie*
Module 11		• Biodiversity Loss	Weekly Highlights	Sunday, July 14th 2024	• Ulloa, A. M. (2022). A Dialogue: Can NGOs Biodiversity?. *Global E* • Pattberg, P., Widerber a global biodiversity a 385-390. • **Petersson, M., & Sto global biodiversity g *Environmental Agree Economics*, *22*(2), 33** • **Rydén, O., Zizka, A., Antonelli, A. (2020). biodiversity conserv research gaps. *Amb***

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 12		• Economics, Finance and Climate Change	Weekly Highlights and second presentation	Sunday, July 21st 2023	• Kedward, K., Ryan-Co Biodiversity loss and c stability implications fo supervisors. *Climate F* • **Galaz, V., Crona, B., Steffen, W. (2018). Fi Exploring the links b linear changes in the *Environmental Chan*** • **Chenet, H., Ryan-Co Finance, climate-cha Towards a precautio policy. *Ecological Ec*** • Schweickart, D. (2010 possible?. *Procedia-S* 6739-6752. • Biermann, F., Kanie, N governance by goal-s Sustainable Developn *Environmental Sustai*

Week	Mode	Topic	Assignments	Due Dates	Readings (
Module 13	Online	• Energy, Adaptation and Transformation			• Das, A. (2019, March) developing nations' cli systematic review and *Conference on Climat* • Hausknost, D., & Ham environmental state? sustainability transforr *Politics*, *29*(1), 1-16. • **Karintseva, O., Khar Derykolenko, O., Me Environmental deter transformation of na development. *Intern Issues*, *43*(2-3), 262-** • O'Brien, K. (2012). Gl adaptation to delibera *human geography*, *36* • **Sachs, J. D., Schmid Messner, D., Nakicer Six transformations development goals. 814**
Module 14	Online	**Final Project work Time**		Friday, July 26th 2024	