

# PSC 349: Global Environmental Politics

DePaul University, Winter, 2020

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<b>Instructor's office:</b>	990 Fullerton, Room 2206
<b>Class time &amp; location:</b>	T/Th, 1:00 p.m.-2:30 p.m., Levan, 502
<b>Office Hours:</b>	M/W 11:00 a.m.-12:30 & by appointment
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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 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? We finish the class by looking at specific environmental issues with a heavy focus on climate change.

## 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 research. This

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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:

We will read several chapters from each of the books below. I have requested that an electronic version of each is placed in the [course reserves](#) (listed under PSC 349). This means that you do not need to purchase any of them, although there may be printing restrictions if you access them via the course reserves. However, if you wish to purchase them they should be available in the DePaul bookstore. Because they are available via e-reserves, I have listed them as “recommended” rather than “required” in the bookstore.

- Clapp, Jennifer and Peter Dauvergne. 2011. *Paths to a Green World*. Cambridge, MA: MIT Press. <https://depaul.on.worldcat.org/oclc/767952984>
- Conca, Ken, Michael Albert & Geoffrey Dabelko ed. 2016. *Green Planet Blues: Environmental Politics from Stockholm to Rio*, 6th edition, Boulder: Westview Press. <https://depaul.on.worldcat.org/oclc/961696066>
  - We will also read some chapters from the fifth edition of *Green Planet Blues*. Check the syllabus carefully so that you know which edition we are using. If no edition is listed, it is the sixth.
- Romm, Joseph. 2018. *Climate Change: What Everyone Needs to Know*. Oxford University Press.

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- Wallace-Wells, David. 2019. *The Uninhabitable Earth*. New York: Penguin.

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.

## Desire to Learn (D2L):

We will make frequent use of 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 submission folder in D2L. If you submit any assignment after the deadline, you should submit your assignment to the “late work” folder.

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 (5%)
- Groups Presentations (2\*5% each, 10%)
- Quizzes and Participation (15%)

## 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 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. 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

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(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	Points added to overall course grade
<b>&lt;77 (C)</b>	0
<b>78-82 (C+, B-)</b>	1
<b>83-89 (B, B+)</b>	2
<b>90+ (A-, A)</b>	3

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 91% 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 **one meeting** with someone from the Writing Fellows Program (*described below*). Instructions for each individual assignment are posted to D2L.

**Ten percent of your overall grade in the course** will be based on meeting each of the four paper assignments (proposal, bibliography, draft, revision checklist) and your meeting with the Fellows Program. Each assignment is worth one point with the exception of the rough draft, which is worth six points since it requires the most effort. Combined, they total ten points. Complete all assignments (four written assignments plus the meeting) and you receive a 100%.

All written assignments should be submitted via the **digital submission folder in D2L**. The folder 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

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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 confer one-on-one for one hour with each of you to discuss your rough draft. 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.**

**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 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 (5%):** 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.

**Presentations (two, 5% each, total 10%):** You will work in groups to do two presentations this quarter. These assignments aim to help you delve deeper into course material while improving your public speaking skills. Both presentations will take place towards the end of

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the quarter. The first is on the book, *The Uninhabitable Earth*, and the second is one the book, *Drawdown*. Specific instructions are in D2L.

**Quizzes and Participation (15%):** Because I want to help you to actively 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.

I typically bump up the quiz grade for students that participate regularly and constructively. Most students think of participation as answering my questions or expressing opinions about a particular topic, but you can also participate by asking questions.

In several classes I will give a brief quiz (2-3 questions). These are designed to test your knowledge of material covered in the reading/lecture. The quizzes are graded somewhat differently from most exams. 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 quiz 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. For a more detailed description of how the daily quizzes can influence your final grade, see the tables at the end of the syllabus.

**Attendance.** At the start of class, I will pass around a sign-in sheet. Attendance does not count toward your grade in the course; I collect attendance strictly for the purposes of record keeping. Because attendance is not mandatory, the expectation is that if you are in class you are prepared to be an active discussant and constructive participant. (See the discussion of classroom etiquette below).

## 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

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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 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 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

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more about the absence notification process and the DSO at:

<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 are a constructive participant in each class. In part, this means you should conduct yourself in a manner that does not distract from the learning environment. Along those lines 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.** You are free to request exemption from this rule, but it will only be granted in certain circumstances.

If I see you using an electronic device, I will **lower your participation grade in the course.** 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:**

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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 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.

## 7-Jan: Introduction

- Read the syllabus.
- Look over the debate and presentation topics in D2L; sign up for a debate and both presentations.

### Concepts and Theoretical Approaches

## 9-Jan: Approaches to GEP: market liberals to social greens

- Wallace-Wells, David. 2017. "[The Uninhabitable Earth](#)", July 9. *New York Magazine*. Available here: <https://tinyurl.com/y7z8y4un>
- "Peril or Prosperity? Mapping Worldviews of Global Environmental Change" (*Paths to a Green World*, pgs. 1-17).

## 14-Jan: Concepts: tragedy of the commons

- Hardin, Garrett. "The Tragedy of the Commons" (*Green Planet Blues*, pgs. 38-45).
- Buck, Susan J. "No Tragedy of the Commons" (*Green Planet Blues*, 5<sup>th</sup> edition, pgs. 46-54).
- Hardin, Garrett, 1974. "Lifeboat Ethics: A Malthusian View". *Psychology Today*, September.

## 16-Jan: Concepts: sustainable development

- The Sustainability Debate (*Green Planet Blues*, 5<sup>th</sup> edition pgs. 179-227., skip pgs. 208-218). This includes:
  - Introduction, pgs. 179-183
  - "Towards Sustainable Development", World Commission on Environment and Development, pgs. 184-94
  - "Sustainable Development: a Critical Review", Sharachchandra Lele, pgs. 195-207.

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- "The Problem of Consumption", Peter Dauvergne, pgs. 218-227

➤ **TOPIC PROPOSAL IS DUE BY START OF CLASS**

**21-Jan: 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).

## **II. Questions and Issues in Global Environmental Politics**

**Growth vs. Environment?**

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

**28-Jan: In Search of Pollution Havens: trade, multinationals, & the environment**

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

**30-Jan: 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. 32-40).
- Meadows et al, "Limits to Growth" (*Green Planet Blues*, pg. 27-31).
- Meadows et al, *Limits to Growth: Thirty Year Update*. White River Junction, Vermont: Chelsea Green Publishing. Chapter 1, *Overshoot*, pgs. 1-17.

**4-Feb: Catch up and Review**

- **ANNOTATED BIBLIOGRAPHY IS DUE BY START OF CLASS**

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6-Feb: Midterm

**Global Environmental Governance**

11-Feb: 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. 2017. *Global Environmental Politics*. Boulder: Westview Press. Chapter 3, "The Development of Environmental Regimes", pgs. 105-110, 110-126 [ozone], 126-138 [hazardous waste].

13-Feb: 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.

18-Feb: No New Reading!

- ROUGH DRAFT IS DUE BY THE START OF CLASS

**Climate Change**

20-Feb: Climate Change: introduction

- Romm, Joseph. 2018. *Climate Change: What Everyone Needs to Know*. Oxford University Press.
  - Chapter 1: "Climate Science Basics", pgs. 1-28
  - Chapter 7: "Climate Change and You", pgs. 251-268
- "[Summary for Policymakers of IPCC Special Report on Global Warming of 1.5°C](#)". 2018. Intergovernmental Panel on Climate Change. Available here:  
<https://tinyurl.com/y9jxdc39>

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## 25-Feb: Climate Change: consequences

- Romm, Joseph. 2018. *Climate Change: What Everyone Needs to Know*. Oxford University Press, Chapter 3: “Projected Climate Impacts”, pgs. 73-145.
- Recommended, but not required:
  - Pilkey, Orrin, Linda Pilkey-Jarvis, and Keith Pilkey. 2018. *Retreat from a Rising Sea: Hard Choices in the Age of Climate Change*. New York, Columbia University Press. Chapters 1-3, pgs. 1-49.
  - Kolbert, Elizabeth. 2019. “[Climate Change and the New Age of Extinction](#)”, *New Yorker*, May 13. Available here: <https://tinyurl.com/y6pa5z54>

## 27-Feb: Climate Change: worst case scenarios

- Wallace-Wells, David. 2019. *The Uninhabitable Earth*. New York: Penguin.
  - Everyone should read Chapter 1, “Cascades”, pgs. 3-36.
  - During this class, you will work in groups to present the climate change challenges discussed in Wallace-Wells’ book. Each group will present on one of the topics below. You should sign up for your topic in D2L. You are only expected to read the chapters on which you are presenting. More detailed instructions are in D2L.
    - Heat Death & Hunger, 39-59
    - Wildfire & Disasters No Longer Natural, 70-85
    - Economic Collapse, 115-124
    - Climate Conflict, 124-131
    - The Church of Technology and Politics of Consumption, 171-196
    - History After Progress and Ethics at the End of the World, 197-216

## 3-Mar: Climate Change: governance

- Romm, Joseph. 2018. *Climate Change: What Everyone Needs to Know*. Oxford University Press.
  - Chapter 4, Avoiding the Worst Impacts, pgs. 147-170
  - Chapter 5, “Climate Politics and Policies”, pgs. 171-192
- Institutions of Global Governance (*Green Planet Blues*, pgs. 175-202). This includes:
  - “The Climate Change Battle in Paris”, Meenakshi Raman, pgs. 175-187 (*skim or use as reference*)
  - “Climate Change After Paris”, Richard Kinley, pg. 188-195
  - “This Changes Nothing: The Paris Agreement to Ignore Reality”, Clive Splash, pgs. 196-202.

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## 5-Mar: DEBATE #4: Climate Change: importance?

- Hulme, Michael. 2019. *Contemporary Climate Change Debates. A Student Primer*. New York: Routledge. Chapter 1: “Is Climate Change the Most Important Challenge of our Times?”, pgs. 6-19.
- Lomborg, Bjorn. 2007. *Cool It: The Skeptical Environmentalists Approach to Global Warming*. Alfred K. Knopf: New York, pgs 1-53 (just skim enough so that you understand Lomborg’s basic argument).

## 10-Mar: DEBATE #5: Climate Change: geoengineering?

- Specter, Michael. 2012. “[The Climate Fixers: Is there a technological solution to climate change?](https://tinyurl.com/t445dal)”. *New Yorker*, May 7. Available here: <https://tinyurl.com/t445dal>
- Kolbert, Elizabeth. 2017. “[Can Carbon Dioxide Removal Save the World?](https://tinyurl.com/ya6bmyh4)”, *New Yorker*, November 13. Available here: <https://tinyurl.com/ya6bmyh4>
- Hulme, Michael. 2019. *Contemporary Climate Change Debates. A Student Primer*. New York: Routledge. Chapter 8: “Is it Necessary to Research Solar Climate Engineering as a Possible Backstop Technology?”, pgs. 108-122.

## 12-Mar: Climate Change: solutions?

- Hawken, Paul. 2017. *Drawdown. The Most Comprehensive Plan Ever Proposed to Reverse Global Warming*. New York: Penguin.
  - During this class, you will present in groups one of the possible solutions to climate change discussed in *Drawdown*. You should sign up for your topic in D2L. More detailed instructions are posted in D2L.

## Thursday, March 19, 11:30 a.m.-1:45 p.m. Final Exam

- **RESEARCH PAPER IS DUE BY START OF THE EXAM**

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**TABLE 1: Quiz 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: Quiz 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:** Quizzes (and participation) count as 15 percent of your grade. Come to every class, do the reading, and the quizzes will significantly increase the odds that you receive an A for the class.