

Colorado State University

Department of Political Science

POLS 442: Environmental Politics in the Developing World

Spring 2024

Dr. Marcela Velasco, Associate Professor Office Hours Tue & Th 3:30-4:30 and Th 9-10
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Course Overview

The course evaluates environmental politics in developing countries or nations characterized by rapid social change, high levels of poverty, and inequality. Students will analyze issues of environmental governance, sustainable development, institutional change, and environmental justice. The course assesses the tensions that exist between development and conservation and considers diverse perspectives on development. It also examines environmental policy under different regimes and identifies efforts to increase the state's environmental capacities. The class concludes with a focus on environmental justice and civil society demands for more sustainable models of development.

Specific Course Outcomes

Upon successful completion of this course, students will:

- analyze different strategies followed by governments and people in developing countries to address environmental concerns.
- acquire a comparative perspective on environmental politics and governance across the developing world.
- evaluate the environmental limits of economic development.
- recognize the difficulty of addressing conservation and reducing poverty in developing countries.
- assess the main sociopolitical and economic issues at stake in environmental justice.

Teaching Methods and Assignments for Achieving Learning Outcomes

This is a three-credit class requiring 3 hours of classwork and about 6 hours of homework per week. Your active participation in this class is expected. Failure to attend regularly will have a detrimental impact on your success in this course, leading to a reduction in your grade. I expect all students to attend and adequately prepare for class by promptly completing assigned readings.

The Institute for Learning and Teaching (TILT) offers multiple resources to help you improve your reading, note-taking, and studying skills. Visit them at <https://tilt.colostate.edu/Learning/LearningResources/OnlineResources>

Rules and Expectations

Interesting classes rely on active student participation. This includes good attendance, informed discussions, and willingness to participate in thoughtful and respectful debates. Engaging with those who may (or may not) hold different viewpoints than your own on an issue is one of the most edifying experiences in the study of politics. You may or may not agree with their conception of the problem, the quality of their data, or the strength of their argument, but if you listen carefully and respectfully, you will strengthen your ideas and help improve the data with better empirical observations or research findings. It is therefore vital to allow everyone to speak and to be heard.

Read CSU's [Principles of Community](https://diversity.colostate.edu/principles-of-community/) and use them as a guide to engage with others in this class (<https://diversity.colostate.edu/principles-of-community/>).

Assignments

Your **grade** for the course will be determined through the following assignments:

Assignment	Due Dates	% Final Grade
<i>Reading preparations</i> Identify key questions from readings, important concepts, and/or significant events to contribute to class discussions and analysis.	<i>Weekly</i> This assignment counts only when used for participation in class discussions.	10
<i>Case studies</i> 200-500 word summaries of case analysis	<i>Most weeks</i> To earn full credit, this assignment must be submitted on time and used in class discussions or activities.	15
<i>Two Short Papers</i> 4 pages, topics to be announced.	<i>Feb 9 & April 12</i>	35
<i>Two Exams</i>	<i>March 7 & May 8</i>	40

Paper instructions and study guides for the exams will be announced later.

Grading Scale (note this reflects any rounding)

A+	97.5-100	A	93.5-97.4	A-	89.5-93.4	B+	87.5-89.4	B	83.5-87.4
B-	79.5-83.4	C+	77.5-79.4	C	69.5-77.4	D	59.5-69.4	F	0-59.4

Late Policy

Assignments must be completed by the due date. If you miss a class activity, you will receive a grade of 0 for that assignment.

Assignments may be completed for full credit later under specific circumstances, such as a university-sanctioned excuse, instances of severe illness, or other valid reasons like observing a religious holiday. Going on a family vacation or accommodating your work schedule are not valid excuses. For full credit consideration, you are required to promptly contact me and submit supporting documentation that justifies your absence.

In the case of an unexcused late assignment, I will take 10 points off per day late. You must report directly to me no later than one day after the assignment is due. If I have not heard from you within 1 day after missing an unexcused assignment, I will not accept it and you will receive a 0 for it. You will only be allowed to make up one unexcused assignment.

Take note of the class schedule and exam dates when making personal plans, including your work schedules. If class assignments conflict with personal plans, consider changing your plans or not taking this class.

Special Accommodations

If you are a student who will need special accommodations in this class, you must contact me to discuss your individual needs. Any accommodation must be discussed promptly and a verifying memo from the Student Disability Center will be required before an accommodation is provided.

Academic Integrity

The professor for this course strongly endorses CSU's Academic Integrity Policy as outlined in the Colorado State University General Catalog and the Student Conduct Code. Adhering to the University's policies builds trust and ensures that I am evaluating your work and judging the quality of what you do. If you plagiarize you could lose credit for the plagiarized work, fail the assignment, or fail the course.

Due to the central role that academic integrity holds in our collective mission as students, teachers, scholars, and citizens, I anticipate that every student will fully to our university's Honor Pledge. While formal signing of the pledge is not required, each of you will be asked to write and sign the following statement on your papers and exams: "I have not given, received, or used any unauthorized assistance."

AI statement: Generally speaking, you are not authorized to use artificial intelligence engines, software, or artwork-generating programs (or similar) to produce work for this class.

Class Schedule

1. The Developing World (Jan. 16 & 18)

Newell, P. (2017). "Environment." In Burnell, P. Rakner, L. and Randall V. (eds.). *Politics in the Developing World*. Oxford.

Watch *The End of Poverty? Think Again*. (Cinema Libre Studio, 2010).

Further reading:

Chiriyankandath, J. (2014). "Colonialism and Post-Colonial Development." In Burnell, P. Rakner, L. and Randall V. (eds.). *Politics in the Developing World*. Oxford.

2. The Limits of Growth, part 1 (Jan. 23 & 25)

Dryzek, J. (2022). "Looming Tragedy: Limits, Boundaries, Survival" and "Growth Unlimited: The Promethean Response." *The Politics of the Earth*. Oxford.

Case Study 1: The debate on growth and economic development. Review *The End of Poverty*, Newell, and Dryzek.

3. The Limits of Growth, part 2 (Jan. 30 & Feb. 1)

Gupta, J. (2015). "Growth, the Environment, and Development in the Anthropocene." *Current History* 114 (775): 311-315.

Dryzek, J. and J. Pickering. (2019). "Anthropocene: The Good, the Bad, and the Inescapable." *The Politics of the Anthropocene*, Oxford.

Kumar, P. (2018). "GDP is No Longer an Accurate Measure of Economic Progress. Here's Why." *World Economic Forum*. <https://www.weforum.org/agenda/2018/11/forget-gdp-for-the-21st-century-we-need-a-modern-economic-measure/>

O'Neill, D. and Fanning, A. (2017). "New beans to count." Issue on Ecological Economics. *Alternatives Journal, The Voice of Canada's Environmental Community* 43(1): 42-44.

4. The Development of Environmental Institutions: China and India as Case Studies (Feb. 6 & 8)

Shapiro, J. (2016). *China's Environmental Challenges*. Polity. Read Ch. 3.

Pillai, A. & Dubash, N. (2021). "The limits of opportunism: the uneven emergence of climate institutions in India," *Environmental Politics*, 30: 93-117

PAPER 1 due on Feb. 9

5. Greening States and Societies: Policy and Governance (Feb. 13 & 15)

Meadowcroft, J.

(2022). "The Environmental State and Its Limits." In Sowers, J., VanDeveer, S., and Weinthal, E. (eds.) *The Oxford Handbook of Comparative Environmental Politics*. Oxford.

(2012). "Greening the State?" In Steinberg, P. and VanDeveer, S. (eds.). *Comparative Environmental Politics: Theory, Practice, and Prospects*. The MIT Press. Only Read Table 3.1.

Sommerer, T. and Lim, S. (2016) The Environmental State as a Model for the World? An Analysis of Policy Repertoires in 37 Countries. *Environmental Politics* 25(1): 92-115.

Case Study 2: Analyze evidence related to the establishment of an environmental state in India and China. Review Meadowcroft, Sommerer, Shapiro, and Pillai & Dubash.

6. Greening States and Societies: Public Attitudes (Feb. 20 & 22)

Dunlap, R. and York, R. (2008). "The Globalization of Environmental Concern and the Limits of the Postmaterialist Values Explanation: Evidence from Four Multinational Surveys." *The Sociological Quarterly* 49(3): 529-563.

Yamin Vázquez, P. (2020). "Environmental Concern in the Global South: Tackling the Post-materialist Thesis and the Impact of Ideology." In Lorenzo, C. (ed.). *Latin America in Times of Global Environmental Change*. Springer, 75-91.

Case Study 3: Examine the significance of individuals expressing concern for the environment in policy and political development. Review Dunlap & York and Vázquez.

7. Policy Making in Changing Societies (Feb. 27 & 29)

Steinberg, P. (2012). "Welcome to the Jungle: Policy Theory and Political Instability." In Steinberg, P. and VanDeveer, S. (eds.) *Comparative Environmental Politics: Theory, Practice, and Prospects*. The MIT Press, 255-284.

Velasco, M. and Mumme, S. (2021). "Environmental Capacities in Latin America: A Comparison of Brazil, Chile and Mexico." *The Social Science Journal*.

8. Impacts of Regime and Government Systems (March 5 & 7)

Dryzek, J. (2022). "Part III: Solving Environmental Problems." *The Politics of the Earth*. Oxford.

Agrawal, A, Chhatre, A & Hardin, R. (2008). "Changing Governance of the World's Forests." *Science* 320(5882): 1460-1462.

Exam 1 March 7

9. Conflict and the Environment, part 1 (March 19 & 21)

Humphreys, M. Sachs, J. and Stiglitz, J. (2007). "Introduction. What is the Problem with Natural Resource Wealth?" In Humphreys, Sachs, and Stiglitz (eds.). *Escaping the Resource Curse*. Columbia University Press.

Mukoyama, N. (2020). "Colonial Origins of the Resource Curse: Endogenous Sovereignty and Authoritarianism in Brunei." *Democratization* 27(2): 224-242.

Case Study 4: Critically evaluate the origins and impacts of the "resource curse." Review Humphreys et al. and Mukoyama.

10. Conflict and the Environment, part 2 (March 26 & 28)

Ide, T., Sümer, V. & Aldehoff, M. 2020. "Environmental Peacebuilding in the Middle East." In Swain, A. & Öjendal, J. (eds.) *Routledge Handbook of Environmental Conflict and Peacebuilding*. Routledge: 175-187.

Ahmadnia, S., et al. (2022). *Defueling Conflict: Environment and Natural Resource Management as a Pathway to Peace*. World Bank Group. Read Executive Summary p. xvi-xix.

11. Conflict and the Environment, Part 3 (April 2 & 4)

Lackner, H. (2020). "Community-Based Water Practices in Yemen." In M. King (ed.). *Water and Conflict in the Middle East*. Oxford: 121-150.

Von Lossow, T. (2020). "Weaponizing Water in the Middle East: "Lessons Learned" from IS." In M. King (ed.). *Water and Conflict in the Middle East*. Oxford: 151-170.

Case Study 5: Utilize the environmental peacebuilding framework to analyze the Middle East cases we have studied. Review Ide et al, Lackner, and Von Lossow.

12. Environmental Justice: Introduction (April 9 & 11)

Fuentes-George, K. (2021) "The Comparative Politics of Environmental Justice." In *Oxford Handbook of Comparative Environmental Politics*.

Rajan, S. (2014). "A History of Environmental Justice in India." *Environmental Justice* 7(5): 117-121.

Paper 2 April 12

13. Environmental Justice: Urbanization and Environmental Suffering, part I (April 16 & 18)

Auyero and Swistun. (2009). *Flammable: Environmental Suffering in an Argentine Shantytown*. Oxford. Read Chapters 1-4.

Case Study 6: Apply the environmental justice framework to examine the case of Argentina. Review Fuentes-George and Auyero & Swistun.

14. Environmental Justice: Indigenous Peoples (April 23 & 25)

McGregor, D., Whitaker, S. and Sritharan, M. (2020). "Indigenous Environmental Justice and Sustainability." *Current Opinion in Environmental Sustainability* 43:35–40.

Khan, F. 2002. "The Roots of Environmental Racism and the Rise of Environmental Justice in the 1990s." In McDonald, D. (ed.). *Environmental Justice in South Africa*. Ohio University Press, 15-48.

Watch *Crude: The Real Price of Oil* (Red Envelope Entertainment, 2010): 104 mins

15. Conclusions (April 30 & May 2)

Case Study 7: Assess the restrictions of the legal system in addressing environmental justice issues: Review *Crude*, Fuentes, Swistun & Auyero,

Exam 2: Wed May 8 from 6:20-7:35 pm ONLINE