Environmental and natural resource policy offer illustrative issues in political economy. Biological limits and human dependence on nature highlight issues of market failure and government failure that characterize, in a less clear fashion, other important political controversies. For example, the challenges presented by externalities and asymmetrical information are easily tractable when studying deforestation; yet the same market failures encourage government intervention in a broad array of non-environmental issues. We can see how institutions and group incentives lead politicians to represent a narrow constituency, loggers or squatters, instead of promoting the interests of society as a whole in protecting forests and saving biodiversity. The study of environmental politics is important in understanding political behavior in general.

This class surveys controversies in the management of environmental and natural resource issues in developing, or poor, countries. Often, changes in environmental conditions and policy have a much greater impact on citizens in developing countries than in richer ones. Instead of assessing blame for environmental tragedies, we seek a positive explanation of political behavior. Students should finish the course with some ideas on the role of markets and political institutions in making difficult decisions, allocating resources and building consensus for change.

Learning objectives.

By the end of the semester, students will be able to demonstrate progress in the following departmental learning goals:
1) Understanding of political science and its links to related fields;
4) Developing critical thinking skills;
5) Conducting original research;
6) Verbal and written communication skills.

Requirements and grading.

Successful students will attend lecture, reflect on the readings, take a midterm and final exam and turn in a climate change case study, a written paper proposal and a polished research paper. Attendance of lectures is mandatory as is participation in class discussions. Students fulfilling these requirements will improve their analytical and writing skills, be able to test
academic arguments through empirical studies and gain an understanding of how developing countries make environmental decisions.

Students are expected to spend enough time with the readings to have the confidence to speak up in class. Reading is understood to be the process of drawing meaning from text, so you may need to read some of the chapters or articles more than once to understand them completely. In every piece you read, look for a hypothesis and supporting evidence. Additionally, you need to allow some time to reflect on and compare the readings. Bring to class questions, criticisms or applications of the readings. The class will be more interesting and efficient if everyone is prepared and willing to actively participate. Turn off all cellphones, etc.

Readings come from articles, chapters and the following books:


Other readings are available online (parenthetical notes show what database to use or if they are on SOCS). We may add reading assignments during the semester.

Feel free to stop by my office to discuss the readings, current events relevant to the course, assignments, etc. If the office hours listed are not convenient, please email me to make an appointment.

Written assignments consist of a climate change case study, a written paper proposal and a polished research paper. The case study assignment asks for a roughly five-page description of the impact, contribution, policy and politics of climate change in any developing country. Early in the class, students should begin thinking about potential research topics that explain the nature, source and impact of a particular environmental policy or political decision. For example, one might compare how the process of political decentralization affected environmental policy in a few countries. Keeping in mind that quality counts more than quantity, students should plan on a fifteen-page paper. The papers should demonstrate the use of different scholarly and journalistic sources. Students need to turn in a two-page proposal of their paper by October 31st. In addition, students are encouraged (but not required) to hand in both an outline and a rough draft to solicit comments and improve their finished paper. As I need time to
read them, the last day to turn in an outline or rough draft is November 21st. The final paper is
due on December 5th at the start of class. Further instructions for all assignments will be
distributed in class.

The midterm and final exams will consist of one essay and several short answer questions.
Candidate essay questions will be distributed prior to the exams.

Final grades will be based on the following weights:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Class grade</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
</tr>
<tr>
<td>Climate case study</td>
<td>15%</td>
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<tr>
<td>Paper proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

The class grade is a cumulative assessment of attendance, quizzes, participation and a
presentation. While no weight is given to the paper outline and rough draft per se, students
turning in such work will be able to write an improved paper. There is no curve for grading.

Late papers will be penalized one-half grade per day (ie. from a B+ to a B the first day, to a
B- the second day). Incompletes will only be offered in cases of extreme hardship, presented in
writing before the final exam.

You gain earn an extra credit-hour in this class by enrolling in Languages Across the
Curriculum. This requires the use of foreign language sources in the research for your paper.
Please enroll soon by contacting Professor Compte (dcompte@tcnj.edu).

Students with disabilities are encouraged early in the course to discuss with the professor any
needed accommodations approved by the Office for Differing Abilities Services.

Honor Code.

This course follows the requirements and penalties of the Academic Integrity Policy found
in the Undergraduate Bulletin. Any suspected violations will be referred to the appropriate
Academic Integrity Officer.

Students need to submit both an electronic and hard copy of their final work (for drafts, a
hard copy is all that is needed). All papers need to be submitted to the SOCS dropbox. This file
may be used to investigate plagiarism. See me if you have any questions about citing work.
Weekly topics, readings and study questions.

I: (8/26, 8/29, 9/5): Theories and models of environmental politics.

Questions: Outside of those identified in the book, what politicians, activists and scholars would you place in each of Clapp and Dauvergne’s four ideologies? How has the environmental movement adopted different ideologies through history? Why would the developing world be a better place to test the utility of ideologies? Which causes of deforestation would each ideology embrace as most explanatory? If externalities are so easily identified and measured, why do societies fail to correct them?

Readings: Clapp and Dauvergne 1-3;

II: Economic growth and the environment (9/9, 9/12).

Questions: You should understand the logic of the four views’ beliefs on how growth effects the environment. Which views are best supported by the evidence? Come up with evidence supporting a view to which you are ideologically opposed. In promoting macroeconomic growth, do trade, investment and social equity have different impacts on the environment? If so, what types of political conflict would emerge from each?

Readings: Clapp and Dauvergne 4-6;
   Kütting, Gabriela. 2003. “Globalization, Poverty and the Environment in West Africa: Too Poor to Pollute?” Global Environmental Politics 3, 4 (ProjectMuse);

III: Domestic biodiversity policy (9/19, 9/23; no class on 9/16).

Questions: The “market liberal” perspective suggest that poor countries would eagerly trade environmental quality for economic growth – why would this be wrong? Why are Costa Rica and Bolivia unlikely countries for successful environmental policy? Why do they surprise us? What are resources to bilateral activists bring to environmental policy that a national or foreigner would lack?

Readings: Steinberg 1-4;
IV: Politics, policy and culture in developing countries (9/26).

Questions: How do the long-term efforts and networking of bilateral activists translate to policy success? What is a policy culture? If global environmental problems depend on changes in developing countries, how can we strengthen the political process modeled in the book?


Midterm exam (9/30): One essay question and several short-answer questions.

V: Common property (10/3, 10/7, 10/10).

Questions: How is a common good different from a private one? What problems among users does this type of good present? When are communal regimes to manage common resources successful and when do they break down? What improvements in rigor and research direction does the Wagner and Talakai review make? (Note: other articles in this issue have good case studies).


VI: Environment, empire and violence (10/17, 10/21).

Questions: There is a voluminous literature on why environmental issues often lead to violence. Based on Gleditsch’s review, what are the faults and future directions of this research area. Can the models discussed explain the sources of conflict in the brief case studies listed (on SOCS)? What is the US role in such violence? For Dalby, how do resource abundance, environmental NGOs and progress in the natural sciences contribute towards the violence underpinning international organization? What does Lipschutz’s comment suggest about the relationship between economic growth and environmental quality?

Environmental violence case studies on SOCS. (More readings next page).
VI: Environment, empire and violence (continued).
Faber, Daniel. 1992. “Imperialism, Revolution and the Ecological Crisis in Central America.” *Latin American Perspectives* 19, 1: 17-44 (JSTOR);

VII: Climate change: history and perceptions (10/24, 10/28, 10/31).
*Questions:* What are the core perceptions of developing country leadership that discourage cooperation on climate change? How empirically supportable are such views? Does globalization promote ideological convergence? How representative are the three (or four) case studies offered in chapter three? Why does rich country public opinion focus on the proximate and not the underlying causes of environmental risk? Did Katrina change this?
*Readings:* Roberts and Parks 1-4.
**Paper proposal due 10/31.**

VIII: Climate change policy [11/4 (Vote!), 11/7].
*Questions:* What are the political implications of the four ways of measuring carbon responsibility? To what extent do wealthy countries externalize their responsibility? Create a theoretical synthesis of the different reasons explaining why countries agree to environmental treaties.
*Readings:* Roberts and Parks 5-6.

*Readings:* Clapp and Dauvergne 7;
Fox and Brown 1-3, 11.
*Questions:* Which of the four perspectives offered by Clapp and Dauvergne would the Fox and Brown book fall into? Can you articulate the other perspectives’ views on multilateral investment banks? What are their objectives and means of influence held by NGOs and the Bank? Can international institutions adapt to new challenges in a time-efficient way? Do they adapt in a socially-efficient way?
**Case studies of climate change due 11/11.**
X: Transnational environmental movements: cases (11/18, 11/21).
Readings: Fox and Brown 4-7, 12.
Questions: Based on the four case studies, how does Bank practice differ from policy and what did NGOs do to change both? In explaining policy outcomes, what is the relative importance of domestic politics, transnational politics and global economic forces? How accountable to developing countries are NGOs and the Bank?

XI: Environmental service markets I (11/25, 12/2, 12/5).
Readings: TBA
Final paper due 12/5.

Final exam: TBA.