

GLOBAL ENVIRONMENTAL POLITICS

ENVST-UA 445 | TUE/THU 12:30PM-1:45PM | CLASSROOM: CANT Room:102

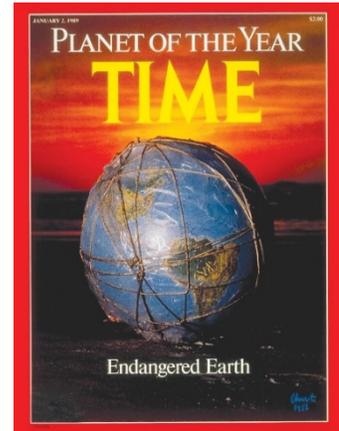
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INTRODUCTION

Environmental problems are increasingly taking on a trans-national and global dimension. At the global scale, however, there is no single centralized authority to manage and regulate the environment. Instead, global environmental governance is organized through a patchwork of international treaties, multilateral institutions, non-governmental organizations, and multi-national corporations.

This course traces the history and emergence of global environmental cooperation and lack thereof. We examine the actors, institutions, debates, historic moments, and cross-cutting issues that shape global environmental politics. We deliberate the rise of big-NGOs and multi-national corporations, and the power they wield in contemporary global policy. Finally, we look ahead at the biggest challenges facing global environmental politics in the 21st century. This includes discussions on environmental science and expertise, climate refugees, the rise of populism, and most recently, pandemics. Students should expect to develop an overview of key issues in global environmental politics and think critically about what works and what needs work.



The course comprises of four modules.

- **Module 1:** We review how the environment is framed as a topic of concern at a global concern. We identify key environmental problems and discuss what makes an environmental problem an issue of global relevance.
- **Module 2:** We will explore the relevance of the nation-state as the foundational organizing unit in global governance. Using the concept of ‘international regimes’ and working through a set of examples such as acid rain and climate change management, we will map the interactions and power dynamics that shape multi-lateral institutions like the UN Environment Program.
- **Module 3:** We examine the rise of non-state actors in global governance. Non-state actors include both environmental-NGOs like WWF and Greenpeace and private corporations such as Walmart and Patagonia. We explore the changing role of non-state actors, and how their unique cross-boundary position allows them to transfer ideas, norms, and technologies in a way that states cannot.
- **Module 4:** In the final Module, we consider key emerging challenges and upcoming debates.

COURSE REQUIREMENTS AND GRADING

Grading Components and Weights

Participation	20%
Reading responses	20%
Prelim and Final	30%
Final Research Paper	30%

*This class has no textbook. All readings will be provided through NYU classroom.

1. PARTICIPATION (20%)

Participation in the course comprises of attendance, active engagement in in-class discussions, and one presentation of a relevant news article. Attendance for all classes is compulsory. Our weekly meetings will be far more valuable if everyone participates actively. Expectations for participation include:

- a. **Reading:** Please read course materials in advance and come to class prepared with reflections and questions (or you'll find it hard to follow what's going on in class, and may find yourself unprepared for in-class activities). Reading expectations will vary from week to week, but something around 40 pages per week will be the norm.
- b. **Active engagement:** You should actively ask, solicit questions, and react to the instructor and your classmates.
- c. **In-class writing exercises:** Quite regularly, you will be asked to write a response to a pre-circulated or in-class writing prompt.
- d. **News media presentation:** Once during the semester you will be asked to share and present a recent news article related to global environmental politics. The objective of the exercise is to encourage reading the news and engaging critically with contemporary geo-politics. **You must select the news piece yourself from the within the past month.** Students will sign up for their preferred presentation date in the second week of classes. Presentations should be not more than 5 minutes and the articles must be pre-circulated through NYU Classes.
- e. **Group Work:** At times in the semester, you will be split into groups and expect to present on a given topic to the rest of the class. Groups will be assigned randomly and you are expected to coordinate with your team mates before class.

**Given the blended nature of the class, we need to double down on our commitment to attendance and participation. If for a reason, say time zone or internet access, you are not able to attend class on a particular occasion, meeting recordings will be made available. However, non-attendance is permitted through permission only.*

2. READING REFLECTIONS (20%)

Students will submit five short essays (~750 words) in response to pre-circulated prompts. Essays topics will draw directly from course materials (lectures and readings). In your essay, you must respond to the specific prompt posed to you and aim to demonstrate independent, critical

engagement with ideas. In your essay, consider summarizing the main argument presented by the author, why they think this argument is important, evidence/examples they represent to support their argument, and your own reflections on the soundness of their argument. In your essay, I encourage you to reflect critically on the readings and develop your own position in GEP debates. In this manner, course readings, lectures, in-class discussions, and writing assignments will be complementary and integrated.

Each reading response will be graded on 4 points. In order to encourage free thinking, all submissions will receive a default grade of 4 points on submission. However, I reserve the option to give a 1-point bonus for an excellent response and a 1-point deduction for a sub-par response. An excellent response is one with highly polished writing, clear structure, and deep/critical engagement with the text. A sub-par response is one that shows lack of reading and sloppy writing. Typically, 95% of the class would receive the full 4 points for any given reading response. If you receive less than 4 on consecutive assignments, please come see me.

All reading responses must be submitted to NYU Classes by deadline. Every day of a late submission will be docked one point or by discretion of the instructor.

3. EXAMS (30%)

The course has a mid-term and a final. The exams are meant to force a review function and encourage integration/reflection across all areas of the course. They are not meant to trick you. Questions will draw directly from readings, lectures, and discussions but independent critical thinking will be expected. The exams will typically include both short and long answers. Prior to the exams, I will hold a review session where you may pose questions to me about the exam, course themes, and specific materials.

**Both exams will be conducted online. Exams will be one hour long, and you will have a 48 hour window where you can take the exams at your own time of convenience.*

4. FINAL RESEARCH PAPER & PRESENTATION (30%)

You will be required to write a ~5,000-word research paper on a specific global environmental problem and the global level response to the problem. The paper should pose a question about environmental politics and aim to advance political analysis, not simply seek to illustrate the scale and implications of an environmental problem.

First, identify an environmental issue of global relevance and why it is important.

Second, summarize how the issue has been addressed so far, including analysis of relevant initiatives, treaties, organizations, and the role of key stakeholders.

Third, using historic context, analyze the key challenges in advancing global coordination to address the issue. Here you are encouraged to understand different political positions and power dynamics.

Fourth, use course themes to think through the case, and identify gaps or extensions within existing theories. The last section of your term paper should engage 1–2 course concepts deeply and critically.

To avoid leaving the paper to the end of the semester, we will follow a staggered writing process. This will allow your peers and me to offer you feedback through the writing process.

COURSE POLICIES

This is a 'living document', which means I will regularly update the document and upload the most recent version on NYU Classes. You will also find additional documents on NYU Classes laying out specifics of all the assignments and the discussion sessions. Assignments are to be submitted directly through NYU Classes.

COMMUNICATION

This syllabus contains most of the information you will need about class logistics, readings, deliverables, deadlines etc. **As a general policy, when you have questions, look first at the most updated syllabus for answers. If not in the syllabus, check other parts of NYU Classes. If you still do not find an answer to your question, you should write to me.** Email correspondence should be limited to quick questions, mainly about logistics. Please do not expect substantive discussions about course material through email. For that, you are invited to stop by my office for a chat during office hours or by appointment. It would be most productive for you and me to ensure that our interactions are toward substantive themes.

SUBMISSION AND DEADLINE POLICY

All assignments must be submitted electronically (MS–word compatible formats only) through NYU Classes. No handwritten work will be accepted without prior consent. More information about the actual submission process will be outlined closer to the deadlines.

Assignments turned in after the deadline will be reduced at the rate of one point per day. It is important to respect the deadline for our own self–discipline and in fairness to the trade–offs made by others to submit on time. Consider the point deduction system a way to balance your own trade–offs.

Under a limited set of conditions, a deadline extension may be granted. Conditions include documented emergencies (illness, family emergencies etc.) or circumstances cleared with the instructor (e.g. religious holidays). Extension requests will not be considered if the request is based on poor preparation or negligence.

LAPTOP AND SCREEN POLICIES

**The nature of blended teaching means many of us will be on our computers during the entire class. I want us all to be mindful of the potential adverse impact of laptops and phones on the quality of the learning experience for you and your peers. The distractions of the internet are real but we must stay focused and nurture our individual techniques for focusing. I encourage students to exercise common sense and respect for your peers. For example: please do not shop or check social media during meetings. You are encouraged to check terms and words online as long as it does not significantly distract you from the meeting. Zoom offers an attention score, which may be utilized for accountability.*

ACADEMIC INTEGRITY

Students are encouraged to work and study together within the bounds of NYU's academic integrity policy. Sharing questions, ideas, and consulting with other students is important for learning. However, this permissible cooperation should never involve a student possessing a copy of all or part of work done by another student, in the form of an e-mail, an e-mail attachment file, a flash drive, diskette, cloud storage, or a hard copy. Should copying occur, both the student who copied work and the student who gave material to be copied would automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

Every student in the course must abide by New York University's Policy of Academic Integrity (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html>). As the policy states, "*NYU expects and requires its students to adhere to the highest standards of scholarship, research and academic conduct. Essential to the process of teaching and learning is the periodic assessment of students' academic progress through measures such as papers, examinations, presentations, and other projects. Academic dishonesty compromises the validity of these assessments as well as the relationship of trust within the community. Students who engage in such behavior will be subject to review and the possible imposition of penalties in accordance with the standards, practices, and procedures of NYU and its colleges and schools. Violations may result in failure on a particular assignment, failure in a course, suspension or expulsion from the University, or other penalties.*"

I encourage you to be mindful of the different kinds of academic integrity violations as detailed on the website. Always make sure in this class and elsewhere that the work you submit or present is entirely your own and any references to the work of others is clearly reported.

STUDENT DISABILITY SERVICES

I am available to discuss, in confidence, modifications to course expectations if you find yourself facing some personal challenge. If you have a disability, I encourage you to consult with the [Henry and Lucy Moses Center for Students with Disabilities](#). In general, accommodations to students

who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) will follow university protocol. Personal difficulties can be easier to overcome through consultation with peers, family members, and experts.

Course Schedule

Jan 28: Course Introduction and Overview

MODULE 1: GLOBAL ENVIRONMENTAL CHANGE

Feb 2: Framing Global Environmental Problems

- Steffen, W., Crutzen, P.J. and McNeill, J.R., 2007. The Anthropocene: are humans now overwhelming the great forces of nature. *AMBIO: A Journal of the Human Environment*, 36(8), pp.614-621.
- **In class discussion: What makes an environmental problem global in nature?**

Feb 4: Global Commons

- Clapp and Dauvergne, "Chapter 1: Peril or Prosperity? Mapping Worldviews of Global Environmental Change"
- Mert, A., 2019. Democracy in the Anthropocene: A New Scale, in: Lövbrand, E., Biermann, F. (Eds.), *Anthropocene Encounters: New Directions in Green Political Thinking*. Cambridge University Press, Cambridge, pp. 128-149.
<https://doi.org/10.1017/9781108646673.007>

Feb 9: Is globalization the problem or the solution?

- Clapp and Dauvergne- "Chapter 2: The Ecological Consequences of Globalization"
- The Conversation - "Globalization may actually be better for the Environment"
<http://theconversation.com/globalization-may-actually-be-better-for-the-environment-95406>
- (SUGGESTED) Lenzen, M., Moran, D., Kanemoto, K., Foran, B., Lobefaro, L. and Geschke, A., 2012. International trade drives biodiversity threats in developing nations. *Nature*, 486 (7401), p.109.

Feb 11: Actors in Global Environmental Governance

- O'Neill - Global Environmental Problems (Chapt 2 of *The Environment and International Relations*)
- Dauvergne, P. and Clapp, J., 2016. Researching global environmental politics in the 21st century. *Global Environmental Politics*, 16(1), pp.1-12

FEB 12TH 11:55PM: READING RESPONSE 1 DUE

Drawing on Clap and Dauvergne, draft an essay summarizing the main argument and assumptions of the four different positions on global environmental change. Using a specific global environmental problem as an example, explain how the worldviews would differ in addressing the problem.

MODULE 2: STATE-CENTERED GOVERNANCE

Feb 16: Where is the state in global politics?

- Chasek et al., *Global Environmental Politics*, "Chapter 3: Development of Environmental Regimes" (Attention to Ozone and Climate negotiations)
- **In-Class Activity:** Divide into teams for Mar 4 Presentations

Feb 18: NO CLASSES – LEGISLATIVE DAY (THIS THURSDAY WILL FOLLOW MONDAY SCHEDULE)

Feb 23: Regime Formation

- Chasek et al., *Global Environmental Politics*, "Chapter 4: Development of Environmental Regimes – resources and biodiversity" (Attention to CBD)
- (SUGGESTED) Haass, Richard. "How a World Order Ends." *Foreign Affairs Magazine*, 7 Jan. 2019, www.foreignaffairs.com/articles/2018-12-11/how-world-order-ends.
- **In-Class Activity:** Developing a research question. Using your paper topic selections, I will divide the class into groups for further discussions.
 - Designing a good research question is often the hardest part of social science research. We will devote time during class to work on your individual research questions. Please bring to class a printed or written note with a research topic, a research question, and hypothesis, i.e. your best preliminary answer to the question. The question should not be descriptive but analytical – it should aim to provide a political explanation for a global environmental governance puzzle. Think of your research paper as a possible essay students in this class may be assigned to read in the future. The links below will help you think about designing a research question:
 - <https://writingcenter.gmu.edu/guides/how-to-write-a-research-question> – Advice on where to start and how to go about the process of question design.
 - https://sites.duke.edu/urgws/files/2014/02/Research-Questions_WS-handout.pdf – If you are unsure whether your question is too broad or too narrow, this is a helpful resource for you.

Feb 25: Fragmentation in global governance

- Biermann, Frank, et al. "The fragmentation of global governance architectures: A framework for analysis." *Global Environmental Politics* 9.4 (2009): 14–40.

FEB 26th 11:55PM: PAPER TOPIC DUE: Identify a global environmental issue you want to write about. In a short note (~250 words), explain why the issue is important and why it should be studied from a GEP perspective.

- We are defining global environmental issue as a policy concern that requires two or more countries to coordinate their responses.
- While this first task focuses on an environmental issue, all future tasks will be about policy and institutional debates. Your final research paper must demonstrate a strong understanding of the institutional structures relevant to the environmental issue. You are expected to engage, but not focus deeply on a scientific debate about how a problem is pressing or urgent.
- Your final paper should demonstrate in-depth research and analysis as well as critical reflection. It should not be focused purely on making a moral position, such as “The global north should do more for the global south”. While such a position is an important political guide, it is important to understand how such positions translate into real-world actions.
- Normative or moral positions we welcome in your final conclusion but should be derived through institutional analysis of policy histories and power dynamics.
- In selecting an environmental issue to write about, you could start in many ways. For example, you may already have an environmental issue you care about (say: species loss, deforestation, climate change, plastics pollution) and would examine how international politics relate to these. Or you could start from a particular geography (say: Europe, Sub-Saharan Africa, South East Asia...) and examine how they coordinate a specific environmental problem. In this case, you want to specify the environmental issues particular to the region or combination of countries. Or you may start from a governance/policy/business debate (say: sustainable supply chains, green finance, scientific institutions like IPCC, NGOs, Certification...) and then go deeper into 1–3 environmental problems these governance structures are meant to resolve.

Mar 2: What makes a global environmental regime effective?

- Chasek et al., *Global Environmental Politics*, “Chapter 5 – Effective Environmental Regimes Obstacles and Opportunities.”
- Najam, A., 2005. Developing countries and global environmental governance: From contestation to participation to engagement. *International Environmental Agreements: Politics, Law and Economics*, 5(3), pp.303–321.

Mar 4: Group Presentations

Assignment: Working in teams of 4–5, you must present on an International environmental treaty. You will be assigned a treaty from the list provided in class and visit www.untreaty.un.org for the official copy of the treaty. Prepare a 10 min presentation followed by 5 minutes of clarification questions.

MARCH 5th 11:55PM READING RESPONSE 2 DUE

In international negotiations, many countries negotiate *en bloc* under the banner of the “Global South”. What explains this collective bargaining strategy? When are the categories of Global

North and South useful, and when are they an oversimplification or outright problematic?
Present examples to establish your claims.

Mar 9: UN Environmental Program (UNEP) – Building Consensus

- Ivanova, M., 2007. Moving forward by looking back: Learning from UNEP's history. *Global environmental governance: Perspectives on the current debate*, pp.26–47.
- Young, O.R., 2017. Conceptualization: Goal Setting as a Strategy for Earth System Governance, in: Kanie, N., Biermann, F. (Eds.), *Governing through Goals: Sustainable Development Goals as Governance Innovation*. The MIT Press.

Mar 11: Creating a new international regime

- Biermann, F., 2000. The case for a world environment organization. *Environment: Science and Policy for Sustainable Development*, 42(9), pp.22–31.
- Najam, A., 2003. The case against a new international environmental organization. *Global Governance*, 9, p.367.
- **In-Class Activity:** What should be the core principles of a new environmental regime? How will power be distributed in this regime? What are the practical challenges in achieving this new regime?

MAR 12–14: MID-TERM WINDOW

MODULE 3: NON-STATE ACTORS

Mar 16: Who are non-state actors and what do they do?

- O'Neill – Non-state actors in GEG (Chapt 7 of *The Environment and International Relations*)
- **In-class Activity:** Come to class prepared with the following:
 - Identify a major environmental NGO.
 - Why did you choose the particular NGO.
 - What is their main purpose/stated objectives?
 - Can you elaborate 1–2 of their main initiatives?

Mar 18: Big-Environmental-NGOs (BINGOs)

- Jepson, P., 2005. Governance and accountability of environmental NGOs. *Environmental Science & Policy*, 8(5), pp.515–524.
- Holmes, G., 2011. Conservation's friends in high places: neoliberalism, networks, and the transnational conservation elite. *Global Environmental Politics*, 11(4), pp.1–21.
- **In-class Activity (Cont):** Using the same NGO you selected, write responses to the following:
 - What governance gap do they fill? What is the alternative to them?

- Who funds the NGO and your thoughts on how the funding sources shape the NGO's operations?
- What are the main critiques of the NGO's work?
- How is the NGO held accountable?

Examples of eNGOs include Greenpeace, Conservation International, WWF, IUCN etc.

MAR 19TH RESEARCH PAPER UPDATE: POLICY HISTORY, STAKEHOLDERS, AND BACKGROUND

Provide a note (~1,000–1,500) describing the historical policy initiatives, negotiations, treaties, and principal actors (and their interests/power) related to your topic of interest. This exercise is meant to help you identify what has worked and what needs further work. Use of timelines, maps, and official language is encouraged.

Mar 19: SPRING BREAK DAY

Mar 23: Can Big Business save the global environment?

- Dauvergne, P. and Lister, J., 2012. Big brand sustainability: Governance prospects and environmental limits. *Global Environmental Change*, 22(1), pp.36–45.
- Patchell, J. and Hayter, R., 2013. How big business can save the climate: multinational corporations can succeed where governments have failed. *Foreign Aff.*, 92, p.17.

Mar 25: Sustainable Global Supply Chains

- Dauvergne, P., 2018. The Global Politics of the Business of “Sustainable” Palm Oil. *Global Environmental Politics*, 18(2), pp.34–52.
- Kilvert, Nick. “The Problem with 'Sustainable' Palm Oil.” *ABC News*, Australian Broadcasting Corporation, 5 July 2018, www.abc.net.au/news/science/2018-06-16/orangutan-video-comes-as-sustainable-palm-oil-questioned/9811642.

MARCH 26TH 11:55PM 11:55PM READING RESPONSE 3 DUE

What challenges do environmental NGOs face in establishing legitimacy and authority, and why is legitimacy so important? What advice would you give to your selected NGO for establishing their legitimacy?

Mar 30: Market-based solutions: Sustainability Certification

- Bush, S.R., Belton, B., Hall, D., Vandergeest, P., Murray, F.J., Ponte, S., Oosterveer, P., Islam, M.S., Mol, A.P.J., Hatanaka, M., Kruijssen, F., Ha, T.T.T., Little, D.C., Kusumawati, R., 2013. Certify Sustainable Aquaculture? *Science* 341, 1067–1068.
<https://doi.org/10.1126/science.1237314>
- Abbott, K.W., Green, J.F., Keohane, R.O., 2016. Organizational Ecology and Institutional Change in Global Governance. *International Organization* 70, 247–277.
<https://doi.org/10.1017/S0020818315000338>
- **In-Class Activity:** Developing a transnational certification scheme. We will work in small groups to develop a novel certification regime to address an environmental problem.

Apr 1: Sustainability Certification Continued

- Auld, G., Gulbrandsen, L.H., 2010. Transparency in Nonstate Certification: Consequences for Accountability and Legitimacy. *Global Environmental Politics* 10, 97-119.

Apr 6: Market-based solutions: Payments for Ecosystem Services

Watch [video](#) before class:

- McAfee, K., 1999. Selling nature to save it? Biodiversity and green developmentalism. *Environment and Planning D: Society and Space* 17, 133 - 154.
- (Suggested) Milne, S., Mahanty, S., To, P., Dressler, W., Kanowski, P. and Thavat, M., 2019. Learning From 'Actually Existing' REDD+: A Synthesis of Ethnographic Findings. *Conservation and Society*, 17(1), p.84.

Apr 8: REDD+

- Push for more results based approaches: [Read CIFOR Brief](#).

APR 9TH 11:55PM READING RESPONSE 4 DUE

What types of global environmental problems can big businesses address, and what kinds of problems are they poorly positioned to address? What roles can civil society organizations and government play in positioning MNCs to playing a larger role in addressing environmental problems? Defend your arguments with reference to one or more real-life examples of your choosing.

Apr 13: Sustainable Tourism

- TBD

Apr 15: Green Finance/Bonds

- TBD

APR 16TH NO SUBMISSIONS. PLEASE WORK ON RESEARCH PAPER/PRESENTATIONS

Apr 20: Paper presentations

Presentations: Please come prepared to do a short presentation (5min presentation + 5min discussion). Presentation order will be randomized.

Apr 22: Paper presentations

Presentations: Please come prepared to do a short presentation (5min presentation + 5min discussion). Presentation order will be randomized.

APR 23RD 11:55PM DRAFT PAPERS DUE (FRIDAY DEADLINE)

This is a **hard deadline** because you must give your peers at least one week to provide feedback. The more polished your draft, the better feedback you are likely to receive. Having

provided feedback on previous submissions, I will not provide feedback on these. I would be available for consultation during office hours or by appointment, if you need.

MODULE 4: CROSS-CUTTING ISSUES

Apr 27: Technological solutions at the global scale: Geo-engineering

- Gunderson, R., Stuart, D., Petersen, B., 2019. The Political Economy of Geoengineering as Plan B: Technological Rationality, Moral Hazard, and New Technology. *New Political Economy* 24, 696–715.
- Watch Movie: Vice: “[Geoengineering May Be the Answer to Climate Change](#)”
- **In-Class Activity:** In Reading Response 5 due on **May 10th**, you will be expected to take a position on geo-engineering from a global politics perspective. Please watch the video and read the article at your own pace but submit your response on the due date.

Apr 29: Globalization of Environmental Science

- Forsyth, T. and Beck, S., 2015. Co-production and democratizing global environmental expertise: The IPCC and adaptation to climate change. In *Science and Democracy* (pp. 131–150). Routledge.

APR 30th 11:55PM PEER REVIEW COMMENTS DUE

Please read and provide feedback on your peer’s drafts. Each person will be assigned two papers. Submit written feedback through NYU Classes based on instructions provided in Classes>Assignments. Your role is to help the author sharpen their argumentation and not to channel your voice. Do remember that all the papers are works in progress.

May 4: Climate Refugee Debate

- Daniel Faber & Christina Schlegel (2017) Give Me Shelter from the Storm: Framing the Climate Refugee Crisis in the Context of Neoliberal Capitalism, *Capitalism Nature Socialism*, 28:3, 1–17, DOI: [10.1080/10455752.2017.1356494](https://doi.org/10.1080/10455752.2017.1356494)
- Liverman, Diana (2014) What if climate change triggers cooperation, not conflict? *Huffington Post*, 7/18/2014. http://www.huffingtonpost.com/diana-liverman/what-ifclimate-change-tr_b_5599886.html
- **Course wrap-up + Evaluations**

MAY 7th 11:55PM READING RESPONSE 5 DUE

Summarize the basic idea of geo-engineering. What is Gunderson, Stuart & Petersen’s main concerns with the Plan B framing of geo-engineering? If geo-engineering was to be rolled-out in the future, what in your view are the key (2–3) global institutional challenges in ensuring environmental security, accountability, and social justice? Conclude by discussing how existing institution arrangements are structured to meet these challenges.

May 6: Course Wrap Up and Covid-19 Implications for Global Environmental Politics

Exercise (Contingent on changing pandemic related debates)

Please submit written responses to each of the following to NYU Classes

1. What are some (1-3) suspended economic activities that you would like to see NOT return? It should be an economic activity like taking a flight to go to a conference, online-buying, local food markets, eco-tourism, urban living, CostCo shopping etc. It is something relevant/personal to you but is clearly linked to larger economic and political processes.
2. Describe why the activities you identify merit exclusion (a para on each).
3. Who will be hurt by eliminating these activities (to the extent you would like to see them eliminated? Identify actors.
4. What actions would you advocate to support them in transitioning to other activities?

Based on responses, I will divide the class into groups. We will meet in groups, and develop policy recommendations for post-Covid world. We will regroup at the end of the class to share our reflections.

(This exercise is adapted from Latour's essay found here: http://www.bruno-latour.fr/sites/default/files/downloads/P-202-AOC-ENGLISH_1.pdf)

May 9-10: FINAL EXAM ONLINE

MAY 12TH 11:55PM FINAL RESEARCH PAPERS DUE