

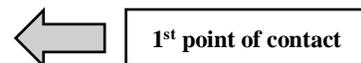
INTD 360
“Environmental challenges in development”
Winter 2021



Lectures: Tuesdays & Thursdays, 2:35pm-3:55pm, [online](#)

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COURSE DESCRIPTION

Deforestation, biodiversity loss, climate change – not a day goes by without some news about how our actions are changing the natural world. The question of how to improve well-being for humanity without harming the planet is one that development practice and theory has been grappling with for decades, and today it is more present than ever. In this course, we will examine some of the great environmental challenges of our times, and some of the ways in which the development community has tackled them.

The course is structured in **three blocks**. After an introduction, we will first discuss some of the main environmental challenges that humanity is facing today, and their relationship to development. Second, we will examine some of the goals that have been set by various institutions over time to tackle these challenges, focusing on the more recent ones. Third, we will review some of the policy tools that have been used to tackle these challenges and work towards these targets. Examples will be drawn from around the world.

LEARNING OUTCOMES

By the end of this course, students should be able to:

- Understand key environmental challenges and their relationship to development
- Know and critically examine the goals set by international institutions to tackle to these challenges
- Understand and critically examine some of the main policy tools used to reach these goals
- Integrate and apply understanding of these challenges, goals and tools
- Work in groups to explore the issues seen in class and produce reports

TEACHING IN A REMOTE ENVIRONMENT

This course will take place entirely **online**. We will primarily use the following three platforms:

- **MyCourses:** for course materials, assignment submission, and official announcements.
- **Zoom:** for class time. A link to the recurrent Zoom meeting is available on MyCourses.
- **Microsoft Teams:** for communication outside of classes (discussions, office hours, group work).

Classes will be held at the scheduled times. The class recordings will then be made available automatically on myCourses, along with the class slides, for flexible access. We will also allocate time for group activities during class time at certain dates; participation in these activities during class time is expected by default, but accommodations will be arranged for students who cannot participate during these specific time slots (see “Activities” below).

REQUIRED READINGS AND OTHER MATERIALS

All papers and other materials (e.g., audio or video) used in the course will be provided on myCourses at least one week in advance. Materials are subject to change up to one week before class: it is your responsibility to check the list of materials the week preceding each lecture. Read the assigned reading before class so you come to (or watch) each lecture prepared to relate what you learn in class to the readings. Note also the reading summaries to be completed (see below). *The readings and lectures are complementary; neither are substitutes for the other.*

GRADING AND ASSESSMENTS SUMMARY

Evaluation	Value	Date
Reading summaries	15%	Throughout the course
Activity reports	15%	Report 1 (5%) due January 29 Report 2 (10%) due March 28
Take-home mid-term 1	20%	February 7-10 (available for 72 hours)
SDG activity	30%	Multiple dates (4 outputs), see instructions
Policy brief	20%	April 16

READING SUMMARIES

You will write SIX (6) one-page (single-spaced, ~500 words) summaries of the materials, each corresponding to one class's materials, with two summaries for each of the three blocks. This gives you some flexibility on what class to write your summary for. These summaries will allow you to demonstrate your general understanding of the materials and to explain key concepts. Further instructions on how to write these summaries will be available on myCourses. Each summary must be submitted before the start of the class it is for. Only the highest FIVE (5) summary grades will count toward your final grade, with each worth 3% ($3 \times 5\% = 15\%$). Thus, if you write all 6 summaries, we will take your 5 best scores; if you answer 5, then those 5 are your final score.

ACTIVITIES

There are three activities, one of them taking place over two classes (see schedule below). Activities aim to allow a more hands-on exploration of some of the topics seen in class, and thereby a different way of learning. Each activity is associated with one or several graded outputs. Specific instructions on activities and outputs will be provided on myCourses and explained in class.

Note that:

- Some activities require preparation: make sure to review the instructions well in advance.
- We expect all students to attend these activities during the allocated time slot, to the extent that it is possible. Students who know that they will be unable to attend during these times should contact the TA several days in advance explaining their situation, so that accommodations can be arranged. They will either be put in groups that will meet outside of class hours to complete the activity or will be given make-up work.

TAKE-HOME MID-TERM EXAM

There will be one take-home mid-term exams covering block 1 of the course. The take-home exam will be made available from Sunday 7 February, 2:35pm EST to Wednesday 10 February, 2:35pm EST. All of the class content, including readings and documentaries, is examinable. For readings, you are expected to be able to comment on general ideas from any piece of reading and relate them to the course contents, but not to recall details and specific facts, unless they were seen in class. For documentaries, you should be able to answer/discuss the questions provided on myCourses for each. The take-home mid-term is individual. You may not collaborate or consult with other students on your answers.

POLICY BRIEF

You will produce a four-page policy brief communicating recent research on specific tools to address environmental issues to decision-makers. This policy brief is due on April 16 and will build on contents seen in block 3 of the course. Further details will be provided on myCourses at the beginning of block 3.

IMPORTANT INFORMATION REGARDING EVALUATIONS

The **mid-term exam** must be taken during the scheduled 72-hour time period. There are only two exceptions:

1. You have a legible medical note covering the mid-term period, including the phone number of your physician.
2. There is a bereavement or sudden severe illness in your family or of a close friend. In this case we need to see a notice from a newspaper or other adequate legitimate documentation (as determined by the instructor).

A formal request for special consideration if you **miss the mid-term exam** should be made to Prof. le Polain de Waroux. It is appreciated, if you know you will miss the test because of illness or bereavement, that you let him know as soon as possible *in advance*. After a missed test, you must try to inform Prof le Polain de Waroux within 48 hours that you have missed the test. There will be a **make-up test** for students who miss the original in-class test for a legitimate reason (more detail in class). If you do not have appropriate documentation (as outlined above) you will receive a grade of zero (0) for a missed test.

Participation in **activities** (see schedule below) is expected of all students, as specified above. Given the special circumstances we are facing this year, the instructor will be flexible in granting accommodations (either different meeting times for your group, or make-up work) to students who cannot participate during the allocated time slot. However, the default expectation is that everyone who can, will participate during the allocated time. Note that given that sufficient time is provided to complete it on a flexible basis, excused absences will not be accepted for the whole SDG assignment.

FEEDBACK ON ASSIGNMENTS

If you wish to **discuss** a piece of graded assessment once it has been returned to you, this should be taken to the Student Contact TA in the first instance. The first office hours after an assignment is handed back, will be at least 7 days **AFTER** the hand-back – i.e. there will be no immediate office hours that same week. This is to give you time to carefully reflect on your results before deciding whether to see the Student Contact TA for further feedback. You then have 2 weeks to speak to the TA specifically about feedback for the assessment.

Note that if you wish to request a **regrade** for a piece of graded assessment, you will be asked to sign a sheet describing your reasons for doing so, after which the TA and the instructor will discuss your request and come to a decision. There will be no regrading on the spot during TA hours. Since a re-grade triggers a re-evaluation of your copy, grades may go up or down as a result.

Please note that the Student Contact TA is your first point of contact for all questions regarding the course outline, mid-terms, quizzes and activities.

Other evaluation notes

- No supplemental work is allowed to improve grades.
- The instructor reserves the right to apply a curve to grades.

CLASSES TIMELINE

Class #	Date	Title	Comments
=== INTRODUCTION ===			
1	2020/01/07	Introduction	
2	2020/01/12	Green development	
=== BLOCK 1: ENVIRONMENTAL CHALLENGES ===			
3	2020/01/14	Biodiversity loss	
4	2020/01/19	Energy	
5	2020/01/21	Land degradation	
6	2020/01/26	Pollution	Activity
7	2020/01/28	Climate Change	Guest: Blane Harvey
8	2020/02/02	Deforestation (I)	
9	2020/02/04	Deforestation (II)	Documentary
10	2020/02/07-10	<i>Mid-term (will be available 72 hours)</i>	
=== BLOCK 2: ENVIRONMENTAL OBJECTIVES ===			
11	2020/02/11	The UNFCCC and climate targets (I)	
12	2020/02/16	The CBD and the Aichi targets	Guest: Timothy Hodges
13	2020/02/18	The UNCCD and Land Degradation Neutrality	
14	2020/02/23	The UN Sustainable Development Goals (I)	Activity
15	2020/02/25	The UN Sustainable Development Goals (II)	Activity
<i>--- Reading break ---</i>			
16	2020/03/09	Sustainability goals in the private sector	
17	2020/03/11	The UNFCCC and climate targets (II)	Documentary
=== BLOCK 3: ENVIRONMENTAL TOOLBOX FOR DEVELOPMENT ===			
18	2020/03/16	Innovation and sustainable development	Guest: Eliane Ubalijoro
19	2020/03/18	Development Finance	Guest: Christian Novak
21	2020/03/23	Natural Resource Conflict Resolution	Guest: Michael Brown
22	2020/03/25	Environmental Impact Assessments	Activity
23	2020/03/30	Prices, quotas and payments	
24	2020/04/01	Territorial governance	
25	2020/04/06	Environmental movements	Documentary
26	2020/04/08	Consultation period for policy brief	
27	2020/04/13	<i>No class</i>	

GENERAL INSTRUCTIONS AND POLICIES

Academic integrity: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). Any case in which the instructor suspects plagiarism will be referred to the Dean of Students.

Absences: Attendance is strongly encouraged for all fixed sessions. Given the difficulties inherent to the current context, absences will not be penalized. However, absences to activity sessions must be announced so that accommodations can be arranged.

Announcements: Announcements will be made on myCourses. Students are expected to log in to their myCourses page and check announcements regularly. It will be considered that the information posted on myCourses is known to all.

Changes to evaluation scheme: In the event of extraordinary circumstances beyond the University's control, the evaluation scheme in a course is subject to change, provided that there be timely communications to the students regarding the change.

Copyright: Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Dialogue: In a course involving discussions around present-day issues among people from multiple backgrounds, you may at some point be confronted with ideas, words or opinions that make you uncomfortable. If such a situation arises, I encourage you to bring it up with the person at the origin of the discomfort or with the instructor, to the extent that you feel safe doing so. Opening dialogue can help clarify positions, dispel misunderstandings, and sometimes help the person at the origin of the discomfort see realities they weren't aware of. This helps foster a culture of respect and care in academia.

Etiquette and "netiquette": Please use appropriate and respectful language with each other and with the instructor, whether in person or online. Emails starting with "hey prof" and/or containing multiple grammatical errors will be ignored. To maintain a clear and uninterrupted learning space for all when attending remote teaching, you should keep your microphone muted throughout your class, unless invited by the instructor to speak. You should follow instructors' directions about the use of the "chat" function on remote learning platforms.

Format and style: All assignments are to be submitted through myCourses as Pdf documents. Students are required to type their text in 12-point font with standard margins and double spacing. Use single spacing for block quotations, footnotes, appendices and bibliographies. References and citations must follow a standard academic format. In-text citations are preferred: http://www.chicagomanualofstyle.org/tools_citation_guide/citation-guide-2.html.

Language: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Late policy: Late assignments will be subject to a one-time penalty of 25%, plus a penalty of 5% per day starting two days after the due date. Thus, a paper handed a week late will be subject to a 50% penalty (25%+5*5%). Exceptions will be made for exceptional cases, with the professor's prior agreement. Extensions will not be granted on the day an assignment is due, except in case of medical or family emergency, accompanied by appropriate documentation.

Mutual respect is expected at all times among instructors, teaching assistants, support staff and students at McGill University. Students are referred to the webpage of Student Rights and Responsibilities <https://www.mcgill.ca/students/srr/>. Aggressive behavior, whether overt or passive, will not be tolerated. This includes offensive or harmful language arising in contexts such as usernames, visual backgrounds or chat boxes in the context of remote learning.

Polling: The instructor may use polling questions for part or all of the course. Answers to these questions will not count towards grades but are a way for the instructors to assess in real-time whether the contents are understood, and to create a more dynamic class environment.

Recording of lectures: By enrolling in a remote course, you accept that fixed sessions may be recorded. You must consent to being recorded if you are attending a lecture or participating in a component of a course that is being recorded. You will be notified through a “pop-up” box in Zoom if a lecture or portion of a class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off Zoom. Students who log off will be able to later watch the

video recording in MyCourses. In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and your instructor may call your name during the lecture. As such, this personal information will be disclosed to classmates, whether during the lecture or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during the lecture or in viewing the recording.

Special Needs: If you have a disability, you are welcome to contact the instructor to arrange a time to discuss your situation. Please also make contact with the Office for Students with Disabilities.