

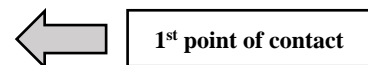
INTD 360
“Environmental challenges in development”
Winter 2023



Lectures: Wednesdays & Fridays, 10:05am-11:25am
Location: Maass Chemistry building, room 217

Instructor: Professor Yann le Polain de Waroux
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Office hours: Thursdays 4:00pm-5:00pm.
Burnside Hall 311

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Burnside Hall 318



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

GRADING AND ASSESSMENTS SUMMARY

| Evaluation | Value | Date |
|------------------|-------|--|
| Reading quizzes | 15% | Random dates, 2 per block |
| Activity reports | 15% | Report 1 (5%) due January 27 Report 2 (10%) due April 3 |
| Mid-term | 20% | February 3 |
| SDG activity | 30% | Multiple dates (4 outputs), see instructions |
| Policy brief | 20% | April 17 |

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.*

READING QUIZZES

There are SIX (6) in-class, closed-book quizzes for this course, based on the readings for each block, with two quizzes per block. The quizzes will assess your general understanding of the materials, not word-for-word memorization of contents, although you should be able to explain key concepts and definitions where they appear. Quizzes will be held in class during two of the periods of each block (exact dates will not be announced) and will focus on the readings for these specific classes only. Only the highest FIVE (5) quiz grades will count toward your final grade, with each worth 3% ($3 \times 5\% = 15\%$). Thus, if you answer all 6 quizzes, we will take your 5 best scores; if you answer 5, then those 5 are your final score. Given this flexibility, there will be no make-up quizzes, as it is not expected that circumstances will make you miss more than one quiz. It is strongly recommended that you attempt to answer all 6 quizzes.

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. Attendance in-person is expected if the course is back to an in-person format. Accommodations will be granted only if a valid reason is provided, in advance, for a student's absence.

MID-TERM EXAM

There will be one mid-term exam covering block 1 of the course. The exam will take place in person during class time on February 3^d. 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.

LECTURE NOTES ON MYCOURSES

Copies of the PowerPoint slides will be placed on myCourses. These will not be sufficient for you to do well in the exam and are provided only as a guide to topics covered. It is essential that you attend class or that you get notes from others if you miss class.

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 17 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 at the scheduled time. 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.

Attendance to **in-class activities** (see schedule below) is compulsory, and any absence must be justified with adequate documentation as specified above. In case of a justified absence, you will be expected to reach out to your group and make up the work corresponding to that activity. In case of an unjustified absence, you will get a zero (0) for the corresponding report (classes 6 and 24) or portion of the SDG assignment (classes 14 and 15). 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 | 2023/01/04 | Introduction | |
| 2 | 2023/01/06 | Green development | |
| === BLOCK 1: ENVIRONMENTAL CHALLENGES === | | | |
| 3 | 2023/01/11 | Biodiversity loss | |
| 4 | 2023/01/13 | Energy | |
| 5 | 2023/01/18 | Land degradation | |
| 6 | 2023/01/20 | Pollution | Activity |
| 7 | 2023/01/25 | Climate Change | |
| 8 | 2023/01/27 | Deforestation (I) | |
| 9 | 2023/02/01 | Deforestation (II) | Documentary |
| 10 | 2023/02/03 | <i>Mid-term</i> | |
| === BLOCK 2: ENVIRONMENTAL OBJECTIVES === | | | |
| 11 | 2023/02/08 | The UNFCCC and climate targets (I) | |
| 12 | 2023/02/10 | The CBD and the Aichi targets | Guest: Timothy Hodges |
| 13 | 2023/02/15 | The UNCCD and Land Degradation Neutrality | |
| 14 | 2023/02/17 | The UN Sustainable Development Goals (I) | Activity |
| 15 | 2023/02/22 | The UN Sustainable Development Goals (II) | Activity |
| 16 | 2023/02/24 | Sustainability goals in the private sector | |
| <i>--- Reading break ---</i> | | | |
| 17 | 2023/03/08 | The UNFCCC and climate targets (II) | Documentary |
| === BLOCK 3: ENVIRONMENTAL TOOLBOX FOR DEVELOPMENT === | | | |
| 18 | 2023/03/10 | Prices, quotas and payments | |
| 19 | 2023/03/15 | Territorial governance | |
| 20 | 2023/03/17 | Natural Resource Conflict Resolution | Guest: Michael Brown |
| 21 | 2023/03/22 | Development Finance | Guest: Christian Novak |
| 22 | 2023/03/24 | Environmental Impact Assessments | Activity |
| 23 | 2023/03/29 | Protected areas | Guest: Magdalena Garcia-Perez-de-Arce |
| 24 | 2023/03/31 | Nature-based solutions | |
| 25 | 2023/04/05 | Environmental movements | Documentary |
| 26 | 2023/04/13 | Consultation period for policy brief | |

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). Work submitted for evaluation as part of this course may be checked with text matching software within MyCourses. Any case in which the instructor suspects plagiarism will be referred to the Dean of Students.

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 contents and evaluation scheme in a course are subject to 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: Please use appropriate and respectful language with each other and with the instructor. Emails starting with "hey prof" and/or containing multiple grammatical errors will be ignored.

Aggressive behavior, whether overt or passive, will not be tolerated.

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.

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.

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.