I. Content of Seminar: This seminar introduces students to international relations scholarship on global environmental politics and policy. In addition to providing a broad but systematic overview it also aims to catalyze and advance the students’ own research interests. The topics covered fall roughly into four categories: a theoretical and analytical overview, global political economy/ ecology, environmental security and conflict and environmental governance. Each student will contact a semester-long writing project that explores additional topics and literatures or goes into more depth on a particular topic. The goals of these projects will reflect the students’ background in IR and GEP.

Upon completion of the seminar students will have a sophisticated understanding of the central issues and debates amongst IR scholars in the field of global environmental politics and policy and will have advanced their own research agendas. Specifically students will be able to:

• Address questions of global environmental politics and policy from different theoretical perspectives and methodological approaches;
• Identify the key concepts and debates that comprise this field of academic study;
• Be aware of key issues and approaches on which the field is silent;
• Research, analyze and write about global environmental politics as a social scientist.

II. Operation of Seminar. As things stand this will be a person to person seminar. However, if COVID cases rise or there are related developments affecting any of us, we will move to a virtual seminar. Even if this remains a person to person seminar, there will be some virtual meetings towards the end of the semester. More on these soon.

III. Course Materials: The vast majority of readings are articles, a smaller consists of number of chapters from books (particularly BHS) and a monograph. If our library has electronic versions of the journals you will be expected to get the articles directly from the journals [electronic]. Articles and chapters that are not readily available will be placed on canvas. While I will provide some background and advance guidance I will not lecture.

The books you should purchase are:


**IV. Contact Hours and External Work:** The seminar will meet from 2:00pm to 4:50pm every Monday. Students are expected to invest at least 3 hours of external work every week for every credit hour.

**V. Class Etiquette and Disruptive Behavior:** I fully appreciate the utility of smartphones and other electronic devices (other than those you use to take notes or read class material) but they can be disruptive. I am therefore requesting that they not be used in any fashion nor be visible in class.

**VI. Academic Integrity.** This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog's "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).

**VII. Course Requirements and Evaluation.**

*Precis/short synthesis essays (25% total):* Six précis/review essays of not more than 500 words, not including references (of which the five best will be counted), (5% of your grade each). **Please note that you have to submit six precis regardless of whether you are satisfied with your evaluations. For every precis missing I will subtract 5% of your final grade.** Please see guidelines below. These should be as spaced as possible by avoiding sequential ones (unless appropriate for your research and approved by me). That will help in spreading preparation even more evenly. Distribute copies of your precis to everyone through email by noon on the day of the seminar. Precis should provide frequent and appropriate references to the readings. Please see samples in Samples Learning Module. **You should write a précis for any session that you will be missing, even if that leads to more than six precis.**

*Class facilitation and participation in weekly discussions (25%):* Regular and thoughtful participation is a requirement. The expression of doubts and difficulties in understanding particular issues are as important as strong insights into them. They should all be based, however, on a strong engagement with the class material. I would ask those of you who are more comfortable talking in public to be attentive to the class dynamics. Please see guidelines below (VII and VIII). Each of you will be asked to provide peer evaluations/comments for the short research proposal and for the research product. The timeliness and constructive nature of these comments will also be part of your evaluation.

*Research project and presentations (Total 50% - Research Idea 10%; Research Question 15%; Short or Long Draft 25%).* The result of the research project will reflect
your state of preparation and degree to which you have settled on a project. The project will take place in stages and should be strongly articulated to the rest of your class work, including the HF dimension below. In all cases this research project will help you make progress in terms of your research agenda. Guidelines will be distributed and discussed.

VIII. Facilitators and Facilitation Outlines. Each week 2-3 of you will serve as facilitators. Assuming that there will be 2-3 facilitators each week you should plan on three non-sequential facilitations. During those weeks you should also prepare a précis. We will start each meeting by asking the facilitators to initiate and direct the discussion. Please see guidelines in Part IX below but you are encouraged to go beyond them, provided this does not become a list of overlapping themes. Please avoid summaries since everyone will have read the same material. Class exercises and other imaginative forms of facilitation are welcome. It is important that you meet in advance to prepare an outline that you post on Canvas by noon before class. Bring copies to distribute in class and include your names, the date and the syllabus heading for the week. See samples in Samples Learning Module.

IX. Guidance for Class Discussions, Facilitation Outlines, and Precis.

The key goal of the seminar is for you to learn how to organize weekly readings/writings around key concepts, issues or themes while aiming to relate them to broader themes on the governance of the world political economy. Stated differently, you should view weekly readings as steps towards understanding broader themes and not as ends in themselves.

a. Specific Readings. What is the purpose of each reading or why did the author write it? For example, to contribute to the debates over private governance. What is the specific argument that the author makes about private governance? How does the author support her argument or what is her evidence (you should follow the reading’s outline).

b. What is the central theme of the combined readings? The goal here is to organize and compare the readings around one or more key ideas, issues, questions, dimensions, debates, continuum/range, difference and so on. The fewer these are, the better. Tables and other visuals are always welcome and encouraged. This is the most important goal task every week.

c. How do the themes, issues, or concepts raised by a particular week’s readings relate to previous readings or other material you are familiar with?

d. What is your view about the readings in terms of any other criterion that you find important?

e. Do any of these themes or any of the readings help you with your research agenda?

f. ‘Hidden figures’ theme: Each one of you will be asked to identify important silences in the study of global governance and political economy (as well as loud presences). This does not refer to topics not covered by the seminar (given the length of time there are many). Rather, it refers to actors, issues and questions that ought to be covered and are usually not covered. Please do so with respect to weekly readings, and your synthetic essays.

X. Supplementary Readings.
A. Environment: These volumes provide historical and theoretical overviews


John Dryzek (2013) *The Politics of the Earth: Environmental Discourses*, 3rd edition. Oxford University Press. This provides a good theoretical overview for those of you have not taken environmental politics/theory and related courses.


B. International Relations:


C. Databases

There are a number of databases that our Library subscribes to that can be of use to you. It is advisable that you become familiar with them. These include the Academic Search Premier, Google Scholar, JSTOR, Web of Science and WorldCat (for books).
### SCHEDULE

**August 23**  
Introductions: Individual Background and Interests  
Seminar Logistics and Goals  
Overview of International Relations  
Overview of International Environmental Politics

**August 30**  
Context: Trajectory and Important Debates in IEP


*September 3 Email me 2-4 peer-reviewed readings related to your interests (pdf)*

**September 6**  
Labor Day

**September 13**  
Context: Theoretical Perspectives

Betsill, Hochstetler and Stevis, General Introduction in BHS, pp.1-10

Matthew Paterson, Theoretical Perspectives on International Environmental Politics in BHS, pp. 45-77.

Hochstetler, Kathryn and Melinda Laituri, Methods in International Environmental Politics, in BHS, 78-104.

Betsill, Hochstetler and Stevis, General Conclusion in BHS, pp. 381-390.


*September 13-17 Consultations on Research Ideas (virtual)*

**September 20**  
Context: Hidden Figures in Global Environmental Politics

https://doi.org/10.1162/glep_a_00479


### September 27 The World as a Whole: From Limits to Growth to the Anthropocene


October 4

The World as a Whole: From the Anthropocene to the Planetary


*October 10 Research Ideas Due on Canvas (5pm)*

October 11

The World as a Whole: Power and Justice


*October 12-15 Consultations on Research Questions (virtually)*

October 18 Varieties of Green Political Economy


Sander Happaerts and Hans Bruyninckx Sustainable Development: The Institutionalization of a Contested Policy Concept in BHS, pp. 300-327.


October 25 Transitions or Transformations?


**November 1**  
**Environmental Conflict and Peacemaking**

Larry Swatuk, Environmental Security, in BHS, pp. 211-244.


Ide, Tobias et al. (2021). The Past and Future(s) of Environmental Peacebuilding. *International Affairs* 97(1): 1-16.


**November 5 (F)**  
**Research Question due (5pm)**

**November 8**  
**Human Security and Global Survival**


**November 12-18 Consultations on Draft Paper [Virtually]**

**November 15 Environmental Governance: Form and Purpose [Virtual]**

Frank Biermann, Global Governance and the Environment, in BHS, pp.245-270.


**November 22 Thanksgiving Break**

**November 29 Global Governance: Varieties of Justice [Virtual]**


**December 6 Presentations [Virtual]**

**December 15 (W) Paper Drafts Due (5pm)**