OVERVIEW
This course introduces students to the study and practice of global environmental politics with particular attention to
the contribution of international relations scholarship. We will begin by exploring some of the key events, concepts, and
theories at the foundation of the field before focusing on debates about how to govern the global environment. In
particular, we will consider multilateral governance approaches, which largely rely on the authority of nation-states, as
well as alternative arrangements that increasingly are initiated and led by non-state actors such as NGOs, corporations,
local governments and communities. Throughout the course, students will apply international relations theories and
concepts to analyze the politics and governance of a particular global environmental problem. This course relies heavily
on active student participation.

Learning Outcomes (and means of assessment)
Upon completion of this course, students will be able to:
- demonstrate a basic understanding of the biophysical and political dimensions of global environmental
  problems (presentations, essays);
- define the concepts, theories and debates that characterize the field of global environmental politics (final
  exam);
- critically reflect on the role of IR scholarship in understanding global environmental problems and apply the
  theoretical and analytical tools of international relations to analyze different approaches to addressing global
  environmental problems (essays); and
- communicate complex ideas in oral and written formats (presentations, essays)

Books

Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Dates</th>
<th>Grading</th>
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</thead>
<tbody>
<tr>
<td>Group presentation on a global environmental problem</td>
<td>9/29, 10/1 &amp; 10/3</td>
<td>30 points</td>
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<tr>
<td>Essay #1</td>
<td>10/13</td>
<td>50 points</td>
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<tr>
<td>Group presentation on a promising governance initiative</td>
<td>11/19 &amp; 11/21</td>
<td>30 points</td>
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<tr>
<td>Essay #2</td>
<td>12/3</td>
<td>50 points</td>
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<tr>
<td>Final exam (on-line, short answer)</td>
<td>12/10 by 5PM</td>
<td>20 points</td>
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<tr>
<td>Group presentation on initiative for CSU</td>
<td>12/18</td>
<td>10 points</td>
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<tr>
<td>Contribution to collaborative activities</td>
<td>12/18</td>
<td>10 points</td>
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COURSE REQUIREMENTS AND EXPECTATIONS

Show up.
✓ It’s hard to contribute to the collective learning experience if you don’t come to class so students are expected to attend class regularly. I will take attendance.
✓ At the end of the semester, students with no more than 2 unexcused absences will be given the benefit of the doubt in borderline cases when assigning final grades. Even more importantly, your peers will notice your absences and it may come back to affect your participation grade at the end of the semester.
✓ Please make every effort to be seated by 10:00 so as not to disrupt class. Please see me if you know this will be a regular problem.
✓ As a common courtesy, I always appreciate a brief e-mail letting me know you’re not going to be in class, even if it is not an excused absence (you might also contact your collaboration team members).

Come prepared.
✓ Students should expect to spend 6 hours per week (on average) on course-related work outside of the classroom.
✓ Be sure to thoroughly review assigned materials and complete assignments before class each day.
✓ You are strongly encouraged to bring copies of the readings to class and/or your notes to facilitate deeper discussion. As you prepare for class, you may want to consider 1) the main points or themes and how they relate to the topic of the day; 2) how the material is similar to or different from other course material or your own ideas; and 3) critically assess the arguments and ideas introduced.
✓ It is your responsibility to regularly check RamCT to see if there are changes to the schedule and/or new assignments.
✓ If it becomes apparent that students are not coming prepared and/or class discussion is inadequate, I will require students to turn in a reading journal each week and/or administer pop quizzes.
✓ In addition to the homework assignments listed on the syllabus, each student will be required to give two 3-5 minute news briefings related to global environmental politics.
✓ Homework assignments will be graded on a pass/fail basis. Students who receive a pass on 90% of the homework assignments graded will be allowed to re-weight their essay grades so that the higher grade is worth 60 points and the lower grade is worth 40 points (rather than 50 points each).

Be a team player.
✓ Each student will be assigned to a small group and participate in several collaborative activities throughout the semester, including 3 presentations, a negotiation simulation, and small-group discussions.
✓ Group members will work together to help one another better understand the course material and explore specific issues related to global environmental politics. Fellow group members can also be a good resource if you miss class or have a question about an assignment.
✓ At the end of the semester, each student will provide an assessment of their fellow members’ contributions to the group learning experience.

Be respectful.
✓ Part of what makes the study of political science interesting is the opportunity to engage in debates about controversial issues. In order to facilitate open debate and exchange, it is essential that students recognize and respect the right of each individual to “engage in discussion, to exchange ideas and opinions, and to speak, write and publish freely, in accordance with the guarantees and limitations of our state and national constitutions” (University General Catalog, p. 37).
✓ This also means you should avoid doing other things that disrupt the learning environment such as habitually coming in late, using your cell phone (including texting), playing games on your computer, reading the newspaper during class, etc.
✓ For general e-mail etiquette with instructors, visit http://www.wikihow.com/Email-a-Professor. In particular, please include the course number (POLS 362) in the subject line and DO NOT start your e-mail with the word “hey.”

Complete assignments in a timely manner.
✓ Unless otherwise noted, assignments are due at the beginning of class (within first 5 minutes). If late submissions are allowed, they will be marked down 1/3 of a letter grade (e.g. B+ to a B) for each 24-hour period they are late
including weekends).

✓ Extensions without penalty will be given only in the event of an unforeseen emergency (e.g. illness, death in the family, etc.) or with a university-approved excuse.

✓ Computer malfunction does not constitute a valid excuse so don’t wait until the last minute to print out your assignment.

✓ Every effort should be made to make arrangements prior to the due date (and may require written documentation).

✓ STUDENTS WHO DO NOT COMPLETE ALL COURSE ASSIGNMENTS WILL RECEIVE A FAILING GRADE.

Respect academic integrity.

✓ Cheating (using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work) and plagiarism (using another’s words or ideas without proper acknowledgment) are serious offenses and may result in a failing grade for a particular assignment, failing grade for the course and/or disciplinary action by the university. For clarification on what constitutes violations of academic honesty, go to http://learning.colostate.edu/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).

✓ Students will be asked to write and sign the following honor pledge for all major writing assignments and exams: “I have not given, received, or used any unauthorized assistance.”

✓ All incidents of academic dishonesty will be reported to Conflict Resolution and Student Conduct Services for possible further disciplinary action.

GRADING

Final grades will be calculated by determining percentage of total points possible (200) using the following scale:

- A+ 97-100; A (Excellent) 93-96;
- A- 90-92;
- B+ 87-89; B (Good) 83-86;
- B- 80-82; C (Average) 70-79;
- D (Poor) 60-69; F (Fail) 0-59.

- No political science course earning a grade lower than a C will be permitted to fulfill political science major requirements.
- Reasonable accommodations will be made for students with disabilities. If you are a student who will need accommodations in this class, please see me to discuss your individual needs as soon as possible. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from Resources for Disabled Students may be required before any accommodation is provided.
- I will not discuss grades over e-mail. If you have a question about your grade, please stop by during office hours or make arrangements to meet at another time.

SCHEDULE

Any changes will be posted on RamCT and/or announced in class. All materials and assignments not in the course books will be available on RamCT. For articles in academic journals, students will be sent to the Colorado State University libraries website. If you do not know how to access materials through the library, please talk to me, ask a friend or visit one of the librarians ASAP.

I. Introduction to the Field
M 8/25 Overview and Logistics
W 8/27 Global environmental issues in an unequal world
  ❖ Read O’Neill chs. 1-2
  ❖ Read entries on 1) emerging countries and 2) least developed countries in Essential Concepts.
Global environmental problems
- Sign up for 2 news briefings on RamCT
- Read UNEP. 2014. Global Environmental Outlook 5: Summary for Policy Makers

Explore the different global environmental issues to help make your group selection

History of global environmental politics
- Read entry on summit diplomacy in Essential Concepts.

History (con’t)
- Read entries on 1) liberal environmentalism, 2) sustainable development, and 3) tragedy of the commons in Essential Concepts.
- Read the following excerpts from Ken Conca and Geoff Dabelko, eds. 2014. Green Planet Blues: Critical Perspectives on Global Environmental Politics, 5e. Boulder: Westview Press.
  - Meadows et al. (1972) The Limits to Growth (pp. 25-29)
  - Hardin (1968) “The Tragedy of the Commons” (pp. 38-45)
  - World Commission on Environment and Development (1987) Towards Sustainable Development (pp. 184-194)
- Watch “Gro Harlem Brundtland: I’m a lucky person” on YouTube (4:49)
- Submit preferences for groups (list top three choices in order of preference)

IR theory "bootcamp"
- Read entries on 1) sovereignty and 2) critical political economy in Essential Concepts.

Using IR theory in the study of global environmental politics
- Complete plagiarism self-test on RamCT

Using IR theory (con’t)
- Read O’Neill ch. 3
- Identify an international environmental agreement or organization related to your issue area (check out the O’Neill and Essential Concepts books for ideas) and reflect on whether IR theory helps you explain aspects of the agreement or organization

Globalization, trade and the environment
- Read entries on 1) ecocentrism, 2) ecological modernization, 3) Kuznets curve (environmental), and 4) World Trade Organization in Essential Concepts

Equity and justice in global environmental politics
- Read entries on 1) common but differentiated responsibilities and 2) justice in Essential Concepts

Conflict, cooperation and global environmental change
- Complete emissions worksheet (available on RamCT)

Conflict, cooperation and global environmental change
- Read entries on 1) military conflicts and 2) scarcity and conflicts in Essential Concepts
- Watch “When the Water Ends: Africa’s Climate Conflicts” (16:22)

Human and ecological security
- Read entries on 1) ecofeminism, 2) migrants, and 3) security in Essential Concepts

W 9/24 Global environmental governance
- Read entry on global environmental governance studies in *Essential Concepts*.
- Identify at least 5 governance actors and initiatives related to your issue area.

F 9/26 Catch up and group work day
- Come prepared to work on your group presentations

M 9/29 – F 10/3 GROUP PRESENTATIONS
- Review briefing reports posted on class blog

II. Multilateral Approaches to Global Environmental Governance

M 10/6 The problem of international cooperation
- Read O’Neill ch. 4
- Read entry on global public goods in *Essential Concepts*
- Review Hardin’s “Tragedy of the Commons” (from 9/5)

W 10/8 The global climate change regime
- Read entries on 1) climate change regime; 2) nonregimes; and 3) regimes in *Essential Concepts*.
- Compile a list of 10 key terms from the first section of the course along with a “quiz bowl” question for each term (e.g. Realism – This IR theory tells us that states will be reluctant to cooperate to address global environmental problems for fear of losing relative power)

F 10/10 The global climate change regime (con’t)
- Read O’Neill ch. 5
- Read entries on 1) compliance and implementation, 2) effectiveness, and 3) shaming in *Essential Concepts*

M10/13 Regime Effectiveness – ESSAY 1 DUE
- No readings

W10/15 Bargaining and negotiation
- Read entries on 1) influential individuals; 2) negotiating coalitions, and 3) treaty negotiations in *Essential Concepts*
- Read FIELD guide for MEA negotiators

F 10/17 Prepare for negotiation simulation
- Review negotiation simulation guidelines and background documents
- Complete country background and position worksheet (see simulation guidelines)

M10/20 Negotiation simulation – Opening Plenary and Working Groups

W10/22 Negotiation simulation – Working Groups (con’t)
- Complete reflection #1 on the negotiation simulation (see negotiation guidelines)

F 10/24 Negotiation simulation – Closing Plenary
- Complete reflection #2 on the negotiation simulation (see negotiation guidelines)
- Watch 4 or 5 of the “Personal memories of 20 years of UNFCCC negotiations” videos

M10/27 UNEP
- Read entries on 1) Commission on Sustainable Development; 2) United Nations Environment Programme; and 3) World Environment Organization in *Essential Concepts*
- Explore UNEP’s website

W10/29 Economic institutions
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<th>Date</th>
<th>Section</th>
<th>Activity</th>
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**Compile** a list of 10 key terms from the second section of the course along with a “quiz bowl” question for each term. |
**Read** entries on 1) grassroots movements and 2) nongovernmental organizations in Essential Concepts  
**Identify** an NGO working in your issue area and **explore** their website. **Come prepared** to tell your classmates about the NGO. |
**Explore** Walmart’s “Environmental Sustainability” website |
| F 11/7  | Scientists  | **Read** entries on 1) boundary organizations, 2) epistemic communities, 3) precautionary principle, and 4) science in Essential Concepts.  
**Watch** This Week Tonight with John Oliver: Climate Change Debate (4:26) |
| M 11/10 | Markets | **Read** entries on 1) ecosystem services (payments for); 2) markets, and 3) REDD in Essentials Concepts  
**Watch** “Cap and Trade: What is it?” by theecogeek on YouTube (3:30) |
| W 11/12 | Certification and Labelling | **Read** O’Neill ch. 7  
**Read** entries on 1) labelling and certification and 2) private regimes in Essential Concepts.  
**See what you can find out** about a certification or labeling scheme related to a product that you buy regularly (e.g. coffee, clothing, food) and **come prepared** to share what you learn with the class. |
**Read** entry on transgovernmental networks in Essential Concepts. |
| M 11/17 | Communities | **Read** entry on indigenous peoples and local communities in Essential Concepts  
**Watch** Rob Hawkins’ TEDtalk on the Transition Movement (16:44)  
**Explore** the Transition Towns US website |
| W 11/19 – F 11/21 | GROUP PRESENTATIONS  
No readings  
**Compile** a list of 10 key terms from the second section of the course along with a “quiz bowl” question for each term (DUE on 11/21). |
Please answer the following questions and tear off this portion of the page.

Name:

Year and Major:

Hometown:

Please tell me an interesting fact about yourself:

Why are you taking this class? Is there anything in particular you hope we discuss or questions we answer?

Do you have any particular concerns about the course (e.g. workload, learning disabilities, etc.)?