Course Goals

Global environmental politics and policy is perhaps the most prominent field that challenges traditional statecentric ways of thinking about international problems and solutions. The dominant theoretical lens and language of statecentric international relations theories alone cannot capture and explain the dynamic forces of global environmental politics. The uncontested intellectual faith on these theories and language centered on states is epistemological impasse to advancing our understanding of global environmental politics and policy making processes. Therefore, this course will employ both statecentric and non-statecentric approaches to unpack, analyze, and understand dynamics of global environmental politics and policy.

This course asks questions such as: (1) how do individuals and groups shape local-global dynamics of global environmental politics? (2) How can we understand how economic, legal, political, and social processes at multiple domains shape global environmental changes, including climate change? (3) How can we understand the challenges of global environmental politics and policy formulations to face the challenges of global environmental and social changes? And (4) what are the roles of international law, treaties, and diplomacy? These nonexclusive overarching questions serve as the framework of this course.

To encompass the framework of the course, this course covers five arenas crucial to understanding the nature and dynamics of global environmental issues and political processes: (1) global and international political orders; (2) international environmental law; (3) human-environment interactions through market and politics; (4) political and societal challenges of sustainability; and (5) dynamics of human values and rules.
In so doing, this course is designed to equip students to: (1) understand global environmental politics from both statecentric and non-statecentric views; (2) gain knowledge about international environmental laws and to be able to evaluate the advantages and disadvantages of legal approaches; (3) understand the fate of Kyoto Protocol and the future of climate change treaty; and (4) prepare for the challenges in the practice of global environmental governance and the theoretical underpinnings of these challenges. To achieve these goals, the course is organized with the following topics.

Course Outline

Week 1: You and Global Environmental Politics
Week 2: Globalization and the Environment
Week 3: The Fate and Future of Climate Change Treaty
Week 4: International Environmental Law
Week 5: Local Dynamics of Global Environmental Changes
Week 6: Democracy and the Environment
Week 7: Multilayer Environmental Governance
Week 8: Rethinking International Environmental Institutions
Week 9: Commodity Chains and Environmental Changes
Week 10: Conclusion

Assignments and Due Dates

Schedule of Assignments and Due Dates

9/16 - Course survey
9/18 - Distribute IEP Essay guidelines
9/25 - Distribute assignment details and guidelines for group project
9/27 - Library Research Guide Session
10/3 - Personal IEP essay is due (graded)
10/18 - The outline/progress report of group paper is due at 5:00p.m. (not graded)
10/19 – 10/22 MID-TERM BREAK
10/22 - Country policy paper is due
11/1 - The first draft of group paper is due (graded)
11/12 - The final draft of group paper is due (graded)
11/13 - Meetings with groups …
11/15 - Group presentations … (graded)
11/18 - Group presentations … (graded)
11/20 - Group presentations … (graded)
11/24 - FINAL GROUP PAPER IS DUE at noon (graded)
NOTE: Group members will provide evaluation of the performance and contribution of peers to the group work based on guidelines provided. This membership grade is 5% of total 30% group project grade. Thus, 25% is assigned to the group as a whole.

Course Assignments, Expectations, and Grade

There are five interconnected course assignments. These five components will be used to evaluate your performance in this course. The percentage for each assignment for your final grade is in parentheses. The descriptions of assignments are as follow:

(1) Participation (15%): Your participation in this course begins with reading assigned materials before the class. This course will be conducted mostly in interactive lecture style. There will also be group-led and group-based discussion sessions. What this means is that you will have many opportunities to participate during the class. There will also be group simulations. To be an effective participant, I encourage you to read leading news websites regularly and seeking news about global environmental politics and policy. To be a good standing citizen of this course, you are required to: (1) have good attendance; (2) read assigned materials before the class; (3) have timely notification and communication with me when you have to be absent or if you need to request extension for personal reasons; (4) exercise self-respect and responsibility of a student for the success of learning mission of this course and the Carleton College as a whole; and (5) exercise your intellectual freedom in discussions and the assignments for the course.

(2) Personal Essay on Global Environmental Politics (20%): Each student is required to collect qualitative and quantitative data that illustrate her or his personal relationship to global environmental politics and the nature. The suggested data collection template that explains what to collect is provided on September 18. Students will collect this data for 2 consecutive days beginning on September 20. All items that are used by student during 48 hour period should be entered into data sheet. This data collection effort is worth 5% of total grade for this assignment. After collecting data, students will select three items. Students will analyze: (1) how three items illustrate their livelihoods; (2) how illustrated livelihoods connect to global environmental politics; and (3) how they are connected to nature via three items. Based on the analysis, each student will write a personal essay defining global environmental politics between 6 and 8 double-spaced pages. The assignment guidelines are distributed electronically. The essays are due at 5:00p.m on October 3. Send them to me by email at tmyint@carleton.edu and place a hard copy of both the paper and data sheets in my mailbox at Willis 403.

(3) Country Position Paper on the Future of Climate Change Treaty (25%): This is a policy report paper for which students are required to assess the position of a selected country among top twenty five Green House Gases (GHG) emitting countries. Student will: (1) identify the policy of selected country on the Kyoto Protocol; (2) analyze the country’s current standing and status in terms of ratification and implementation of Kyoto Protocol, (3) provide critical assessment of the country’s policy on Kyoto Protocol leading to ongoing negotiations; and (4)
analyze and project what the selected country’s future position on post-Kyoto climate change treaty might be beginning with the position at the Copenhagen meeting held on December 7 – 18, 2009. This assignment is for students to analyze and understand how the selected country’s issues, interests, and actors dominate the country’s ongoing diplomatic efforts. Students will find Dessler and Parson’s *The Science and Politics of Global Climate Change: A Guide to the Debate* as a reference to write this report and presentation. Danya Leebaw at the Gould Library has a resource guide for this course with particular attention to this assignment here: [http://gouldguides.carleton.edu/posc268](http://gouldguides.carleton.edu/posc268). Make a good use of this resource. The paper should be between 8 and 10 pages. This paper is due at 5 p.m. on October 22.

(4) **Group Project Paper (30%)**: Based on the personal essays on definition of global environmental politics and data collected for the assignment No. 2, a group of four students will select an item and conduct analysis of commodity chain processes. I will establish groups on September 25. Each group will select one item or product that the group as a whole is interested in conducting research for term project. There are four components to the assignment. The **first** step is to map out the *material processes* defined by history, geography, and the movements of these items from the state of nature to a finished product you bought from a store. Each group will first identify and describe each node of the commodity chain of the item from raw material extraction node to waste site of the item. Student will use google earth to locate coordinates with the help of GIS Lab to map out the commodity chain of the item. The **second** step is to discuss *political economic processes* that govern material processes identified in the previous step. The **third** step is to identify *political and legal institutions* that govern both the material processes and economic processes. Finally, the paper must provide analysis of: (1) how commodity chain analysis challenges the statecentric theories and approaches of international environmental politics; (2) what nodes within the chain has most complex networks of economic, political, and environmental consequences; and (3) what type of policy and institutional arrangements your group recommend to minimize negative environmental consequences. This group paper should be between 20 and 25 double-spaced pages excluding references, maps, pictures, and figures. The final draft of group paper is due on November 12. The **final paper is due on November 24.** More details with assignment guidelines for this group project will be distributed on September 25.

(5) **Group Presentations (10%)**: Each group will present the research findings of the commodity chain of the group item. The groups are required to submit powerpoint slides before the day of presentation to me. Based on your group presentation and my reading of your final draft of the group paper, I will provide written comments on your final draft. Your presentation and my comments should prepare you to polish your final draft.

**NOTE:** All written assignments should be double-spaced with 12 point Times New Roman fonts and with page numbers inserted on one inch margin page layout.
Required Texts:


**IMPORTANT:** This is a provisional syllabus and subject to change depending on the ebb and flow of the course and surrounding worlds.

Course Conducts

a. **Attendance:** Attendance is required for this course. If you need to be absent from the class, it is your responsibility to notify me in advance. When you are absent, it is in your benefit to borrow notes from your classmate or ask your classmates to learn what you missed. If you wish, I will be available during office hours or by appointment at your request to meet with you and go over what you missed while you were absent.

b. **Plagiarism:** There is zero tolerance for plagiarism. A summary of the College’s policy on plagiarism states: “*At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College.*” For more information on Carleton’s policy on academic honesty, please consult [http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359](http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359)

c. **Late assignments:** Assignments are due on the dates specified in this syllabus or in the assignment sheet. Late work **will receive one point reduction per late day.** If you are unable to complete an assignment on time due to illness or personal emergency, you can request an extension with the supporting documents such as a medical note from a doctor or the Wellness Center.

d. **Special needs:** If you require special accommodation due to a documented physical or medically classified different learning capacity, please come see me as soon as possible during the first
week of class or any time throughout the semester to discuss how I might best assist you in meeting the objectives and requirements of this course.

**IMPORTANT:** The key for you to be successful as a student and for me as a teacher in this course is timely and effective communication between you and me. In addition, Carleton offers numerous resources for you to excel in your learning. If you do not know them, do not be shy to ask. Make good use of resources on campus!

*Schedule of Readings*

**WEEK 1: YOU AND GLOBAL ENVIRONMENTAL POLITICS**

**September 16:** Introduction

This syllabus

**September 18:** Local-Global Dynamics


- Chapter 1: What are global environmental politics?, pp. 1-32.


- Chapter 1: Introduction, pp. 1-12.


**September 20:** Global Environmental Politics & You


- Chapter 2: Deconstructing “global environment”, pp. 33-85


WEEK 2: GLOBALIZATION AND THE ENVIRONMENT

September 23: Consequences of Globalization on the Environment

- Chapter 4: Civic Politics and Social Power: Environmental Politics on the Ground, pp. 132-176.


September 25: What Do We Mean by “Global?”


September 27: Library section for research at LIBE 306 led by Danya Leebow.

September 29: MOVIE SCREENING: *An Inconvenient Truth*, at Gould Library room LIBE 344 at 7:30p.m.

WEEK 3: THE FATE AND FUTURE OF GLOBAL CLIMATE CHANGE TREATY

September 30: Future of Global Climate Treaty


Chapter 1: Global climate change: a new type of environmental problem, p. 1-16
- Chapter 5: Present impasse and steps forward

October 2: Science, Policy, and the State of Kyoto Protocol


Chapter 2: Science, politics, and science in politics, p. 18-45
Chapter 4: Climate-change policy debate: impacts and potential responses

UNFCCC, Text of Kyoto Protocol, see at http:// unfcc.int/essential_background/kyoto_protocol/background/items/1351.php

October 4: Sources of International Environmental Legal Orders


Perrez, Franz Xaver, The relationship between "permanent sovereignty" and the obligation not to cause transboundary environmental damage.
http://www.thefreelibrary.com/The+relationship+between+%22permanent+sovereignty%22+and+the+obligation...-a019109151

WEEK 4: INTERNATIONAL ENVIRONMENTAL LAW

October 7: Theories of State’s Environmental Rights


Case Study: The Rhine River Pollution and International Law [see handouts],
http://www.iksr.org

October 9: GIS LAB

October 11: GIS LAB

WEEK 5: LOCAL DYNAMICS OF GLOBAL ENVIRONMENTAL CHANGES

October 14: Successes and Failures of International Environmental Law


October 16: Social Processes of Global Environmental Politics


October 18: “New Species” of International “Law”


Case Study: The Nam Theun 2 Dam, http://www.namtheun2.com

OCTOBE 19 – 22: MID-TERM BREAK
WEEK 6: DEMOCRACY AND THE ENVIRONMENT

October 23: Local Politics and Global Sustainability

   - Chapter 3: Aiming for Genotopia, pp. 41-61.


October 25: Policy Problems and Prescriptions

[See also, for optional reading, Extensions of “The Tragedy of the Commons,” by Hardin at http://www.sciencemag.org/cgi/content/full/280/5364/682 ]


WEEK 7: RETHINKING INTERNATIONAL ENVIRONMENTAL INSTITUTIONS

October 28: The Danger of Panaceas and Monocentric Thinking

Berkes, Fikret, Going Beyond Panaceas Special Feature: Community-based conservation in a globalized world, PNAS, 104: 15188-15193; published online before print September 19 2007.
url: http://www.pnas.org/cgi/reprint/104/39/15188


October 30: Reform Agenda?

   - Chapter 3: Elements of Reform Agenda, pp. 71-90.

**November 1: Non-State Actors**


**WEEK 8: MULTILAYER ENVIRONMENTAL GOVERNANCE**

**November 4: Does Democracy Promote Sustainability?**

  - Chapter 4; Prelude to Politics, pp. 65-84.
  - Chapter 5: Engaging Politics, pp. 87-123.

**November 6: Local-Global Dynamics**


**Case Study:** *International Water Tribunal in the Rhine* [No readings].

**November 8: Democracy and Sustainability**

  - Chapter 6: The Once and Future Democracy, pp. 129-154.
  - Chapter 7: Sustainability and Strong Democracy, pp. 159-165.

**November 11: Do We Need a Global Environmental Organization?**


WEEK 9: COMMODITY CHAINS AND ENVIRONMENTAL CHANGES

November 13: Meeting with groups

November 15: Group Presentations

WEEK 10: FINAL WEEK

November 18: Group presentations

November 20: Group presentations and Conclusion

NOVEMBER 24: FINAL GROUP PAPER IS DUE BY 5:00P.M
The following is the rubric I use to evaluate your personal GEP essay.

<table>
<thead>
<tr>
<th>Graded areas/guidelines</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying and stating personal definition of GEP.</td>
<td>- Do you provide personal definition of IEP based on your analysis of three items?</td>
</tr>
<tr>
<td>Organization, appropriate language and control of errors</td>
<td>- Is your essay organized so that you have coherent presentation of ideas and the reader can follow your ideas? Do you control errors carefully?</td>
</tr>
</tbody>
</table>
| Application of the concepts from readings and class discussions in discussing personal definition | - Do you apply theories and concepts from readings, discussion, and lectures from the class?  
- How well do you understand the readings, theories, and concepts?                             |
| Critical thinking & creativity with the definition and findings                         | - Do you show your critical understanding of and thinking about your items and your livelihoods and subsequently connect your livelihood to IEP?  
- Do you incorporate your analysis of economic and environmental dimensions and general impression/reflection on all your possession? |
| Use of concrete evidences (qualitative and quantitative) from self-study                 | - Do you demonstrate both qualitative and quantitative dimension of your selection items with regard to how you and your fellow Homo sapiens would affect ecosystem and global environmental politics considering your findings? |
| Quality of Data sheet                                                                  | - How thorough and careful you are in collecting data, using the data, and presenting it.                                                                                                              |
| TOTAL Points                                                                           |                                                                                                                                                                                                     |
I use the following rubric to evaluate your country position paper on climate change.

<table>
<thead>
<tr>
<th>Graded areas/guidelines</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and state the selected country’s policy on Kyoto Protocol and Global Climate Change issues</td>
<td></td>
</tr>
<tr>
<td>Organization, appropriate language, and control of errors</td>
<td></td>
</tr>
<tr>
<td>Analysis of economic and political factors and actors in policy framework of the country</td>
<td></td>
</tr>
<tr>
<td>Evidence of careful research, citations to authoritative sources, and information literacy</td>
<td></td>
</tr>
<tr>
<td>Application of the concepts and theories from the course materials and discussions</td>
<td></td>
</tr>
<tr>
<td>Quantitative reasoning when appropriate and necessary</td>
<td></td>
</tr>
<tr>
<td>Critical thinking &amp; creativity</td>
<td></td>
</tr>
<tr>
<td>TOTAL Points</td>
<td>14</td>
</tr>
</tbody>
</table>
### Appendix C
Guidelines and Grading Rubric for Group Presentation

POSC268 – Global Environmental Politics and Policy  
Fall 2013  
Carleton College  
Northfield, MN

<table>
<thead>
<tr>
<th>Guidelines/graded areas</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control of contents</td>
<td></td>
</tr>
<tr>
<td>Control of language and narrative</td>
<td></td>
</tr>
<tr>
<td>Eye-contact and connection with the audience</td>
<td></td>
</tr>
<tr>
<td>Professionalism, posture, and level of confidence on the topic</td>
<td></td>
</tr>
<tr>
<td>Organization of presentation and narrative</td>
<td></td>
</tr>
<tr>
<td>Appearance of slides and visual aid</td>
<td></td>
</tr>
<tr>
<td>Quality of connection, collaboration, and coherence among presenters</td>
<td></td>
</tr>
<tr>
<td>Level of authority presented by the use of credible resources and evidences</td>
<td></td>
</tr>
<tr>
<td>Connection between the paper and presentation</td>
<td></td>
</tr>
<tr>
<td>Creativity to motivate audience and to keep the audience attention</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
</tr>
</tbody>
</table>