

9-2013

PSCI 332.01: Global Environmental Politics

Eric H. Hines

University of Montana - Missoula, eric.hines@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Hines, Eric H., "PSCI 332.01: Global Environmental Politics" (2013). *Syllabi*. 95.
<https://scholarworks.umt.edu/syllabi/95>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.



Global Environmental Politics

"The good Earth — we could have saved it, but we were too damn cheap and lazy."

— KURT VONNEGUT, FROM THE BOOK A MAN WITHOUT A COUNTRY

Instructor: Eric H. Hines

Office: JRH 206

Office Hours: TR 9-10 & by appointment.

Email: eric.hines@umontana.edu

Phone: 406.359.1660 (Cell/Voicemail)

Course Number: PSCI 335

Class Location: Liberal Arts 337

Meeting Time: MWF 9:10-10:00

Website: Moodle (<http://umonline.umt.edu>)

CRN (Add/Drop): 74995

You may schedule an appointment with me online at <http://meetme.so/erichines>.

COURSE DESCRIPTION AND PREREQUISITES

The purpose of this course is to provide the knowledge, skills, and abilities needed to understand the relationship between global politics and environmental change. Since the 1970s, humanity's **ecological footprint** — *the amount of nature it takes to sustain the human population* — has exceeded the Earth's capacity to regenerate. We now consume the equivalent of 1.5 Earths annually.¹ Deciding how to respond to this, including the choice to do nothing, is the core of **environmental politics** — *authoritative decision-making about who gets what, when, and how from the natural environment*. This course focuses on the unique set of collective action problems faced by global actors in the governance of the global environment and the **institutions** — *structures and mechanisms of social order and cooperation governing the behavior of a set of individuals* — they use to overcome those problems.

Prerequisites. There are no prerequisites for this course, but completion of PSCI 230 (Introduction to International Relations) is strongly encouraged and recommended. Prerequisite skills include the ability to work in small groups.

REQUIRED MATERIALS

There is one required textbook available at the UC Bookstore or online:

Chasnek, Pamela S., David L. Downie, and Janet Welsh Brown. 2014. *Global Environmental Politics*. Boulder, CO: Westview Press. ISBN: 9780813348964

All other required resources are available on [Moodle](#).

Five Principles of Politics	
1.	Politics is collective action.
2.	Collective action is problematic.
3.	Institutions help fix these problems.
4.	Ideas matter.
5.	History matters

¹ World Wide Fund for Nature, *Living Planet Report 2012* (Gland, Switzerland: World Wide Fund for Nature, October 2010), 38, <http://goo.gl/CV1U1c> (accessed August 14, 2013).

COURSE LEARNING OUTCOMES AND ASSESSMENTS

<i>After this course, students will have the knowledge & skills to:</i>		<i>This will be assessed by:</i>
1	Explain the competing values and interests that define environmental politics as a form of collective action.	Policy Memos 1-5 Simulation Debriefings
2	Explain the historical, ideational, and institutional barriers to collective action in global environmental politics .	Policy Memos 1-5 Simulation Debriefings
3	Evaluate the effectiveness of alternative institutions at overcoming these barriers.	Policy Memos 1-5 Simulation Debriefings
4	Compare and contrast competing ideas about the environment and structure of environmental governance.	Policy Memos 1-5 Simulation Debriefings
5	Identify how historical patterns of economic and political development lead to the current state of the environment.	Policy Memos 1-5 Simulation Debriefings
6	Assess the reliability, validity, accuracy, and authority of information on environmental politics .	Library Assignment

COURSE PHILOSOPHY, CLASS PEDAGOGY, AND LEARNING OBJECTIVES

Learning is more than memorizing facts and answering questions on a test. It is the process of enhancing your ability to use information to understand of how things work and how to make them better. This course will enhance your ability to:

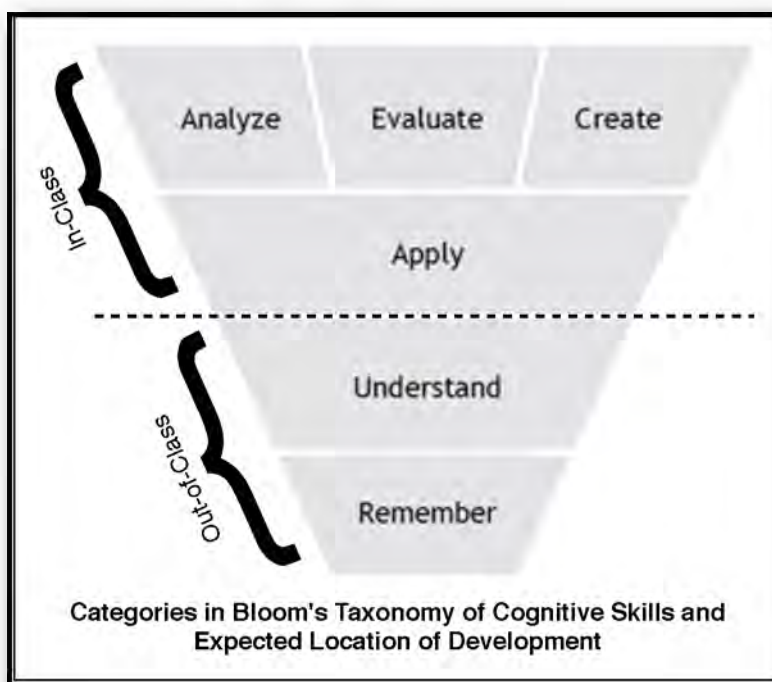
- Ask the right questions
- Frame good problems.
- Acquire information.
- Evaluate sources of information.
- Critically investigate & solve problems.
- Make choices among alternatives.
- Explain abstract ideas to others.
- Generalize to new situations.

Pedagogy

The structure of this course is influenced by a taxonomy of cognitive skills developed by Benjamin Bloom. He identified six steps to the learning process students must complete to master a subject and organized them into a pyramid (see figure on next page) to show how more complex skills developed on a foundation of simpler ones. In this course, students will focus on remembering and understanding concepts outside of class, while in-class time will be focused on the application of concepts.

Learning Objectives

Bloom translated his taxonomy into discrete and measurable actions called learning objectives, which are statements that start with an action (verb) associated with the intended cognitive skill and end with an object that describes the knowledge students are expected to acquire or construct. Learning objectives have been developed for each topic based in this course and are the basis for all instruction and assessment.



Student Responsibilities

This learning philosophy imposes upon students the responsibility to:

1. Review the learning objectives for each topic.
2. Complete all assigned readings and exercises before class.
3. Ask the professor for assistance if they difficulty with specific learning objectives.
4. Attend class regularly, but only when they are fully prepared to participate.
5. Complete all course assignments by their deadlines (Late work is not accepted).
6. Review all feedback from the instructor, including feedback posted online.
7. Ask for clarification if instructions or feedback are not fully understood.
8. Finish the class (University policy on incompletes will be strictly enforced).
9. Inform the instructor beforehand if they cannot fulfill these responsibilities.

CLASS POLICIES

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code, which is available for review online at: <http://life.umt.edu/VPSA/name/StudentConductCode>.

Students with Disabilities

If you have a disability and feel you need accommodations in this course please present me with a letter from Disability Services for Students (DSS), Lommasson Center 154 (243-2243), indicating the existence of a disability and the suggested accommodations.

COURSE REQUIREMENTS (% OF FINAL GRADE)

The following paragraphs outline the requirements for this course. Detailed information on each can be found on Moodle.

Policy Memo and Library Research Assignment (5%). Students will model the instructor's expectations for research and problem solving in an online assignment.

Learning Group Policy Memos (40%). Students will be assigned to learning groups of 3-4 students to work on four problems related to environmental politics. For each problem, groups will write a policy memo recommending a solution. Groups will share their grade for each policy memo, but individual grades will be adjusted after each using an online peer evaluation. Groups will also submit learning issues and problem statements to the instructor. They will not be graded, but incomplete or late submissions will result in a one-letter grade penalty applied to the policy memo grade.

Class Debate Worksheets (2.5%). The class will debate the outcome of the first problem and students will submit a worksheet evaluating choices presented in class.

Simulations (32.5%). Students will complete two simulations of global environmental politics requiring individual participation and role-playing. Students will submit a form after each day of the simulation and a 2-page debriefing paper after the full simulation.

Exams (20%). There is an online midterm exam featuring random questions based on class learning objectives and a final traditional bluebook essay exam in this course.

GRADING

Grades are based on a 1000 pt. scale with points and deadlines distributed as follows:

Assignments/Assessments	Points Possible	Due Date	Submit via
Library Research Assignment	50	Sep 13, 2013	Moodle
Policy Memo #1	100	Oct 3, 2011	Moodle
Debate Worksheet	25	Oct 3, 2013	Class
Policy Memo #2	100	Oct 25, 2013	Moodle
Online Midterm Exam	100	Oct 21, 2013	
Climate Change Simulation Participation	75	Multiple	Class
Climate Change Simulation Debriefing	75	Nov 8, 2013	Moodle
Policy Memo #3	100	Nov 18, 2013	Moodle
Water Trade Simulation Participation	75	Multiple	Class
Water Trade Simulation Debriefing	100	Dec 6, 2013	Moodle
Policy Memo #4	100	Dec 12, 2013	Moodle

Assignments/Assessments	Points Possible	Due Date	Submit via
Final Exam	100	Dec 12, 2013	Class

The plus/minus grading system will be used with grades based on the total points: A = 1000-930, A- = 929-900, B+ = 870-899, B = 830-869, B- = 800-829, C+ = 770-799, C = 730-769, C- = 700-729, D+ = 670-699, D = 630-669, D- = 600-639, F = <600.

Peer Evaluations. After each group assignment, students will complete an online peer evaluation awarding a share of the final product to each group member besides themselves. Students earning a higher or lower average share will have their grade adjusted. Students must complete their peer evaluations to receive credit for the policy memo being evaluated. Full details are available online.

COURSE SCHEDULE

This class will feature lectures, class discussions, debates, and student presentations as outlined below. I reserve the right to make changes to this schedule if necessary.

Date	Topic or Activity	Readings and Assignments
Aug 26	Syllabus; Tragedy of Commons Simulation	
Aug 28	Brief Introduction to International Relations	• Snyder, " One World, Rival Theories " (M)
Aug 30	Brief Introduction to Environmental Politics	• Chasek, et. al., Ch. 1
Sep 2	LABOR DAY	NO CLASS
Sep 4	Tragedy of Commons Simulation & Debriefing	• Hardin, " Tragedy of the Commons " (M) • Ostrom, et. al. " Revisiting the Commons " (M)
Sep 6	Policy Memos and Practice Problem	• "Policy Memo Handout" (M)

POLICY PROBLEM #1: ECOTOPIA

Sep 9	Environmental Philosophy	• " Environmental Ethics " (M)
Sep 11	Green Political Thought	• Carter, "Green Political Thought" (M)
Sep 13	The Environment as a Policy Problem	• Weale, "The New Politics of Pollution" (M) • Library Assignment Due (M)
Sep 16	Ecological Modernization	• Drysek, "Ecological Modernization" (M)
Sep 18	Policy Instruments and Implementation	• Carter, "Domestic Policy Instruments" (M)
Sep 20	Greening Government	• Drysek, "Ecological Democracy" (M)
Sep 23	<i>Learning Group Work Session</i>	• Problem Statements Due (C)
Sep 25	<i>Learning Group Work Session</i>	
Sep 27	<i>Class Debate: What Would Ecotopia Look Like?</i>	• Policy Memo #1 Due (M) • Debate Worksheet Due (C)

POLICY PROBLEM #2: GLOBAL ENVIRONMENTAL GOVERNANCE & CLIMATE CHANGE

Sep 30	Actors in Global Environmental Governance	• Chasek, et. al., Ch. 2, pgs. 49-76
--------	---	--------------------------------------

Date	Topic or Activity	Readings and Assignments
Oct 2	Actors in Global Environmental Governance	• Chasek, et. al., Ch. 2. pgs. 76-99
Oct 4	Development of Environmental Regimes	• Chasek, et. al., Ch. 3, pgs. 101-121
Oct 7	Development of Environmental Regimes, Part II	• Chasek, et. al., Ch. 3, pgs. 121-151
Oct 9	Development of Environmental Regimes, Part III	• Chasek, et. al., Ch. 3, pgs. 151-173
Oct 11	Development of Environmental Regimes, Part IV	• Chasek, et. al., Ch. 4, pgs. 175-207
Oct 14	Development of Environmental Regimes, Part V	• Chasek, et. al., Ch. 4, pgs. 207-236
Oct 16	Regimes and the Problem of Compliance	• Chasek, et. al., Ch. 5
Oct 18	Three Pillars of Sustainable Development	• Chasek, et. al., Ch. 6
Oct 21	<i>Learning Group Work Session</i>	• Problem Statements Due (C) • Online Midterm Due (M)
Oct 23	<i>Learning Group Work Session</i>	
Oct 25	Ecological Justice	• Readings on Moodle (M) • Policy Memo #2 Due (M)
Oct 28	Climate Simulation: Warsaw Plenary Session #1	• Simulation Participation Form Due (C)
Oct 30	Climate Simulation: Warsaw Plenary Session #2	• Simulation Participation Form Due (C)
Nov 1	Climate Simulation: Warsaw Plenary Session #3	• Simulation Participation Form Due (C)

POLICY PROBLEM #3: INTERNATIONAL WATER TRADE

Nov 4	Environmental Security	• Readings on Moodle (M)
Nov 6	<i>Case Study: International Water Trade</i>	• Readings on Moodle (M)
Nov 8	<i>Water Trade Simulation: PrepCom</i>	• Debriefing Paper #1 Due
Nov 11	Veteran's Day (No Class)	
Nov 13	<i>Learning Group Work Session</i>	• Problem Statements Due (C)
Nov 15	<i>Learning Group Work Session</i>	
Nov 18	Institutions of Global Environmental Governance	• Readings on Moodle (M) • Policy Memo #3 Due (M)
Nov 20	Simulation: Portland Plenary Session #1	• Simulation Participation Form Due (C)
Nov 22	Simulation: Portland Plenary Session #2	• Simulation Participation Form Due (C)
Nov 25	Simulation: Portland Plenary Session #3	• Simulation Participation Form Due (C)
Thanksgiving Break: No Class November 27-29		

POLICY PROBLEM #4: MANAGING THE FUTURE

Dec 2	The Future of Global Environmental Governance	• Chasek, et. al., Ch. 7
Dec 4	<i>Learning Group Work Session</i>	• Problem Statements Due (C)
Dec 6	<i>Learning Group Work Session</i>	• Debriefing Paper #2 Due
Dec 12	Final Exam @ 8:00-10:00 in LA 337	• Policy Memo #4 Due (M)