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PSCI 332.R01: Global Environmental Politics

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Political Science 322
Spring 2022
Weds 3:30-5:50
On Zoom

Professor Karen Ruth Adams
University of Montana
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Office Hours on Zoom: Thurs 2-4 & by appt

Global Environmental Politics

Course Description

In this course, we will examine the global politics of environmental issues. We will focus on the global environmental challenge of climate change. Topics include climate science, the role of experts in environmental politics and policy, and climate politics and policy at three levels of analysis: international, national, and local/state/regional in the US Mountain West. Additional topics include: environment and disease, especially lessons for climate change from the global coronavirus pandemic; environmental conflicts and conflict resolution; environmental justice; and strategies for sustainable development.

To understand causes of and solutions to environmental problems, we will consider and test arguments offered by realist, liberal, and critical international relations theories. These theories focus on the role of states and intergovernmental organizations (IGOs) such as the United Nations in addressing or failing to address environmental issues. The theories also consider and have important implications for nongovernmental organizations (NGOs), corporations, and individuals.

The course includes a semester-long simulation of the US National Security Council and the UN Security Council. Each student will represent both a member of the US NSC working on a National Security Memorandum on climate change and a member of the UN SC working on a resolution on climate change.

In addition, each student will research and make an 8-10 minute formal presentation on an environmental topic of interest to them, such as a particular UN Sustainable Development Goal, a particular environmental NGO, or a particular environmental issue. In these presentations, students will discuss their interest in and strategy for working on environmental issues in their careers and/or as citizens.

The course features several guest speakers, including a UM climate scientist, the Mountain West representative for E2 (an affiliate of the National Resource Defense Council), a board member from Climate Smart Missoula, and a civil engineer who coordinates Clark Fork river restoration for Trout Unlimited.

The course has five parts. Part I provides an overview of the course and the state of the planet. In Part II, we will begin the NSC and SC simulations. In Part III, we will focus on climate change. In Part IV, we will explore other environmental issues. In Part V, we will again focus on the NSC and SC simulations. Students will complete a US National Security Memorandum and draft and perhaps pass a UN Security Council resolution. Finally, in Part VI, we will reflect on course conclusions and policy recommendations and consider our individual and perhaps collective next steps.

Learning Objectives

1. Increase your understanding of global environmental challenges, especially climate change, and environmental politics and policy at three levels of analysis: international, national, and local/state/regional in the US Mountain West.
2. Describe and use international relations theories to explain and predict international conflict and cooperation on environmental issues and prescribe appropriate policies for people, governments, international organizations, and other actors to reduce and mitigate climate change and achieve sustainable development.
3. Identify and use reliable sources for information on environmental challenges and local, state, national, international, and global efforts to address them.
4. Develop your skills in research, writing, public speaking, negotiation, and conflict resolution.
5. Increase your understanding of career options in international relations, domestic politics, and environmental politics and policy.

Prerequisites

To enroll in this course, you must be at least a junior, and you must have taken PSC 230 (Introduction to International Relations).

Course Communications

Throughout the course, I will communicate with you by email and by posting announcements and materials on the Moodle website, which you can access [here](#). I will also email you from time to time. To ensure that you receive my emails, please check your UM email account on a regular basis or have your UM email forwarded to an account you check often.

Required Reading

To do well in this class, you must complete all of the assigned reading before each class. On average, there are 80-100 pages of required reading per week. All readings are posted on Moodle.

Course Requirements, Grading, and Study Tips

You are expected to attend each week, participate actively in discussions, and complete all of the assigned reading before each class. To encourage you to do so, 60% of your grade will be based on ***Class Participation*** (4% x 15 weeks). Participation includes attendance and informed and respectful participation in simulations and class discussions of readings. There will be occasional short assignments, such as submitting your class preparation notes. Participation grades will include some self-grading, some group-grading, and some comments from me.

In class, take notes on the lectures and discussions. After class, take a few minutes to write down your overall impressions of the session and the questions and insights it raised for you. For additional study tips, see “Reading Questions” and “Essay Grading” below.

The remaining 40% of the class will be based my grade and your self-grade for the following two assignments (20% each):

- I. ***Class Notebook with Executive Summary***: due at 3:00 on Moodle on Tuesday 5/3, before we meet on the last day of class. Instructions:
 - A. ***Overview and Purpose of the Assignment***: Throughout the class, we will read scientific reports and scholarly articles that share detailed research by and for experts and summarize key findings for policy makers, journalists, and citizens. In this assignment, you will compile a document consisting of ***all of your class notes and an Executive Summary in which you summarize and analyze what you experienced and learned in the class and explain your conclusions, policy recommendations, and personal next steps related to global environmental politics***. Knowing how to compile such a document will help you in future work and study.
 - B. ***Everything in One Document***:
 1. ***Format***: Open a Word document. Make a title page and format page numbers at the bottom of each page. Save the document often.
 2. ***Table of Contents***: The first page of the document will be a table of contents. The first item in the table of contents will be an executive summary that you will write at the end of the semester. After that you will have about 15 items listing the topic and date for each week of the class in chronological order. The final item on the table of contents will be a bibliography. At the end of the semester, you will enter the page number for each item in the table of contents.

3. Citations: Throughout your class notes and in the Executive Summary, cite all sources, using the [Chicago “Notes and Bibliography”](#) citation style. The easiest way to do this is to start your alphabetically-organized bibliography at the beginning of the semester and use the corresponding note format every time you refer to that source in your class notes. At the end of the semester when you’re writing the Executive Summary, use the full note format the first time you refer to a source and the shortened note format for subsequent references.
 4. Structure, Length, and Content of Class Notes: Each week, type in and/or copy and paste a PDF or photo of your weekly class preparation notes and class meeting notes, including: reading notes (required readings + current events); class lecture, discussion, and reflection notes; simulation preparation, meeting, and reflection notes; simulation forum posts; your presentation preparation notes, power point slides, and self-grading comments, etc. This part of the document can be as long as necessary. It’s fine to insert photographs or scans of documents such as your handwritten notes, your submissions on Moodle questionnaires, and relevant passages from required and recommended course readings, current events, and outside research.
 5. Length of Executive Summary: The Executive Summary essay should be 1,250-2,500 words (about 5-10 pages double-spaced; graduate students should write 2,500-4,000 words). These word counts include citations.
- C. Structure and Content of Executive Summary: The essay should have an introduction with a thesis statement that summarizes your overall argument, a conclusion, and the following two multi-paragraph sections in the middle:
1. Section I: Your Simulation Reflections
 - a. Summarize and analyze your roles in the two simulations, the most important positions you took in each role over the semester, and how and why these positions changed or stayed the same over time. Relate your explanation of these changes to theoretical and other explanations of change in course readings and discussions.
 - b. Reflect on the most and least effective strategies you took individually and with other simulation members and saw other simulation members take. Relate these strategies and your analysis of their effectiveness to course readings and discussions.
 - c. Discuss the “realism” of the simulations. Relate this analysis to current events and scientific and other factual readings from the semester.
 2. Section II: Your Course Conclusions, Policy Recommendations, and Personal Next Steps
 - a. Summarize and analyze what you learned in the course and explain your course conclusions, policy recommendations, and personal next steps with regard to global environmental politics.
 - b. Be specific on all of these points. For example:
 - i. Identify 2-3 of your most important course conclusions and explain the logic and evidence that brought you to them. What remaining questions do you have, and how will you try to answer them in the coming years?
 - ii. Explain the particular policies you would like to see specific domestic and international actors adopt within a certain time frame, and explain why these policies are necessary and preferable to alternatives. Include your evaluation of the most effective combination of international, national, and local/state/regional (for example, US Mountain West) approaches. Explain

who would most agree and disagree with your policy recommendations and how you would try to persuade them.

iii. With regard to personal next steps, discuss your career aspirations and explain whether and how the simulations, guest speakers, and other aspects of the class supported or changed them. You may also wish to discuss other aspects of your life such as your environmental footprint, volunteer work, and interest in collaborating with others.

c. When you plan and write Section II, consider: your Day 1 writing assignment; the Course Description and Learning Objectives (above); class readings, lectures, and discussions; your class notes; your presentation; other students' presentations; the guest speakers' presentation. Relate your conclusions and plans to course readings and discussions.

3. Throughout the Executive Summary, demonstrate your work and knowledge:
Undergraduates should demonstrate accurate knowledge and careful consideration of required readings from the four simulation weeks and at least six non-simulation weeks. Graduate students should demonstrate more extensive knowledge of readings, both required and recommended.

II. **A Topical Presentation** (due date will depend on your topic and date preference). Presentations should be 8-10 minutes and include 5-10 power point slides (graduate students, 10-15 minutes; see below).

A. Likely due dates:

1. 3/29 - Environmental Conflicts and Conflict Resolution
2. 4/5 - Environmental Justice
3. 4/12 - Sustainable Development: Strategies for Effectiveness

B. Assignment: **Develop, explain, and support an argument** about one of the following:

1. an environmental SDG that interests you, and your plan for working on that SDG in your career and/or as a citizen
2. an environmental NGO you have researched and would like to work for in your career and/or as a citizen
3. your research on some aspect of global environmental politics that you would like to work on in your career and/or as a citizen (meet with Prof. A to discuss)

C. Sources:

1. Use primary sources (SDG reports, NGO website and reports, UN or other government data on topic)
2. Also use high quality secondary sources: NYT and other national and international news sources, international journals such as *Foreign Affairs* and *Foreign Policy*, and environmental journals such as *Global Environmental Politics*
3. Also refer to relevant course readings
4. Use as many sources as you need for a well-developed and well-supported argument
5. Cite your sources in your slides, both under relevant data and in an Additional Sources slide at the end (use Chicago "Notes and Bibliography" citation style, explained here).

D. Deadline for Committing to a Topic: 3/1 (let me know of changes by 3/8)

1. List the dates above in order of your preference (highest preference first)
2. Explain the kind of topic you think you will do (SDG, NGO, or topic)
3. Provide some info about your topic (which SDG, which NGO, which topic)

The plus/minus grading system will be used. Grades may be curved. The following distribution is the lowest I will use (*i.e.*, if you earn 93% of all possible points you are assured of an A in the course):

93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+	0-59	F

PSCI 400/Advanced Writing

PSCI 400 is required of all undergraduate PSCI majors and can be taken up to three times (1 credit each time). Students who wish to take PSCI 400/Advanced Writing with this course will submit a 5-6 page paper on the day of their topical presentation and revise it based on my comments into a 6-8 page paper. The revised paper is due by 11:59 pm on 5/13. The grade for PSCI 400 will be the average of the two paper grades. Please email me if you would like to be added to my section of PSCI 400.

Graduate Students

With my permission, graduate students can enroll in a 500-level special topics version of this course. Graduate students have additional reading (a total of about 200 pages per week), make longer presentations, and write a required research paper.

Graduate students will submit a 10-12 page paper on the day of their topical presentation and revise it based on my comments into a 12-15 page paper. The revised paper is due by 11:59 pm on 5/13. With permission, students who are already working on a professional paper with me can revise that paper instead of writing on a new topic.

Each graduate paper presentation will be a total of 30 minutes, with a 10-15 minute power point presentation followed by 15-20 minutes of Q&A. Course grades for graduate students will be calculated as follows: UG requirements (above) x .80 plus final grad paper x .20 = 100%.

Academic Honesty

Students must practice academic honesty and should be familiar with [UM's Student Conduct Code](#). Students who engage in academic misconduct such as plagiarism (representing another person's work as their own) will receive a 0 for the assignment in question and may be subject to a disciplinary sanction by the university.

Disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you think you may have a disability that adversely affects your academic performance and you have not already registered with ODE, please contact them in Lommasson Center 154 or 406-243-2243. I will work with you and ODE to provide a reasonable modification. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. Students with disabilities should apprise me of their needs well before the due date of an assignment on which they wish to be accommodated.

Make-Up Policy

In general, I excuse absences and accept late work only from students directly involved in serious, documented emergencies. This year, I will also consider requests from students whose lives are strongly affected by the coronavirus. If you find yourself in the midst of an emergency or strongly affected by Covid-19, please notify me as soon as possible (in advance of the seminar or due-date if possible) that you will be unable to attend class or submit work on time. To do so, send me an email explaining the circumstances of your emergency or other situation, and provide me with your phone number and relevant documentation. Please note that I may deny make up requests, and I may assign makeup work that differs from the regular assignment. Also note that if you fail to submit work for any other reason you will receive a 0 for the class session or assignment. That may put you at risk of failing the course.

Drop Policy, Grading Options, and Incompletes

The 15th day of the semester is the last day to drop the class or change the grading option without my signature on an override form. If you wish to drop or change the grading option after that, you must provide documentation of an emergency or other serious situation in which you are directly involved that has made it impossible for you to complete the course. For UM's policy on incompletes, see UM's [Academic Policies and Procedures](#).

Reading Questions

In class discussions and writing assignments, you will be asked to compare and contrast the arguments of various scholars and schools of thought. Doing so requires critical reading skills. To develop and practice these skills, consider the following questions for each item you read:

- A. Overview
 1. What is the central question or problem addressed by the author?
 2. What is his or her answer or argument?
- B. Evaluation of the Argument
 3. What is the logic of this answer or argument? What theory or school of thought, if any, does it represent?
 4. Do you understand the author's argument? Do you agree with it? Why or why not?
- C. Evaluation of the Evidence
 5. What evidence does the author use to support his or her argument?
 6. Does the evidence support the argument? Are you aware of other evidence that would support or weaken the argument?
- D. Significance
 7. Which of the authors we have read would agree and disagree with this argument, and why?
 8. How does this article fit into the themes and arguments developed in class?

Essay and Presentation Grading Rubric (more info will be provided on Moodle)

- | | |
|-------|---|
| 100 | Superb. Develops an extremely well-written, clear, and convincing argument that answers the question and substantiates the answer with facts and other information from course readings and additional research. |
| 90-99 | Excellent. Develops a generally well-written, clear, and convincing argument that answers the question and refers well to readings and additional research. Omissions or inaccuracies are few and detract little from the overall quality of the argument. |
| 80-89 | Good. The argument is generally good and answers the question, but the answer is disorganized, unclear, inaccurate, or unsupported in several important respects -- OR -- The argument is well-written, clear, and convincing but doesn't fully answer the question or has few and/or insubstantial references to readings and additional research. |
| 70-79 | Marginal. The answer has numerous shortcomings in organization, clarity, accuracy, or support -- OR -- The argument is fairly well-written, more or less clear, and somewhat convincingly but doesn't really answer the question AND has few and/or insubstantial references to readings and additional research. |
| 60-69 | Unacceptable. The answer is very vague, completely wrong, has nothing to do with the question, and/or provides no evidence of reading and additional research. |

Weekly Schedule and Assignments

Below is a summary of the weekly class agenda. For detailed instructions, all readings, and all assignments, see the Moodle website.

PART I: INTRODUCTION

A. Course Overview (1/18)

Assignment due on Moodle during class: questionnaire about your interests, knowledge, and experience related to global environmental politics.

B. State of the Planet (1/25)

Reading includes 2016 Paris Climate Agreement, UNEP Adaptation Gap Report 2021, and UNEP Emissions Gap Report 2021

PART II: SIMULATIONS

A. US National Security Council Simulation on Climate Change (2/1)

Reading includes Council on Foreign Relations background guide

B. UN Security Council Simulation on Climate Change (2/8)

Reading includes Council on Foreign Relations background guide

PART III: CLIMATE CHANGE

A. Climate Science & the Role of Experts in Environmental Politics & Policy (2/15)

Possible guest speaker

- Dr. Steve Running, UM Professor Emeritus of Ecosystem and Conservation Sciences; Chapter lead author of IPCC 2007 report, awarded the Nobel Peace Prize 2007

Reading includes IPCC website, IPCC report, "Global Warming of 1.5 °C" (2018), and Tom Nichols, "How America lost faith in expertise: and why that's a giant problem," *Foreign Affairs*, March-April 2017.

B. International Climate Politics: Role of the UN (2/22)

Reading includes UN Agenda 2030, recent reports on the UN Sustainable Development Goals, and scholarly articles on the development and effectiveness of the UNEP, the negotiation of the Paris Accords, the results of the recent Glasgow COP26 summit, and debates about whether the UN Security Council can and should lead on climate change

C. Comparing National Climate Change Strategies (3/1)

Reading includes scholarly articles on how national climate strategies have developed over time and across countries from the 1992 Rio Summit to the present, with a focus on the US, EU, and China and consideration of the role of individual policy makers in building trust.

Submit presentation date & topic preferences (see assignment section above)

D. Climate Politics & Policy in the US Mountain West, with a Focus on Energy (3/8)

Possible guest speakers

- Susan Nedell, Mountain West Advocate, E2 (affiliated with the NRDC/National Resource Defense Council)
- Peter McDonough, UM Climate Change Studies Program Coordinator and Board Member, Climate Smart Missoula

Reading includes US National Climate Assessment (2017) overview and Montana climate summary

E. Environment & Disease: Learning from Covid-19 (3/15)

Reading includes David Klenert et al, "Five Lessons from COVID-19 for Advancing Climate Change Mitigation," *Environmental and Resource Economics* (2020) and Michele J. Gelfand, et al, "The relationship between cultural tightness–looseness and COVID-19 cases and deaths: a global analysis," *Lancet* (2021).

(no class 3/22 – Spring Break)

PART IV: OTHER ENVIRONMENTAL ISSUES

A. Environmental Conflicts and Conflict Resolution, with Case Studies on Water (3/29)

Possible guest speaker

- Paul Parson, civil engineer and Trout Unlimited coordinator for Clark Fork watershed restoration

Reading includes Council on Foreign Relations, "Countdown to Day Zero: Water Scarcity and Security" (2018).

Student presentations

B. Environmental Justice: Domestic, International, and Global (4/5)

Reading includes Ken Conca, "The Changing Shape of Global Environmental Politics," in Simon Nicholson and Sikina Jinnah, eds., *New Earth Politics: Essays from the Anthropocene* (Cambridge, MA: MIT Press, 2016) and Joshua Busby and Nina von Uexkull, "Climate Shocks and Humanitarian Crises: Which Countries Are Most at Risk?," *Foreign Affairs* (2018).

Student presentations

C. Sustainable Development: Strategies for Effectiveness (4/12)

Reading includes UNDP, "Guidance Note: Institutional and Context Analysis for the Sustainable Development Goals" (2017) and Navroz K. Dubash, "Revisiting climate ambition: The case for prioritizing current action over future intent." *WIREs Climate Change* (2019).

Student presentations

PART V: SIMULATIONS

A. US National Security Council Simulation on Climate Change (4/19)

Reading includes Council on Foreign Relations background guide, recent National Security Memoranda, and recent Biden administration and US government documents on climate change

B. UN Security Council Simulation on Climate Change (4/26)

Reading includes Council on Foreign Relations background guide, recent UN Security Council resolutions, and recent UN documents on climate change

PART VI: COURSE CONCLUSIONS, POLICY RECOMMENDATIONS, & NEXT STEPS: FROM PERSON TO PLANET (5/3)

Assignment due on Moodle by 3:00 pm (all students): *Class Notebook with Executive Summary essay summarizing and analyzing what you experienced and learned in the class and explaining your conclusions, policy recommendations, and personal next steps related to Global Environmental Politics (see assignment above).*

We will meet at our regular class time 3:30 (immediately after the deadline to discuss the essays, overall course conclusions, and possible collective next steps.

Reading includes selections from Simon Nicholson and Paul Wapner, *Global Environmental Politics: From Person to Planet* (2015).

*****Undergraduates taking PSCI 400 with this class: your final, revised paper is due on the Friday of finals week (5/13) by 11:59 pm**

*****Graduate students: your final, revised paper is due on the Friday of finals week (5/13) by 11:59 pm**