



CIEE Global Institute – Copenhagen

Course name:	Global Environmental Policy
Course number:	(GI) ENVI 3004 CPDK
Programs offering course:	Copenhagen Open Campus
Open Campus Track:	Sustainability and Environmental Sciences
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2019

Course Description

This course questions: (1) how individuals and groups shape local-global dynamics of international environmental politics, (2) how economic, political, and social processes at multiple domains shape global environmental changes, including climate change, and (3) how challenges of international environmental politics and policy formulations shape solutions to global environmental changes.

This course discusses five areas crucial to comprehending the nature and dynamics of global environmental issues and effective policies to deal with them: (1) international political order, (2) international environmental law, (3) human- environment interactions in the context of market and politics, (4) political and societal challenges of sustainability, and (5) dynamics of human values and rules.

Learning Objectives

By completing this course, students will be able to:

- Understand international environmental politics at local, regional and global scales
- Evaluate the strengths and limitations of international law in dealing with environmental issues
- Understand gains and constraints of former international environmental agreements, including the recent Paris agreement
- Examine the trajectory from local to global governance and how policy tracks these changes in scale
- Appreciate the role culture plays in environmental policy
- Incorporate issues like government corruption, environmental and related human rights issues when formulating international treaties
- Apply a basic understanding of human behavior and drivers of environmental degradation to future policy



Course Prerequisites

Students should have completed a course in economics, politics, or environmental studies prior to taking this course.

Methods of Instruction

The course will be highly interactive between the instructor and the students. Students are expected to do the required readings before class so they can present and discuss the class material among themselves and the instructor. PowerPoint presentations will be used by the instructor to introduce the material required and enhanced by the reading material given to students before class so they have time to read, digest and prepare questions, and interact intelligently in class. Additional, non-required but recommended readings and online sources will be given to the students for further independent research and information pending their individual interests. These links are meant to provide additional material relevant to the texts to be read each week (see “Weekly Schedule” below).

Assessment and Final Grade

Students will be assessed according to the following criteria:

● Participation:	20%
● Essay	20%
● Country Position Paper	25%
● Group Project	20%
● Group Presentation	15%
TOTAL:	100%

Course Requirements

Essay

Each student is required to collect qualitative and quantitative data that illustrate her or his personal relationship to international environmental politics and the nature. This data should be included as an appendix and is worth 5% of total grade for this assignment. After collecting data, students will select three items they are interested in analyzing to show (1) how they illustrate the student’s personal relationship to international environmental politics and policy making processes, and (2) how their livelihoods link to nature. Each student is required to write a 1500 word essay that explains why these three items are selected and how they illustrate a personal relationship to the nature and international environmental politics and policy.

Country Position Paper



This is a policy paper of 2000 words to assess and compare the international policy positions of the United Kingdom, the U.S. and China. Students will: (1) identify the policy of selected country on the Kyoto Protocol, Copenhagen and the Paris Agreement, (2) analyze the country's current standing in terms of ratification and implementation of Kyoto Protocol, (3) provide critical assessment of the country's policy on environment, including Paris Agreement and ongoing negotiations, and (4) analyze and project what the selected country's future position on climate change might be. This assignment is for students to analyze and understand which countries' issues and interests dominate 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 paper.

Group Project

Based on the individual essays on the definition of international environmental politics and data collected, a group of four students will select an item and conduct analysis of commodity chain processes. 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 buy from a local store. Each group will first identify and describe each nodes of the commodity chain of the item from raw material extraction node to waste site of the item. The second step is to discuss economic processes that govern production and supply chain of the item. The third step is to identify political and legal institutions that govern both material and economic processes. Finally, the paper will analyze: (1) how commodity chain analysis challenges the local and regional approaches to international environmental politics, (2) what nodes within the chain have 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. The paper should be 2500 words in length.

Group Presentations

Each group will present for 15 minutes about the research findings of the commodity chain. The groups are required to submit their presentations. Based on your group presentation and an edit your final draft of the group paper, you will submit a final manuscript for the group project.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions,



online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning



More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion
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Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Weekly Schedule

Week 1 Orientation Week

Class 1.1 International Political Order

This class presents an Introduction to global discourses of politics, policy and the environment through an examination of macro trends.

Reading:
Downie et al. (2014) Chapter 1

Week 2

Class 2.1 International Environmental Politics

This class focuses on the state of global environmental politics.

Reading:
Downie et al. (2014) Chapter 2

Class 2.2 Globalization and the Environment

Students will explore the origin of the environmental movement, and the historical development of national environmental policy.

Reading:
Eccleston and March (2011) Chapter 1

Class 2.3 The Status, Fate and Future of Current Climate Agreements

In this class, students will examine challenges to the global environment, environmental policy, and a review of additional policy principles and practices.

Reading:
Eccleston and March (2011) Chapter 2



- ❖ Essay due

Week 3

Class 3.1 International Environmental Law

Students will examine the historical trajectory of coal and its impact on the Industrial Revolution. Students will also uncover Definitions of Sustainability and question the impact of Population, Affluence, and Technology on sustainability policies nationally and globally. Students will examine Common Principles of Sustainability, Theory of Sustainable Population Growth, Ecological Modernization, and methods of Measuring Sustainable Development

Reading:
Eccleston and March (2011) Chapter 3

Film:
An Inconvenient Truth (2006) (made available for students at the Institute)

Class 3.2 Successes and Failures of International Environmental Law

Students will evaluate environmental policy treaties and their implementation, the framework for international environmental treaties and programs, and international law as environmental policy instrument.

Reading:
Eccleston and March (2011) Chapter 4

Class 3.3 Local-Global Dynamics in Environmental Law and Policy

Rethinking International Environmental Policy. This class will evaluate claims about credibility, salience, and legitimacy, with a view towards understanding contributions of the Villach process.

Reading:
Downie et al. (2014) Chapter 3
Eccleston and March (2011) Chapter 5
Clark et al. (2016). Chapter 2

- ❖ Country Position Paper due

Week 4



Class 4.1 Human-Environment Interactions with Market and Politics

Global Environmental Change and Social Change are frequently intertwined on the world stage. This class examines the relationship between the two through an analysis of market and political trends.

Reading:
Eccleston and March (2011) Chapter 3

Class 4.2 Community-Based Global Conservation

Local Politics of Global Sustainability: How do local NGO or community and volunteer groups navigate conservation?

Reading:
Downie et al. (2014) Chapter 4 and 6

Class 4.3 Who Participates in Global Environmental Governance?

In this session students will examine if and how Commodity Chains Supersede Local and Regional Environmental Policy.

Required Reading: Eccleston and March (2011) Chapter 6 and 9

❖ Group Paper due

Week 5

Class 5.1 Political and Societal Challenges to Sustainability.

Are International Agreements Up to the Environmental Challenges? This session explores Policy Limits to Dealing with Global Environmental Problems. Emphasis will be placed on the Nation-State actors, their roles and interests.

Reading:
Eccleston and March (2011) Chapter 7
Downie et al. (2014) Chapter 5

Class 5.2 Democracy, Autocracy and Buy In



Do We Need a Global Environmental Organization? This class examines the current intergovernmental organisations, the Treaty Secretariats, and international financial institutions working on environmental policy.

Required Reading: Fischer et al. (2012)

Class 5.3 Group Presentations

Week 6

Class 6.1 Dynamics of Human Values and Rules

This class examines and critiques Human Values and their impact on Environmental Degradation

Reading:
Eccleston and March (2011) Chapter 8 and 10

Class 6.2 Culture, Values and the Environment

Furthering from the previous session and discussion, this class examines Human Values as a driver or inhibitor for Policy Solutions to Environmental Issues.

Reading:
Eccleston and March (2011) Chapter 14

Class 6.3 The Future of Environmental Policy

In this session students examine global environmental governance in a changing international system, and the continuing evolution of global environmental governance.

Reading:
Downie et al. (2014) Chapter 7
Clark et al. (2016) Chapter 1

❖ Group Project due



Course Materials

Readings

An inconvenient truth. 2006. [Film]. Director: Davis Guggenheim. USA: Lawrence Bender Productions / Participant Productions

Downie, David Leonard, Pamela Chasek, and Janet Welsh Brown. "Global Environmental Politics: Dilemmas in World Politics." (2014).

Eccleston, Charles H., and Frederic March. *Global environmental policy: concepts, principles, and practice*. CRC Press, 2011.

Mitchell, Ronald B. Clark, William C. Cash, David W. Dickson, Nancy M. (eds) 2006. *Global Environmental Assessments: Information and Influence*. MIT Press: Cambridge, Massachusetts