



## CIEE Global Institute – Paris

<b>Course name:</b>	Global Environmental Policy
<b>Course number:</b>	(GI) ENVI 3004 PAFR
<b>Programs offering course:</b>	Paris Open Campus
<b>Open Campus track:</b>	Sustainability and Environmental Sciences
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	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 (3) How challenges of international environmental politics and policy formulations shape solutions to global environmental changes.

This course covers 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

The learning objectives for this course will be:

- 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
- Build up from local to global governance and how policy tracks these changes in scale
- Examine ways of countering harmful policies, like harmful environmental subsidies
- 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

None.

### 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:	15%	
● Essay: International Environmental Policies	20%	
● Country Position Paper		25%
● Group Project	30%	
● Group Presentation	10%	
TOTAL:		100%

### Course Requirements

As previously mentioned, these include a midterm examination, a final examination, short in-class presentations and quizzes on the required readings, as well as attendance and class participation.

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 includes reading assigned materials *before* the class. This course will be conducted mostly in interactive lecture style. There will also be group discussions. To be receive full participation credit, you are required to:(1) read assigned materials before the class; (2) show self-respect and responsibility; and (3) show insight and respectful critique in discussions and the assignments for the course.

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.

**(2) Defining International Environmental Politics (20%):** Each student is required to collect qualitative and quantitative data that illustrate her or his personal relationship to international environmental politics and the nature. All items that are used by student 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 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 an essay **between 3-4 single spaced pages** that explains why these three items are selected and how they illustrate a personal relationship to the nature and international environmental politics and policy.

**(3) Country Position Paper on the Future of Climate Change Treaty (25%):** This is a policy paper to assess and compare the international policy positions of France, 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.

**(4) Group Project Paper (30%):** Based on the individual essays on definition of international 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. Each group will select one item or product that the group is interested in researching further. 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.

**(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 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.

### Course Attendance and Punctuality

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 will 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.*

\*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.

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.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

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	Reduction of participation grade
10 – 20%	2	Reduction of participation grade; written warning
More than 20%	3	Automatic course failure, and possible expulsion

### Weekly Schedule

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

#### **Weekly Module**

##### **1. International Political Order**

#### **Topics**

##### **Introduction – Politics, Policy and the Environment**

Required Reading: Downie et al. (2014) Chapter 1;

##### **International Environmental Politics**

Required Reading: Downie et al. (2014) Chapter 2

##### **Globalization and the Environment**

Required Reading: Eccleston and March (2011) Chapter

1

##### **The Status, Fate and Future of Current Climate Agreements**

Required Reading: Eccleston and March (2011) Chapter

2

##### **Activity/Essay 1: Defining International Environmental Politics**



**Excursion with guest lecture: Institute of Ecology and Environmental Sciences Paris**

**An Inconvenient Truth screening and Discussion**

**2. International Environmental Law**

**Theories of States' Environmental Rights**

Required Reading:

**Successes and Failures of International Environmental Law**

Required Reading: Eccleston and March (2011) Chapter 4

**Local-Global Dynamics in Environmental Law and Policy**

Required Reading: Downie et al. (2014) Chapter 3

**Rethinking International Environmental Policy**

Required Reading: Eccleston and March (2011) Chapter 5

**Activity/Essay 2: Country Position Paper**

**3. Human – Environment Interactions with Market and Politics**

**Global Environmental Change and Social Change**

Required Reading: Eccleston and March (2011) Chapter 3

**Community-based Global Conservation**

Required Reading: Downie et al. (2014) Chapter 4

**Local Politics of Global Sustainability**

Required Reading: Downie et al. (2014) Chapter 6

**Who Participates in Global Environmental Governance?**

Required Reading: Eccleston and March (2011) Chapter 6

**Commodity Chains Supersede Local and Regional**



### **Environmental Policy**

Required Reading: Eccleston and March (2011) Chapter 9

**Activity/Essay 3:** Group Project Paper on Commodities, Supply Chains and Environmental Policy

**Excursion with guest lecture: Global Compact France (part of UN Global Compact)**

#### **4. Political and Societal Challenges to Sustainability**

**Are International Agreements Up to the Environmental Challenges?**

Required Reading: Eccleston and March (2011) Chapter 7

**Policy Limits to Dealing with Global Environmental Problems**

Required Reading: Downie et al. (2014) Chapter 5

**Democracy, Autocracy and Buy In**

Required Reading:

**Do We Need a Global Environmental Organization?**

Required Reading: Fischer et al. (2012)

**Activity/Essay 4:** Group Presentations .

#### **5. Dynamics of Human Values and Rules**

**Human Values and Environmental Degradation**

Required Reading: Eccleston and March (2011) Chapter 8

**Human Values and Policy Solutions to Environmental Issues**

Required Reading: Eccleston and March (2011) Chapter 10

**Culture, Values and the Environment**

Required Reading: Eccleston and March (2011) Chapter 14



## **What to do: The Future of Environmental Policy**

Required Reading: Downie et al. (2014) Chapter 7

**Activity/Essay 5:** Discussion with local experts.

### **Course Materials**

#### ***Readings***

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.

#### **Academic Integrity**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad*.

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if



you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.