



CIEE Global Institute – Paris

Course name:	Global Environmental Policy
Course number:	(GI) ENVI 3004 PAFR
Programs offering course:	Paris Open Campus
Open Campus track:	STEM and Society
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

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:

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|---|-----|
| • Participation | 20% |
| • Weekly Quizzes | 15% |
| • Short Essay: International Environmental Policies | 15% |
| • Mock negotiation exercise and presentation | 25% |
| • Final Essay | 25% |

Course Requirements

Important: all course assignments must be turned in on time. While students will not be penalised for submissions up to and including 1 hour late,

- **Students submitting work from 1 hour and 1 minute late up to and including 24 hours late will be penalised 15% from the assignment;**
- **Student work submitted from 24 hours and 1 minute late onwards will receive a zero (0%) grade.**

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 follows:

Participation (20%)

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.

Weekly Quizzes (15%)

A weekly quiz will be given at the beginning of each Thursday lecture. The quiz will be based on the reading and lecture material done previously. The quizzes will be a mixture of multiple choice and short answer questions. If you are late to class on Thursday, you will not be given extra time to do the quiz.

Short Essay: Defining International Environmental Politics (15%) *Due on day of session 3.2 at 11.59am.*

Each student is required to collect qualitative and quantitative data that illustrate her or his personal relationship to international environmental politics and nature. All items that are used by student should be entered into data sheet. This data collection effort is worth 5% of the total grade for this assignment. After collecting data, students will select three items they are interested in analyzing to show:

- How they illustrate the student's personal relationship to international environmental politics and policy-making processes and
- How their livelihoods link to nature.

Each student is required to write an essay **of 1,000 words (+/-10%)** that explains why these three items are selected and how they illustrate a personal relationship to nature and international environmental politics and policy.

Mock Negotiation and Country Presentation on COP25 (25%):

A mock negotiation exercise will serve as the mid-term assessment. The exercise will take place during class in session 4.3. It will address the UN climate change conference (Conference of Parties 25), to take place in Chile later this year. Working in small groups (to be assigned by the lecturer in advance of the exercise), students will represent 'real life' negotiating parties in the UN climate change process. Further information on the exercise will be provided during class in Week 3. This will be a fun exercise that gives you a sense of how nation-states negotiate in real life.

Project Paper (25%) (Between 1,500 and 2,000 words) *Due on day of session 6.1 at 11.59am.*



Based on your short essay exploring the definition of international environmental politics and your collected data, you should select one item and conduct an analysis of the commodity chain processes.

There are four components to the assignment:

- After your introduction, the **first** step is to map out the *material processes* defined by history, geography, and the movements of the item - from its natural state to a finished product you buy from a local store. Identify and describe each node of the commodity chain of the item from raw material extraction node to the waste site of the item. (~ 500 words)
- The **second** step is to discuss economic processes that govern production and supply chain of the item. (~300 words)
- The **third** step is to identify political and legal institutions that govern both material and economic processes. (~400 words)
- **Finally**, the paper will analyze:
 - How commodity chain analysis challenges the local and regional approaches to international environmental politics; (~200 words)
 - What nodes within the chain have most complex networks of economic, political, and environmental consequences; (~200 words) and
 - What type of policy and institutional arrangements you recommend to minimize negative environmental consequences. (~200 words), followed by a conclusion to your paper (~200 words).

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* may 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 and the final course grade will be lowered by 3 percentage points.

*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	Possible reduction of the weekly participation grade
10 – 20%	2	Written warning; reduction of the final grade by 3%
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.

Week 1

session 1.1 Introduction to the course

Required reading

1. News Article "Earth's resources consumed in ever greater destructive volumes"
2. Chasek et al. (2017) Chapter 1:
 - The Emergence of Global Environmental Politics
 - Global Macrotrends
 - An Introduction to Global Environmental Politics

session 1.2 The international political order



Required reading

1. News Article "Momentum is growing': reasons to be hopeful about the environment in 2019"
2. The emergence of Global Environmental Politics Chasek et al. (2017) Chapter 1:
 - International Regimes in Global Environmental Politics
 - Paradigms in Global Environmental Politics
 - Conclusion to Chapter 1

Further Reading: Bernstein, Chapter 8, Global Environmental Norms in *The Handbook for Climate and Environmental Policy* p. 127.

Week 2

session 2.1 International environmental law

Required reading

Actors in the Environmental Arena

1. Chasek et al. (2017) Chapter 2
 - Nation State Actors: Roles and Interests
 - Intergovernmental Organizations
 - Treaty Secretariats
2. Bodansky, D. (2013). International Environmental Law. In *The Handbook of Global Climate and Environment Policy* (p. 179-196). John Wiley and Sons
3. Falkner, R. The Nation-State, International Society, and the Global Environment in *The Handbook of Global Climate and Environment Policy* p. 251

session 2.2 International environmental law

Quiz #1.

Required reading

Actors in the Environmental Arena

1. Chasek et al. (2017) Chapter 2
 - Business and Industry
 - Non-governmental Organizations
2. NGOs
<https://pacinst.org/publication/bottled-water-and-energy-a-fact-sheet/>
3. Clapp, J. and Meckling, J. (2013) Business as a Global Actor in *The Handbook of Global Climate and Environment Policy* p. 286
4. Fuchs, D. (2013) Chapter 13 Sustainable Consumption in *The Handbook of Global Climate and Environment Policy* p. 215.



Week 3

session 3.1 Human-environment interactions in the context of economic markets and politics

Required reading

The Development of Environmental Regimes – Ozone Depletion and Climate Change

1. Chasek et al. (2017) Chapter 3
 - Introduction p. 105
 - Stratospheric Ozone Depletion p. 110
 - Climate Change p. 162
2. Montreal Protocol
3. Kyoto Protocol
4. UN Framework Convention on Climate Change

session 3.2 Human-environment interactions in the context of economic markets and politics

Required reading

The Development of Environmental Regimes – Climate Change continued

1. Romm, J. (2016) Climate Science Basics, Chapter 1 in *Climate Change: What everyone needs to know*, Oxford University Press
2. Hoffman, M.J. (2013) Global Climate Change, *The Handbook of Global Climate and Environment Policy* p3

In class screening: *An Inconvenient Truth* (2006)

Quiz #2.

Short Essay due at 11.59am.

Week 4

session 4.1 Human-environment interactions in the context of economic markets and politics

Required reading

The Development of Environmental Regimes – Fisheries Depletion and Whaling

1. Chasek et al. (2017) Chapter 3
 - Fisheries Depletion p. 234



- Whaling p. 243
- 2. Miller et al. *The Economics of Public Issues*, 18th edition
- Property Rights and the Environment p. 171-173
- Chapter 25 *Save that species* 174
- 3. Salomon, M. (2013) Chapter 4. Marine Environment Protection in *The Handbook of Global Climate and Environment Policy* p. 53

session 4.2 Co-curricular: visit to the UNESCO and UNEP. Please bring your passports. You will not get into UNESCO or UNEP without them.

- Man and the Biosphere Programme
- Ozone Action center

Please meet at the front entrance to UNESCO:

7 Place Fontenoy, 75007. Métro Ségur (Line 10) or Ecole Militaire (Line 8); or Bus 28.

Quiz #3.

session 4.3 Mock Negotiation Exercise

Required reading

1. Dimitrov, RS. (2013) Chapter 20, International Negotiations in *The Handbook of Global Climate and Environment Policy* p339
2. UNFCCC
<https://unfccc.int/resource/bigpicture/>
3. UNFCCC Convention on Climate Change
4. Kyoto Protocol
5. Paris Agreement

Week 5

session 5.1 Political and societal challenges of sustainability

Required reading

Effective Environmental Regimes

1. Chasek et al. (2017) Chapter 5
2. UNEP 2017 Annual Report
- Each class member will choose a chapter/theme.

session 5.2 Political and societal challenges of sustainability

Co-curricular: France Global Compact



- 1 rue du Louvre - 75001 Paris

Quiz #4.

Required reading

Environmental Politics and Sustainable Development

1. Chasek et al. (2017) Chapter 6

Week 6

session 6.1 The dynamics of human values and rules

Required reading

The Future of Global Environmental Politics

1. Chasek et al (2017) Chapter 7
2. How you can Change the World, Chapter 14, in *The Hot Topic: How to tackle Global Warming and still keep the lights on* Walker S. and King, Sir David, 2008.

Final Essay Due

session 6.2 The dynamics of human values and rules

Required reading

1. In Class Screening: *An Inconvenient Sequel: Truth to Power* (2017)
2. Guest Lecturer – Mr Larry Kilman Journalist, Professor, Media and Development Expert, Freedom of Expression Advocate (TBC).

Course Materials

1. Pamela S. Chasek et al (2017) ***Global Environmental Politics: Dilemmas in World Politics*** 7th edition

- Please note you can buy a Kindle version for around 26 Euros or a hardcopy for around 44 Euros on Amazon.
- There is also a 6th edition (2014) available for reading online on most university libraries, however it does not contain reference to the Paris Agreement.

2. Falkner, R. (2013) ***The Handbook of Global Climate and Environment Policy*** John Wiley & Sons

Full book available as a PDF on most university libraries.

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.