



CIEE Paris, France

Course title:	Global Environmental Policy
Course code:	(GI) ENVI 3004 PAFR
Programs offering course:	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris Open Campus Block
Open Campus Track:	STEM and Society
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Spring Block III 2023

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:

- 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

1.	Essay	20%
2.	Country Position Paper	25%
3.	Group Project	20%
4.	Group Presentation	15%
5.	Participation	20%
	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. The essay must be 1500-words exactly. A student's work will be graded on their ability to explain 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 host country, the United Kingdom, the U.S.A. and China. Students will: (1) identify the policy of selected country on the Kyoto Protocol, (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 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 must be 2500 words in length.

Group Presentation

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 of 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

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field

placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.0 International Political Order

This class presents an introduction to global discourses of politics, policy and the environment through an examination of macro trends. Students will also discuss the political response of the host country to driving global environmental changes.

Reading:

Dryzek, J. (2013). *The Politics of the Earth: Environmental Discourses*, Ch. 1, pp 3-25, Oxford University Press: United Kingdom.

Week 2

Class: 2.0 International Environmental Politics

This class focuses on the state of global environmental politics. The students will examine the main environmental challenges faced by the host country's politics.

Class: 3.0 Globalization and the Environment

Students will explore the origin of the environmental movement, the role of globalization and the historical development of the host country's environmental policy. Students will investigate the significance of the Franklin River Hydroelectricity Scheme in the establishing of the 'The Greens' political party.

Reading:

Christoff, P., & Eckersley, R. (2013). *Globalization and the Environment*, Ch. 1, pp 25-57. Rowland &

Class: 4.0 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. Students will evaluate host country's Australia's ability to reach emissions reduction targets.

Due Date for Submission of the Essay Assessment

Week 3

Class: 5.0 International Environmental Law

Students will examine the historical trajectory of global warming and climate change, and their perpetual impact. 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. Students will further discuss the host country's politics and regulations in effectively addressing issues of climate change.

Class: 6.0 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. Students will conduct a case study analysis on the host country's water governance system in comparison to international water governance priorities.

Class: 7.0 Local-Global Dynamics in Environmental Law and Policy

Rethinking International Environmental Policy. This class will evaluate the host country's governmental policies to tackle climate change.

Due Date for Submission of Country Position Paper Assessment

Week 4

Class: 8.0 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.

Class: 9.0 Community-Based Global Conservation

Local Politics of Global Sustainability: How do local NGO or community and volunteer groups navigate conservation? Students will conduct an investigation into the role of the WWF in dealing with various environmental concerns.

Class: 10.0 Who Participates in Global Environmental Governance?

In this session students will investigate the role of the host country's acting climate change authorities in providing statutory governance of various climate change policies

Week 5

Class: 11.0 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 individual nation-states and the implementation of 'soft law'.

Reading:

Susskind, L., & Ali, S. (2015). *Environmental Diplomacy: Negotiating More Effective Global Agreements*, Chapter 2, Oxford University Press: United Kingdom.

Class: 12.0 Democracy, Autocracy and Buy In

Do we need a global environmental organization? The students will examine the current intergovernmental organizations, the Treaty Secretariats, and the international financial institutions working on environmental policy. Students will focus on the strengths and weaknesses of UNEP in promoting a coherent implementation of environmental policies.

Reading:

Biermann et al. (2009). *Routledge Research in Environmental Politics, International Organizations in Global Environmental Governance*, Part I and Part II, Routledge, Taylor and Francis Group: London.

Class: 13.0 Group Presentations

Week 6

Class: 14.0 Dynamics of Human Values and Rules

This class examines and critiques Human Values and their impact on Environmental Degradation. Students discuss how human values and actions affect the environment with particular focus on local urban sustainability.

Reading:

Yigitcanlar, T., & Dur, F. (2010). *Developing a Sustainability Assessment*

Model: The Sustainable Infrastructure, Land-Use, Environment and Transport Model, *Sustainability* 2(1), pp 321-340.

Class: 15.0 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. Students assess the role of society and the media in local environmental issues.

Class: 16.0 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. .

Due Date for Submission of the Group Project Assessment

Course Materials

Readings

Biermann, F., Siebenhuner, B., & Schreyogg, A. (2009). *Routledge Research in Environmental Politics, International Organizations in Global Environmental Governance*, Part I and Part II, Routledge, Taylor and Francis Group, London.

Christoff, P., & Eckersley, R. (2013). *Globalization and the Environment*, Ch. 1, pp 25-57. Rowland & Lindfield Publishing Group Inc.: Lanham, Maryland

Dryzek, J. (2013). *The Politics of the Earth: Environmental Discourses*, Ch. 1, pp 3-25, Oxford University Press: United Kingdom.

Susskind, L. & Ali, S. (2015). Environmental Diplomacy: Negotiating More Effective Global Agreements, Chapter 2, Oxford University Press: United Kingdom.

Yigitcanlar, T., & Dur, F. (2010). 'Developing a Sustainability Assessment Model: The Sustainable Infrastructure, Land-Use, Environment and Transport Model' Sustainability , 2(1), pp 321-340; doi:10.3390/su2010321

Online Resources

Climate Change Authority, (2018). Review of the National Greenhouse and Energy Reporting Legislation, Retrieved Sept 2018 at:

<http://climatechangeauthority.gov.au/sites/prod.climatechangeauthority.gov.au/files/files/2018%20NGER%20Review/C>

Climate Change Authority, (2017) The Climate Change Authority's Review of the Emissions Reductions Fund: A Fact Sheet. Retrieved Sept 2018 at:

<http://www.climatechangeauthority.gov.au/sites/prod.climatechangeauthority.gov.au/files/files/CFI%202017%20Decer>

Foxwell-Norton, K and Lester, L. (2017). 'Saving the Great Barrier Reef from disaster, media then and now', Volume: 39 issue: 4, pp568-581, Retrieved Sept 2018 at:

<http://journals.sagepub.com/doi/10.1177/0163443717692738>

McGrath, C. (2015). The Story of the Tasmanian Dam Case (1983). Retrieved Sept 2018 at:

<http://envlaw.com.au/tasmanian-dam-case/>

SBS News, 28/6/2018, Plastic bag ban: Are you across the 1 July changes? Retrieved Sept 2018 at:

<https://www.sbs.com.au/news/plastic-bag-ban-are-you-across-the-1-july-changes>

Media Resources

Films

An Inconvenient Truth, 2006 [Film]. Director: Davis Guggenheim. USA: Lawrence Bender

Productions / Participant Productions.