GLOBAL ENVIRONMENTAL POLITICS

Instructor Contact Information

Instructor: Eric H. Hines
Office: NCOR 332
Office Hours: MWF 10:00-11:00 and by appointment.
Email: eric.hines@umontana.edu

Course Information

Course Number: PSCI 332
Class Location: LA 337
Meeting Time: 11:10AM-12:00PM
CRN (Add/Drop): 34538

Course Description and Prerequisites

The purpose of this course is to provide the knowledge, skills, and abilities students need to unravel the relationship between global politics and environmental change. The course argues that the institutions governing the global environment are insufficient to overcome the unique collective action problems caused by environmental change being transboundary, complex and uncertain, irreversible, temporally and spatially variable, and largely external.

To support this thesis, this course shows how:

- Most traditional ethical perspectives are anthropocentric and assign intrinsic value to human beings either alone or in such greater quantity as to be same.
- The nature of environmental problems leads to high levels of administrative fragmentation and state-centric solutions that are often inefficient.
- Global environmental governance remains the domain of states, despite the increasing role of international organizations and nongovernmental organizations.
- The barriers to compliance with international environmental regimes vary between issues and it hard to distinguish intentional noncompliance from the unintentional.
- Addressing the North-South divide in global politics requires addressing the three pillars of sustainable development — environmental, economic, and social.
- While sustainable development and environmental security may offer solutions to environmental challenges, they can be used to undermine ecological justice.
- New or significantly reformed institutions will be required to successfully address global environmental problems, but this will result in a loss of sovereignty.

Prerequisites and Required Skills

To enroll in this course, students must have junior or senior standing. The prerequisite for this course is PSCI 230 (Introduction to International Relations).

Required Materials

There is one required textbook available at the UC Bookstore or online:

Chasnek, Pamela S., David L. Downie, and Janet Welsh Brown. 2014. Global Environmental Politics. Boulder, CO: Westview Press. ISBN: 9780813348964

All other required resources are available on [Moodle](#).

Course Learning Outcomes and Assessments

After this course, students will have the knowledge & skills to:	This will be assessed by:
1 Explain the competing values and interests that define environmental politics as a form of collective action.	Policy Memos Simulation Debriefings
2 Explain the historical, ideational, and institutional barriers to collective action in global environmental politics.	Policy Memos Simulation Debriefings
3 Evaluate the effectiveness of alternative institutions at overcoming these barriers.	Policy Memos Simulation Debriefings
4 Compare and contrast competing ideas about the environment and structure of environmental governance.	Policy Memos Simulation Debriefings
5 Identify how historical patterns of economic and political development lead to the current state of the environment.	Policy Memos Simulation Debriefings

Course Philosophy, Class Pedagogy, and Learning Objectives

Learning is more than memorizing facts and answering questions on a test. It is the process of enhancing your ability to use information to understand of how things work and how to make them better.This course will enhance your ability to:

1. Ask the right questions
2. Frame good problems.
3. Acquire information.
4. Evaluate sources of information.
5. Critically investigate & solve problems.
6. Make choices among alternatives.
7. Explain abstract ideas to others.
8. Generalize to new situations.

Pedagogy

The structure of this course is influenced by a taxonomy of cognitive skills developed by Benjamin Bloom. He identified six steps to the learning process students must complete to master a subject and organized them into a pyramid to show how more complex skills developed on a foundation of simpler ones. In this course,

students will focus on remembering and understanding concepts outside of class, while in-class time will be focused on the application of concepts.

Learning Objectives

Bloom translated his taxonomy into discrete and measurable actions called learning objectives, which are statements that start with an action (verb) associated with the intended cognitive skill and end with an object that describes the knowledge students are expected to acquire or construct. Learning objectives have been developed for each topic based in this course and are the basis for all instruction and assessment.

Student Responsibilities

This learning philosophy imposes upon students the responsibility

1. Review the learning objectives for each topic.
2. Complete all assigned readings and exercises before class.
3. Ask the professor for assistance if they difficulty with specific learning objectives.
4. Attend class regularly, but only when they are fully prepared to participate.
5. Complete all course assignments by their deadlines (Late work is not accepted).
6. Review all feedback from the instructor, including feedback posted online.
7. Ask for clarification if instructions or feedback are not fully understood.
8. Finish the class (University policy on incompletes will be strictly enforced).
9. Inform the instructor beforehand if they cannot fulfill these responsibilities.

Class Policies

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](), which is available for review online.

Accessibility and Students with Disabilities

The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please present the instructor with a letter from [Disability Services for Students]() (DSS), Lommasson Center 154 (243-2243), indicating the existence of a disability and suggested accommodations.

Grading and Course Requirements

The grading system used in this course is distinguished from a traditional point-based grading system by the following principles:

- **Pass/fail grading:** For most assignments, students earn either full credit or no credit depending on whether they meet specifications defined for each assignment.

- **Tokens and Power-ups:** Students start with a single token they can exchange for different "power-ups" like resubmitting unsatisfactory work, buying out an exam, or additional experience points. More tokens can be earned via "side-quests."

- **Quests for Knowledge:** Students select their own path to knowledge from a series of assignments bundled together in "Quests" to earn experience points.

- **Leveling-up:** As students earn experience points (x.p.) from successful quests, they will level-up to a different letter grade for the course.

Quests for Knowledge

The following paragraphs outline the quests for knowledge available for this course.

❏ #1 — **Celebrations of Knowledge**: There are two online celebrations of knowledge for this course, one at midterm and one at the end of term. Each celebration consists of three randomly selected essay questions. Each response is graded pass/fail. Students pass the bundle if they pass 4 out of 6 questions.

❏ #2 — **Simulations**: Students complete two simulations of global environmental politics requiring individual participation and role-playing. They must demonstrate knowledge of the competing values and interests of their assigned actors by providing appropriate draft perambulatory and operative clauses for the international agreements to be agreed at the simulated conferences. Students must meet the specifications for both simulations to pass this bundle.

❏ #3 — **Policy Memos:** In learning groups of 3-4, this quest is a series of four 2-page policy memos. For each memo, students define a problem for a selected audience, evaluate at least two alternative solutions, and recommend one. Students must meet the specifications on all memos to pass the bundle.

❏ #4 — **Final Policy Briefing:** In this assignment, students write a 5-page policy briefing to the United Nations Environmental Programme on the proper global environmental agenda and how to promote the coherent implementation of all three pillars of sustainable development.

Grading

To receive a(n):	D	C	B	A
Students must pass:	Bundle 1	Bundle 1	Bundle 1 or 4	Bundle 1
		Bundle 2	Bundle 2	Bundle 2
			Bundle 3	Bundle 3
				Bundle 4

Course Schedule

This class will feature lectures, class discussions, debates, and student presentations as outlined below. I reserve the right to make changes to this schedule as necessary. Changes will be posted to Moodle.

Date	Topic or Activity	Readings and Assignments
Jan 25	Syllabus, Tragedy of Commons Simulation	
Jan 27	Brief Introduction to International Relations	Snyder, "One World, Rival Theories" (M)
Jan 29	Brief Introduction to Environmental Politics	Chasek, et. al., Ch. 1 Hardin, "Tragedy of the Commons" (M) Ostrom, et. al. "Revisiting the Commons" (M)
Policy Problem #1: Ecotopia		
Feb 1	Tragedy of Commons Debriefing & Policy Memos	"Policy Memo Handout" (M) Policy Problem #1: Ecotopia
Feb 3	Environmental Philosophy	"Environmental Ethics" (M)
Feb 5	Green Political Thought	Carter, "Green Political Thought" (M)
Feb 8	The Environment as a Policy Problem	Weale, The New Politics of Pollution" (M)
Feb 10	Ecological Modernization	Drysek, "Ecological Modernization" (M)
Feb 12	Ecological Justice	Readings on Moodle (M)
Feb 15	No class	
Feb 17	Policy Instruments and Implementation	Carter, "Domestic Policy Instruments" (M)
Feb 19	Greening Government	Drysek, "Ecological Democracy" (M)
Feb 22	Learning Group Work Session	Problem Statements Due (C)
Feb 24	Learning Group Work Session	
Feb 26	Debate: What Would Ecotopia Look Like?	Policy Memo #1 Due (M) Debate Worksheet Due (C)
Policy Problem #2: Global Environmental Governance & Climate Change		
Feb 29	Actors in Global Environmental Governance	Chasek, et. al., Ch. 2, pgs. 49-76
Mar 2	Actors in Global Environmental Governance	Chasek, et. al. Ch. 2. pgs. 76-99
Mar 4	Development of Environmental Regimes	Chasek, et. al., Ch. 3, pgs. 101-121
Mar 7	Development of Environmental Regimes, Part II	Chasek, et. al., Ch. 3, pgs. 121-151
Mar 9	Development of Environmental Regimes, Part III	Chasek, et. al., Ch. 3, pgs. 151-173

Mar 11	Development of Environmental Regimes, Part IV	Chasek, et. al., Ch. 4, pgs. 175-207
Mar 14	Development of Environmental Regimes, Part V	Chasek, et. al., Ch. 4, pgs. 207-236
Mar 16	Regimes and the Problem of Compliance	Chasek, et. al., Ch. 5
Mar 18	Three Pillars of Sustainable Development	Chasek, et. al., Ch. 6
Mar 21	Learning Group Work Session	Problem Statements Due (C)
Mar 23	Learning Group Work Session	
Mar 25	Environmental Security	Readings (M) Policy Memo #2 Due (M)
Mar 28	Climate Simulation: Warsaw Plenary Session #1	Simulation Participation Form Due (C)
Mar 30	Climate Simulation: Warsaw Plenary Session #2	Simulation Participation Form Due (C)
Apr 1	Climate Simulation: Warsaw Plenary Session #3	Simulation Participation Form Due (C)
No class spring break		
Policy Problem #3: International Water Trade		
Apr 11	Case Study: International Water TradeWater Trade Simulation: PrepCom	Readings on Moodle (M)Debriefing Paper #1 Due
Apr 13	Learning Group Work Session	Problem Statements Due (C)
Apr 15	Learning Group Work Session	
Apr 18	Institutions of Global Environmental Governance	Readings on Moodle (M)Policy Memo #3 Due (M)
Apr 20	Simulation: Portland Plenary Session #1	Simulation Participation Form Due (C)
Apr 22	Simulation: Portland Plenary Session #2	Simulation Participation Form Due (C)
Apr 25	Simulation: Portland Plenary Session #3	Simulation Participation Form Due (C)
Policy Problem #4: Managing the Future		
May 2	The Future of Global Environmental Governance	Chasek, et. al., Ch. 7
May 4	Learning Group Work Session	Problem Statements Due (C)
May 6	Learning Group Work Session	Debriefing Paper #2 Due
May 12	Final Exam @ 8:00-10:00 in LA 337	Policy Memo #4 Due (M)