Course name: Global Environmental Policy
Course number: (GI) ENVI 3004 LNEN
Programs offering course: London Open Campus
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, 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 behaviour 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).

Course Materials:

Students must have access to the following textbook:


It is necessary to have the current edition of the book! Previous versions do not cover key topics we will go over in class. The current edition is available on Amazon; please check with me if you are unsure of the copy you are about to purchase.

Note: Student budgets can be tight, so please remember that there are options if purchasing a copy is cost-prohibitive. Sharing textbooks with coursemates is an excellent opportunity to discuss notes on readings; there will be a copy of this book in the Student Life library; and you may have access to an online version through your home university's library.

Assessment and Final Grade
Students will be assessed according to the following criteria:

- Check-in Quiz 10%
- Essay 15%
- Written Analyses: Site Visits (5% x 3) 15%
- Group Policy Brief 10%
- Group Policy Presentation 10%
- Citizen Jury Adjudication Report 5%
- Final Exam 15%
- Participation: 20%

TOTAL: 100%

Course Requirements

Take-Home Quiz (10%)
Students will complete a short online quiz at the end of Week 2 to test their understanding of key theories and concepts in Environmental Policy, including environmental macro-trends, paradigms of environmental governance, policy problems, policy instruments, and means of evaluation.

Field Visit Written Analyses
Students will write a documentation reflecting on our field site visits throughout the term. Written analyses will be a maximum of 500 words and include the following:

A) A photo that you took and a description of how the photo relates to an environmental policy problem (using language and concepts we have learned in class) (1%), and
B) A section where you answer the question of the session (provided on-site) and explain how it relates to various environmental policy problems, tools, and means of evaluation (4%).

Students are expected to provide at least 2 references providing outside evidence and information for each analysis. A formal formatting and reference style should be used (APA is my preferred format, however, please let me know if you’d like to use a different format (Chicago, Harvard, etc.).)

Essay: Local Green Policies (15%)
Students will write an essay outlining the impact of local environmental policies on their own lives. In a 1500-word essay, students will:

A) Identify an environmental policy implemented at a local level in either their hometown, university town, or London;
B) Describe the environmental issue or problem the policy is aiming to address, including its biophysical (scientific) and social (economic, political, behavioural) drivers at the local and global level;

C) Describe what kind of Policy Instrument is being implemented how this policy impacts the students’ own life and activities; and

E) Evaluate this policy according to an Evaluation Criteria of the student’s choice (i.e. cost-effectiveness, cost-benefit analysis, equity and justice, etc.)

Students are expected to provide at least 4 references providing outside evidence and information for their essays.

**Group Project: Policy Proposals (20%)**

In small groups, students will produce policy proposals to address environmental problems. This assignment is designed to help students understand policy development, as well as the role of citizen participation and evidence in policy-making. There will be two groups addressing each assigned environmental problem, and these groups will present to a Citizen Jury with their proposed policy solutions. To complete this assignment students will:

A) Provide background information about the environmental problem they are assigned, including scientific evidence about the biophysical nature of the problem (i.e. “How much do plastic bottles harm marine life?”) It is recommended that students review 3 or more articles (at least 1 peer-reviewed) for this section.

B) Provide background information about the social, political, and economic nature of the problem (i.e. “Who are the main consumers of plastic bottles? Who faces the biggest consequences of plastic waste trading?”). It is recommended that students review 3 or more articles (at least 1 peer-reviewed) for this section.

C) Identify the Policy Problem the environmental issue involves (i.e. public goods problem, externalities, imperfect information, tragedy of the commons, environmental injustice, etc.).

D) Provide a proposal for a Policy Instrument (i.e. command and control regulation, tax, behavioural nudge, permit, co-management, international treaty, etc.) to address the problem. This proposal should include an outline for implementation, including timelines, cost (if applicable), enforcement, and monitoring. Students should provide evidence from the social sciences (economics, political science, sociology, etc.) regarding how their policy would be effective (i.e. “Have plastic bottle bans been effective in the past?” “How do consumer taxes impact low-income communities?”). It is recommended that students review 5 or more articles (at least 3 peer-reviewed) for this section.

The group project will be assessed through a Policy Brief (10%) and a Presentation for their Citizen Jury (10%). The Policy Brief must be a maximum of 1500 words in length. The format
of the Policy Brief will be provided on Canvas and discussed in class. Each group will present for 15 minutes about their chosen policy proposal and answer 5 minutes of questions from their Citizen Juries.

**Citizen Jury Adjudication Report (5%)**

As small groups of Citizen Jurors, students will evaluate the policy proposals of their classmates in addressing an environmental problem. Students will, as a group, produce a 500 to 1000-word Citizen Jury Adjudication Report, where they:

A) Provide a Summary of their Decision: Identify which policy proposal they found most convincing, and what evidence was most compelling in this decision-making.

B) Identify the process they used to make this decision: Students will identify any conflicts of interest or group biases and explain their decision-making process (i.e. majority vote, consensus, etc).

C) Identify the group’s Key Evaluation Criteria: Students will identify the criteria they used in their decision-making. This should include an evaluation of the presenting group (i.e. professionalism, strength of evidence, etc.) as well as of the policy itself (i.e. Cost-effectiveness, equity and justice, etc.)

D) Justification for your finding: Students will outline their assessment of each proposal according to their evaluation criteria, and present a brief justification of their final decision.

**Final Exam (15%)**

There will be a final exam on the last day of class which tests students’ cumulative knowledge of the course topics. The exam will include multiple choice, true or false, short answer, and reading response questions. Students will be allowed to bring in one handwritten A4-sized sheet of notes (which they prepared themselves) into the exam.

**Participation (20%)**

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**

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for short-term programs, 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. 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.

Absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
</tr>
</tbody>
</table>
N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1 Orientation Week**

Class 1.1 State of the Environment

This class presents an introduction to global discourses of politics, policy and the environment through an examination of environmental macro trends and case study exercises.

Recommended Reading (especially for those who haven't taken an environmental studies class):
Chasek et al. (2018) p. 1-12; “Global Macrotrends”

Class 1.2 Intro to Policy and International Political Order

This class presents an introduction to understanding public policy, along with a discussion around the key players (and inequalities) in the international policy sphere.

Required Reading:
Green, T.A. (2014). “What is a "policy" and what is good policy-making?” Financial Times. [https://www.ft.com/content/f1cf47a4-4af6-39bd-a5b9-8b9ce0315e05](https://www.ft.com/content/f1cf47a4-4af6-39bd-a5b9-8b9ce0315e05) (Links to an external site.)

Chasek et al. (2018) p. 12 - 29; “An Introduction to Global Environmental Politics”; “International Regimes in Global Environmental Politics”.

Recommended Reading

Chasek et al. (2018): p. 51-103 Chapter 2. (I'd recommend *skimming* this if you're unfamiliar with international players in environmental policy!)
Week 2 Environmental Policy Theories, Concepts, and Evaluation

Class 2.1 Environmental Policy Concepts Part. 1: Paradigms, Process, and Problems

This class will provide students with an overview of the policy process, who and what drives environmental policy, as well as key paradigms used to understand environmental problems, including sustainability, the precautionary principle, environmental justice, and economic efficiency and development. We will also provide students with a framework in which to understand the social and economic determinants of environmental problems. We will explore key concepts in environmental policy, including public goods, the tragedy of the commons, negative externalities, imperfect information, environmental injustice, and competing human values.

Required Reading:


Recommended Reading:
The economics text above uses bison in North America as a common-pool resource problem-- their example is a gross simplification of the historical realities of the decline of bison, which included explicit bison extermination to kill the Indigenous peoples who relied on these animals. If you're interested in learning a bit about this colonial history: Phippen, W.J. (May 2016). "Kill Every Buffalo You Can! Every Buffalo Dead Is an Indian Gone". The Atlantic. Accessed from https://www.theatlantic.com/national/archive/2016/05/the-buffalo-killers/482349/ (Links to an external site.)

Class 2.2 Environmental Policy Concepts Part. 2: Policy Instruments and Evaluation

In this class, students will learn about key policy instruments used in environmental governance, such as command and control regulation, fiscal policy (taxes, subsidies), permits, markets for emissions and ecosystem services, behavioural nudges, property rights, and co-management. We will also explore key means of evaluating environmental policies: cost-benefit analyses, equity and justice, the use of a counter-factual, and monitoring.

Required Reading:

Check-In Quiz due

Week 3 International Environmental Law, Negotiations, and Policy

Class 3.1 International Environmental Law

Students will learn the basics of international environmental law, including environmental policy treaties and their implementation, the framework for international environmental treaties and programs, and international law as an environmental policy instrument.

Required Reading:


Chasek et al. (2018): pp. 258 - 279; “Obstacles to Creating Strong Environmental Regimes”

Class 3.2 International Climate Treaties: The State of Negotiations

In this session, students will learn about international environmental negotiations and treaties through the United Nations. We will explore the history and impacts of the Montreal and Kyoto Protocols, and learn about the UNFCC and Paris Agreement on Climate Change.

Required Reading:


Recommended Reading/Listening (Only a ~20 minute podcast!)

Class 3.3 Global Commodity Chains: Governance of Stuff

On this site visit, students will explore the environmental impacts and international governance processes of various consumer items. Students will explore the geographic history of various consumer products, the processes that are involved to produce the items, relevant environmental policies, and suggest policy instruments at the local and global level to reduce negative impacts of consumer goods.

Site Visit: Covent Garden

Required Reading:


Recommended Reading (Quick, blog-style, might be helpful for your assignment)


**Essay due**

**Week 4: Local and Regional Governance in a Globalized World**

Class 4.1 Biodiversity and Endangered Species Protection

This session will explore the local, regional and global politics of biodiversity and endangered species protection. We will discuss biodiversity and endangered species as public goods, and evaluate various international agreements and local policies which aim to protect them.

Required Reading:

Recommended Reading:

Convention on Biodiversity Website: Click around, read “About the Convention”, see who is involved, etc.: https://www.cbd.int/convention/

Class 4.2 Community-Based Conservation: Protecting Nature under Neoliberalism

This site visit will allow students to understand how national and regional politics influence local conservation efforts. We will explore the following questions: How do local NGO or community and volunteer groups navigate conservation? How do economic and political processes like neoliberalism, austerity and private development influence the goals and activities of conservation NGOs?

Site Visit: Woodberry Wetlands

Required Reading:


Recommended Reading:

Woodberry Wetlands Website: https://www.wildlondon.org.uk/nature-reserves/woodberry-wetlands

Class 4.3 Local Development, Jobs, and Global Environmental Problems

In this class, students will explore the relationship between economic development, market forces, and environmental problems. First, we will discuss the balance between economic development and environmental protection as it relates to the United Nations Sustainable Development Goals. Then, we will discuss the political and practical difficulties of balancing local economic prosperity with environmental protection in resource-rich communities, and learn about policy proposals like the Green New Deal.

Required Reading:


Written Analysis 1 Due: Covent Garden Visit

Week 5 Environmental Governance through a Justice Lens

Class 5.1 UNDRIP, Indigenous Peoples, and Environmental Governance
In this session students will be introduced to the United Nations Declaration of the Rights of Indigenous Peoples, and explore the connections between Indigenous rights and sovereignty and global environmental governance. We will explore a case study involving the direct assertion of Indigenous rights in resource governance without and beyond the involvement of the Canadian Nation-State.

Required Reading:


Recommended Reading:


Class 5.2 Climate Change in London: Policy and Equity

In this site visit, we will evaluate the City of London’s key climate change policies and infrastructure using an equity and justice lens. We will visit the Thames Barrier to learn about how the Environmental Agency makes decisions regarding flood protection, and discuss the pollution and climate impacts of the London City Airport.

Site Visit: London City Airport, Thames Barrier

Required Reading:


Written Analysis 2 Due: Woodberry Wetlands Visit

Class 5.3 Group Presentations and Policy Brief Due

Week 6 Environmental Movements and Policy Futures

Class 6.1 Activism, Protests and Environmental Policy in Review
This session will look at the role of the people—in the form of activism and protest movements—in influencing environmental policy at the local, regional, and global level. We will discuss the future and limits of nation-state and international governance in creating a sustainable future.

Required Reading:


Chasek et al (2018): Read one of the following case studies in Chapter 4: “Forests”; “Desertification and Land Degradation”; “Fisheries Depletion”; or “Whaling”—You will find having an example on-hand VERY helpful for the exam. hint hint!

Class 6.2 Final Exam

Written Analysis No. 3 Due: Climate Change in London

Citizen Jury Adjudication Report Due