



**Oregon State University**  
**Ecampus**

**Course Name:** International Environmental Politics and Policy

**Course Number:** 477/577

**Credits:** 4

**Instructors names:** Brent S. Steel

**Instructor email:** [bsteel@oregonstate.edu](mailto:bsteel@oregonstate.edu)

### **Course Description**

Analysis of international environmental theory and politics, the development of international environmental regimes, agreements and treaties, and the process of globalization and the quality of the environment.

### **Communication**

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately for matters of a personal nature. We will reply to course-related questions within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

### **Course Credits**

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

### **Technical Assistance**

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](#) online.

### **Learning Resources**

Textbooks, lab kits, streaming media, course packets, microphone, required software, etc.

**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](#) or 800-595-0357).

Pamela S. Chasek, David L. Downie, Janet Welsh Brown, 7th ed. (2017). *Global Environmental Politics* (Boulder: Westview Press). (Referred to throughout the syllabus as CDB)

All other readings are available in Canvas.

## Canvas

This course is delivered via Canvas, where you will interact with your classmates and your instructor. You will access the learning materials within the course site, such as the syllabus, class discussions, and assignments. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

## Course Overview

Solving global environmental problems such as climate change, ozone depletion, trade in hazardous waste, protection of biological diversity and overfishing will require nations to cooperate. In recent decades thousands of international agreements and hundreds of international institutions have been developed with the goal of protecting the global environmental commons. This course will examine whether these efforts have made much difference by exploring concepts in international relations theory, such as the impact of power and ideas on the structure of international politics. It will examine the interactions between international agreements on environmental protection and changes in technology, and it will give special attention to the growing power of business and environmental non-governmental organizations in world politics. Some attention will also be given to the interactions between the World Trade Organization, the process of "globalization" and the quality of the environment.

This course is organized around key analytical issues, such as the impact of nongovernmental and governmental actors on the kinds of agreements that are negotiated, the relative effectiveness of binding and nonbinding legal instruments, and the techniques for establishing that an international regime has actually caused a change in behavior that has improved the quality of the environment. We will introduce basic concepts of international relations theory as applied to international environmental politics, utilize case studies as illustrations, and provide information about most of the major instances of international environmental cooperation as well as how to analyze those cases.

Topics to be covered this course include:

- ~Climate Change
- ~The European Acid Rain Regime
- ~Ozone Depletion
- ~Trade in Hazardous Waste
- ~Protection of Biological Diversity
- ~Whaling
- ~Fisheries
- ~Forests
- ~Desertification
- ~Persistent Organic Pollutants
- ~Population
- ~World Trade Organization
- ~NAFTA and Regional Trade Agreements

## **Student Learning Outcomes:**

1. To learn about the major international environmental issues facing the world today (including overfishing, tropical forests, whaling, climate change, ozone depletion, trade in endangered species, etc.)
2. To develop an understanding of international environmental policy processes, including the various governmental and non-governmental actors involved in these processes.
3. To gain knowledge of the various driving factors of international environmental politics and policy including population change, economic development, changing attitudes and beliefs, political culture, globalization, etc.
4. To understand how various cultural (e.g., religion, etc.) and secular (e.g., neo-liberalism) perspectives shape individual group, and country orientations toward international environmental issues.
5. To comprehend how the number of actors involved in international environmental issues affects the nature and development of international environmental protocols, treaties and regimes.

## **Evaluation of Student Performance**

### **A. Policy Responses**

You will write **3 policy responses** worth **100 points each**. In your papers you should answer provided questions geared toward critical assessments and application of class material. Make sure to reference class readings and cite extra sources as well. You will find these assignments under "Policy Response" in the "Modules" tab. Each policy response is due on **Friday 11:59pm** the week they are assigned.

The schedule of readings is provided at the end of the syllabus as well as under "Modules" tab in "Required Readings" for each week.

### **B. Discussion blogs**

There are **5 graded discussion board** assignments worth **10 points each** (5 for the original entry and 5 for a comment). Original entries are due on **Wednesday 11:59 pm** the week they are assigned. At least **one response** to other students' posts is due by **Friday 11:59 pm**. On Canvas due date for this activity is set up as Wednesday, do not let that deter you from making comments by Friday.

Discussion board entries should strive to thoroughly address proposed questions, refer to class readings, and show student's critical thinking. The goal of this assignment is to critically assess provided reading/policy/current issue and to generate discussion among students. Due dates for each discussion post are indicated in the "Discussions" tab next to each assignment.

### C. Practice activity

There are **2 practice activities** worth **2 points each** throughout the course. The goal of this assignment is to help you remember the class material as well as an opportunity to apply your knowledge and critical thinking in a different way. You will find instructions for these assignments under "practice activity" on Canvas.

### D. Group project (Graduate Students Only)

#### Project Report

You will be working on a group project throughout this term with a final report and a presentation due at the end of the term.

You will be assigned to one of the four groups:

- Climate Change
- Fisheries
- Water policy
- Radiation and health

As a group you will need to identify main issues/problems relevant to the policy area of your group and decide on the main thesis and structure your final report.

There are weekly group assignments which are not graded. They are for you to think critically about the project, keep moving forward with your research and writing, as well as providing ideas that should be addressed in your final report. Your project needs to incorporate theoretical concepts discussed in the class in relation to your policy issue. You have a lot of flexibility in how you want to structure your group work and your project.

Instructions for group project sign up are provided under week 2 "group project - sign up".

I encourage you to work on your group projects throughout the term and do not leave them till the last week. Communicate within your groups how you want the work to be organized and feel free to check with me regularly. If you experience trouble within your groups, communicate that to me. I understand that everyone is extremely busy, therefore weekly group assignments are not graded. You do not have to submit weekly group assignments but that option is there for you if you would like feedback on your work. The goal of the group project is to encourage collaboration, exchange of ideas, and learning from your peers.

Please keep track of your individual work, because in addition to the evaluation of the group work you will receive points for your individual contribution.

The **final report is due Friday of week 10, 11:59 pm** and **is worth 50 individual points**. It is the final product of all your work throughout the term. It should be **15-20 pages double-spaced in length** (depending on the number of people in the group). Most importantly, it should address the main objectives of the assignment.

## Project Presentation

As a group you are also responsible for making a project presentation. You can choose the format (power point, prezi). The goal of the assignment is to present your ideas in an interesting and accessible way, delivering the main arguments but not overwhelming the audience with the text. **This assignment is worth 50 individual points and is due Friday of week 10, 11:59pm.**

### **Assignment Evaluation Criteria:**

The following criteria will be used for evaluating written assignments and exams:

[Poor; Average; Good; Very Good; Excellent]

COMMITMENT-did you cover all relevant materials/questions?

AMBITION-did you take each issue to task?

ENGAGEMENT-did you make connections between issues?

CLARITY-was the paper readable and well organized?

READINGS/COURSE MATERIALS-did you use appropriate reading and other course materials in your work? [note: use any citation style but be consistent and accurate]

### **FINAL GRADE DISTRIBUTION:**

A [95-100%]

A- [90-94%]

B+ [87-89%]

B [83-86%]

B- [80-82%]

C+ [77-79%]

C [73-76%]

C- [70-72%]

D+ [67-69%]

D [63-66%]

D- [60-62%]

F [0-59%]

### **READING TOPICS, LINKS AND SCHEDULE:**

#### **WEEK 1:**

***Driving Forces of Environmental Degradation: Population, Technology, Affluence, Values, Externalities and Failure to Cooperate.***

*Readings:*

Chasek, Downie and Brown (Textbook) (CDB), Chapter 1

*Available online through OSU Library:*

Stavis, Dimitris (2005) "The Trajectory of the Study of International Environmental Politics." *Globalizations* 2(3): 323-333

Kates, Robert W. (2000) "Population and Consumption: What We Know, What We Need to Know." *Environment* 42(3): 10-19.

Assadourian, Erik (2017) "EarthEd: Rethinking Education on a Changing Planet," Chapter 1 in *State of the World 2017*, Worldwatch Institute.

Lomborg, Bjørn (2001) "Things Are Getting Better-An Alternative Perspective," Chapter 1 in *The Skeptical Environmentalist*. Cambridge: Cambridge University Press.

Schneider, Stephen, John Holdren, John Bongaarts and Thomas Lovejoy (2002) "Skepticism toward The Skeptical Environmentalist." *Scientific American's* response to Bjorn Lomborg.

**WEEK 2**

***International Cooperation: Why Cooperate, Who Cooperates, Who are the Actors, What are the Requisites of Cooperation?***

*Readings:*

CDB -Chapter 2

*Available online through OSU Library:*

Steel, Brent, Richard Clinton and Nicholas Lovrich (updated 2018). "The World of Environmental Politics and Policy," Chapter 1 in *Environmental Politics and Policy: A Comparative Approach*. Boston: McGraw Hill.

Hardin, Garrett (1968) "The Tragedy of the Commons." *Science* 162: 1243-1248.

Pahre, Robert (2009) "International Cooperation as Interagency Cooperation: Examples of Wildlife and Habitat Preservation." *Perspectives on Politics* 7: 883-899.

McCormick, John (2011) "The Role of Environmental NGOs in International Regimes," Chapter 5 in R. Axelrod, S. Vandeveer and D. Downie, *The Global Environment: Institutions and Policy*. Washington, DC: CQ Press.

**WEEK 3**

## ***International Cooperation: Bilateral to Multilateral Treaties.***

### *Readings:*

CDB- Chapters 3, 4 and 5

### *Available online through OSU Library:*

Mirovitskaya, Natalia, Margeret Clark and Ronald Purver (1993) "Pacific Fur Seals: Regime Formation as a Means of Resolving Conflict," Chapter 2 in Oran R.Young and Gail Osherenko (eds.) *Polar Politics: Creating International Environmental Regimes*. Ithaca: Cornell University Press.

Levy, Marc A. (1996) "European Acid Rain: The Power of Tote-board Diplomacy," in Robert O. Keohane and Marc A. Levy (eds.) *Institutions for Environmental Aid: Pitfalls and Promise*. Cambridge: MIT Press.

## ***WEEK 4***

### ***Cooperation with Numerous Actors: Global, Legally Binding Treaties and Cooperation with Non-binding Agreements.***

### *Readings:*

CBD, Chapter 6

### *Available online through OSU Library:*

Dimitrov, Radoslav (2002) "Confronting Nonregimes: Science and International Coral Reef Policy." *Journal of Environment and Development* 11(1): 53 -78.

Vandever, Stacy (2011) "Networked Baltic Environmental Cooperation." *Journal of Baltic Studies* 42(1):37-55.

Henry, Laura A. (2010) "Between Transnationalism and State Power: The Development of Russia's post-Soviet Environmental Movement." *Environmental Politics* 19: 756-781.

## ***WEEK 5***

### ***Legally binding treaties and nonbinding cooperation.***

### *Available online through OSU Library:*

Faure, Michael and Jurgen Lefevere (2011) "Compliance with Global Environmental Policy," Chapter 9 in R. Axelrod, S. Vandever and D. Downie, *The Global Environment: Institutions and Policy*. Washington, DC: CQ Press.

Abbott, Kenneth W. and Duncan Snidal (2000) "Hard and Soft Law in International Governance." *International Organization* 54(3): 421-456.

Lyster, Simon (1985) "International Wildlife Law: An Analysis of International Treaties concerned with the conservation of wildlife." *Marine Policy* 10(1): 75-77.

Haas, Peter, Marc A. Levy, and Edward A. Parson (1992) "Appraising the Earth Summit." *Environment* 34(8): 6-11, 26-33.

## **WEEK 6**

### **Environment and Economy**

*Readings:*

CDB - Chapter 8

*Available online through OSU Library:*

Brasier, C.M. (2008) "The Biosecurity Threat to the UK and Global Environment from International Trade in Plants." *Plant Pathology* 57(5): 792-808.

Housman, Robert and Durwood Zaelke (1992) "The Collision of the Environment and Trade: The GATT Tuna/Dolphin Decision." *Environmental Law Reporter* 22: 10268.

Daly, Herman E. (2005) "Economics in a Full World." *Scientific American*, September 293: 100-107.

Bhagwati, Jagdish (1993) "The Case for Free Trade." *Scientific American*, November: 42-49.

Sand, Peter (1997) "Commodity or Taboo? International Regulation of Trade in Endangered Species." In *Green Globe Yearbook of International Cooperation on Environment and Development*. Oxford: Oxford University Press.

## **WEEK 7**

### **Climate Change**

*Available online through OSU Library:*

Oreskes, Naomi (2014) "The Scientific Consensus on Climate Change: How do we Know We're Not Wrong?" Chapter 4 in Joseph DiMento and Pamela Doughman (eds.) *Climate Change: What it Means for Us, Our Children and Our Grandchildren*. Cambridge: MIT Press.

Giddens, Anthony (2011) "Climate Change, Risk and Danger," Chapter 1 in *The Politics of Climate Change*. Cambridge: Polity Press.

Pacala, S., and R. Socolow (2004) "Stabilization Wedges: Solving the Climate Problem for the Next 50 Years with Current Technologies." *Science* 305 (5686): 968-972.

UN Framework Convention on Climate Change (UNFCCC), *The Kyoto Protocol* overview: [https://unfccc.int/kyoto\\_protocol](https://unfccc.int/kyoto_protocol)

UN Framework Convention on Climate Change (UNFCCC), *The Paris Agreement* overview:  
<https://unfccc.int/process-and-meetings/the-paris-agreement/what-is-the-paris-agreement>

## **WEEK 8**

### ***Differences among state actors***

*Readings:*

CDB- Chapter 7

*Available online through OSU Library:*

Darst, Robert G. (2001) "Smokestack Diplomacy: Cooperation and conflict in East-West Environmental Politics. Cambridge: MIT Press." - Chapter 1: Introduction.

Kates, R. W. (2000). "Cautionary Tales: Adaptation and the Global Poor." *Climatic Change* 45: 5- 17.

DeSombre, Elizabeth (2000) "Internationalization Success: Market Power and Threat Credibility," Chapter 6 in *Domestic Sources of International Environmental Policy*. Cambridge, MA: MIT Press.

## **WEEKS 9-10**

### ***Environmental and Ecological Security, and Justice***

*Available online through OSU Library:*

Schlosberg, David and David Carruthers (2010) "Indigenous Struggles, Environmental Justice and Community Capabilities." *Global Environmental Politics* 10(4): 12-35.

Assies, Willem (2003) "David Versus Goliath in Cochabamba." *Latin American Perspectives* 30(3):14-36.

Dalby, Simon (2004) "Ecological Politics, Violence and the Theme of Empire." *Global Environmental Politics* 4(2): 1-11.

Bretherton, Charlotte (2006) "Movements, Networks, Hierarchies: A Gender Perspective on Global Environmental Governance." *Global Environmental Politics* 3(2): 103-119.

Anand, Ruchi (2004) "Introduction," Chapter 1 in *International Environmental Justice: A North-South Dimension*. New York: Routledge.

## **Course Policies**

### **Discussion Participation**

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in discussions

This course is offered through Oregon State University Extended Campus. For more information visit:  
<http://ecampus.oregonstate.edu>.

on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

### **Late Work Policy**

Advanced notice is required for late assignments/exams. There are no excuses if you do not let me know in advance.

### **Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

### **Guidelines for a Productive and Effective Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

### **Statement Regarding Students with Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

## **Accessibility of Course Materials**

All materials used in this course are accessible. you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

## **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

## **Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- b) It includes:
  - i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
  - ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
  - iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
  - iv) TAMPERING - altering or interfering with evaluation instruments or documents.
  - v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing,

presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

### **Tutoring and Writing Assistance**

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

The Oregon State [Online Writing Lab \(OWL\)](#) is also available for students enrolled in Ecampus courses.

### **TurnItIn**

You will be required to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

### **Student Evaluation of Courses**

The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

### **Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC)

for support ([hsrc@oregonstate.edu](mailto:hsrc@oregonstate.edu), 541-737-3747). The HSRC has a [food pantry](#), a [textbook lending program](#) and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

### **Getting Help**

We all go through times in life when we need help. Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). There are additional resources if you are located near campus: Access counseling through [OSU Counseling and Psychological Services \(CAPS\)](#), where you can get group counseling, individual therapy, or relational counseling. **Website:** <https://studentlife.oregonstate.edu/hsrc>