

POLI 403 B: Global Ecopolitical Analysis
Syllabus – Winter 2017

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Office: H 1225-40

Office Hours: Tues. & Thurs 10:30-12:00; Weds. 14:00-15:00; & by appointment

Class Location & Times: MB S1.255 SGW / Wednesdays 10:15-13:00

Course Website: <http://moodle.concordia.ca>

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Course Description

A distinctive characteristic of environmental politics is that it examines relationships between society and nature. This course examines how different actors, such as states, NGOs and corporations, interact among themselves and with nature to frame, generate and solve environmental problems. Throughout the thirteen weeks of the course, we examine what drives the behavior of these actors, and how their strategic interactions affect the environment. We will also focus on several specific case studies including climate change, whaling and toxic waste.

Expected Learning Outcomes

By the end of this course, successful students will have demonstrated the ability to:

- Identify and evaluate competing values regarding the relationship between humans and nature, and explain how these influence environmental politics;
- Identify and evaluate competing claims as to what are the main drivers of environmental problems and the best solutions;
- Identify the unique characteristics of different environmental problems and explain how these shape environmental politics;
- Understand current debates in international political economy.
- Analyze political issues and phenomena using political science concepts, theories, and methods.
- To use argument and evidence effectively to communicate analysis of political phenomena.
- Identify and understand the principle arguments from complex and difficult academic literature efficiently.

Teaching Philosophy

We are all responsible for contributing to each other's learning experience. Rather than structuring the course with exams, it is designed to foster on-going learning. As such, students are expected to have read and thought about the material before attending class. In order to encourage this, I incorporate small 'journal' assignments and quizzes. These are designed to be short and effective – if you've been doing the readings and attending class, they should be relatively easy.

Recognizing that sometimes people have a bad week or may struggle with some of the material, the quizzes and assignments are designed to be flexible. Although all are mandatory, only your best ones will count towards your grade.

Students that are willing to put in a few hours a week into the course usually do well. Rather than having to 'cram' at the last minute to study for an exam or write a paper, on-going learning requires a continual commitment. This means that you cannot miss many classes or 'cram' for major exams.

Correspondence and Office Hours

During the semester, I am prepared to meet at my office with all students enrolled in the course. Students are welcome drop in anytime during office hours, but preference is given to those who sign up on the sheet outside my office door.

To contact me, students may either send a message through Moodle (preferred), or e-mail. Please include your course code in the subject of your e-mail.

NOTE: Please do not reply to course-wide announcements sent through Moodle as I will not receive these e-mails.

Requirements

The major outputs of this course are:

- 10 % Participation
- 20 % Weekly Quizzes/Assignment
- 20 % Seminar Response Papers & Presentation
- 50 % Assignments Related to Research Paper

Lateness Policy

All Deadlines are final. No assignments will be accepted after their respective deadlines. Exceptions may only be granted in extraordinary circumstances, when students provide documentation and if possible, receive prior approval at least a week in advance. For final paper submissions, late assignments will be penalized 2.5 % per day and will not be accepted beyond a week past the deadline. **If you run into unforeseen challenges during the semester please speak with me ASAP.** It is easier to work things out before deadlines pass.

Research Paper

The major output from this course is a 5,000 – 6,000 word research paper. To help you write excellent papers, this task is split into several assignments.

Overall, the goal of this paper is to conduct a comparative case study (or alternatively, a quantitative analysis) on a topic of your choosing.

Research Paper Assignments

- Week 3: 2.5 % Research Question (Online)
- Week 5: 5 % Dependent Variable and Independent Variable (Online)
- Week 7: 5 % Case Selection and Draft Literature Review (Online)
- Week 9: 2.5 % Peer Editing (In-class)
- Week 9: 20 % First Draft of Research Paper (Online)
- Week 11 & 12: 5 % Presentations (In-class)
- Week 12: 2.5 % Peer Editing (In-class)
- Week 13 (13 April 2018): 10 % Final Paper Due (Online)

More information on the requirements for each of these assignments can be found online on Moodle.

Quizzes

There are eleven short reading quizzes or assignments. Your best ten will be worth 20 % of your final grade. The quizzes focus exclusively on the reading assigned for that class. **The quizzes are designed to penalize those that do not complete the readings.**

Seminar Response Paper & Presentation

Students must sign up to complete responses to two of the readings throughout the term. This entails completing two tasks: a written paper response and a brief in-class presentation.

The written paper response must contain:

- a. The citation of the reading done correctly in either APA or Chicago referencing style.
- b. A one sentence summary of the reading that captures the main point.
- c. A longer summary that describes how the reading relates to other readings from that week or previous weeks, what theories or concepts it uses or explains, and/or what cases it examines. This analysis should focus on the content not style, and try to draw linkages across the literature.
- d. Two to three questions for class discussion.
- e. Responses must be e-mailed to the entire class through Moodle at least 24 hours before the next session.

The in-class presentation should be approximately 3-5 minutes and not only summarize the article, but explain the linkages you provided in your analysis. The goal is to help your peers better understand the reading, its context, and its contributions to the literature. No powerpoints or ‘fancy’ graphics are required, rather, the expectation is that you will discuss the reading and begin class discussion on the piece.

Participation

While acknowledging that students may miss a class due to unexpected circumstances, my expectation is that students will attend at least 12 of the 13 classes, and that they will come prepared (i.e., having read and thought about the assigned readings). As the class is run as a seminar, the onus is on students to drive most of the discussion. Every class students will be evaluated using the following rubric¹:

Points	
3	Student’s comments reveal excellent preparation; class contributions are frequent, relevant, and show independent analysis; student offers alternatives to other student’s interpretations
2	Student’s comments reveal good preparation; class contributions are relevant and add to the discussion

¹ Rubric kindly provided by Marlene K. Sokolon, Concordia University

1	Student's comments reveal some but less preparation; class contributions provide straightforward information (i.e. answers direct questions); student provides infrequent or very rare contributions
0	Student's contributions reveal little or no class preparation (are anecdotal or not relevant or related to assigned class material); student is present, but is not involved in class discussion. Student is absent.

Readings

This course uses a variety of readings. All other readings aside from those from the assigned textbooks are available online. To access these texts, you have several options. You may (a) use a computer in the library, (b) use your own computer on the university wireless network, or (c) connect to the university network from home using a VPN (<https://www.concordia.ca/it/services/vpn.html>).

Textbooks

Nicholson, Simon, and Paul Wapner. *Global Environmental Politics: From Person to Planet*. Routledge, 2015.

Clapp, Jennifer. *Toxic exports: the transfer of hazardous wastes from rich to poor countries*. Cornell University Press, 2001.

Vogel, David. *Trading up: Consumer and environmental regulation in a global economy*. Harvard University Press, 1997.

Hawken, Paul. *Drawdown: The most comprehensive plan ever proposed to reverse global warming*. Penguin UK, 2017.

Copies are also available on reserve at the University Library.

Online digital copies are also available for purchase discount.

Academic Honesty

Don't cheat. Today's technology makes it very easy to catch cheaters. All your assignments will be verified online. Everything in your assignments must be your own work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Raise questions you have with me before problems arise.

Department of Political Science Statement on Plagiarism

The Department has zero tolerance for plagiarism.

1. What is plagiarism? The University defines plagiarism as “the presentation of the work of another person, in whatever form, as one’s own or without proper acknowledgment.” (Concordia Undergraduate Calendar 2017–2018, page 55-56). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see <http://www.concordia.ca/students/academic-integrity/plagiarism.html>.

2. What are the consequences of getting caught? The Dean may impose the following sanctions on students caught plagiarizing: a. Reprimand the student; b. Direct that a piece of work be resubmitted; c. Direct that the examination be taken anew; d. Enter a grade reduction for the piece of work in question or enter a grade of "0" for the piece of work in question; e. Enter a grade reduction in the course or enter a failing grade for the course; f. Enter a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; g. Impose the obligation to take and pass courses of up to twenty-four (24) credits, as specified by the Dean, in addition to the total number of credits required for the student’s program. If the student is registered as an Independent student, the sanction will be imposed only if he or she applies and is accepted into a program.

An Academic Hearing Panel may impose the following sanctions: a. Any or all of the sanctions listed above; b. Impose a suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be upon University premises; c. Expulsion from the University. Expulsion entails the permanent termination of all University privileges. (Undergraduate Calendar, page 56.)

Complete regulations can be found beginning on page 54 of the Undergraduate Calendar or (<http://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>).

3. See also The Political Science Department's "Resources on Avoiding Plagiarism" at: http://alcor.concordia.ca/~mlipson/01Plagiarism_Home.html

Accessibility

The University of Concordia is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the [Access Centre for Students with Disabilities \(ACSD\)](#) as soon as possible so that this office can assist with the necessary accommodations.

Policy on Audio and/or Video Recording of Lectures

Pursuant to [Concordia’s Policy on Audio and/or Video Recording of Lectures](#), you may not record lectures without prior written permission, and when granted, you may not distribute these recordings online or through any other medium.

The Use of Electronic Devices in the Classroom

Studies suggest that compared to taking written notes, using a laptop hinders learning (e.g., [Mueller and Oppenheimer, 2014](#)). Moreover, browsing the internet and using electronic devices during class is distracting. To avoid affecting the learning experience of other students, texting during class is prohibited and students that insist on using laptops must sit in the last row of the room.

Sexual Harassment

As a professor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. If you have experienced sexual harassment, sexual violence or discrimination, Concordia's Sexual Assault Resource Centre provides information available resources: <https://www.concordia.ca/students/sexual-assault.html>

On-Campus Resources for Students

Student Success Centre (Tutoring, Mentoring, Workshops)

<http://www.concordia.ca/students/success.html>

SGW: [514-848-2424](tel:514-848-2424), ext. 3921

LOY: [514-848-2424](tel:514-848-2424), ext. 3555

Room H-440

Access Centre for Students with Disabilities

<http://www.concordia.ca/students/accessibility.html>

Phone: [514-848-2424](tel:514-848-2424), ext. 3525

Room GM-300

Counseling and Psychological Services

<http://www.concordia.ca/students/counselling.html>

SGW: [514-848-2424](tel:514-848-2424), ext. 3545

LOY: [514-848-2424](tel:514-848-2424), ext. 3555

Room H-440

Sexual Assault Resource Centre

<http://www.concordia.ca/students/sexual-assault.html>

[514-848-2424](tel:514-848-2424) ext. 3461

Room H-645

Changes to the Syllabus

I reserve the right to amend the schedule of meetings and assignments listed in this syllabus as might become necessary based on events throughout the semester. Any changes to the syllabus will be announced and the most up to date syllabus can be found online.

Reading Schedule

Week 1 – Introduction

(online e-book) Pages 15-54 of Conca, Ken, and Geoffrey D. Dabelko. 2010. “Introduction,” “The Debate at Stockholm,” “The Limits to Growth,” “Environment and Development,” “The Tragedy of the Commons,” “No Tragedy of the Commons” *Green Planet Blues : Four Decades of Global Environmental Politics*. Boulder, CO: Westview Press, 2010. eBook Collection (EBSCOhost), EBSCOhost (accessed December 19, 2017)

Note: Since only one person can use this e-book at a time, I have also included a pdf of these pages on Moodle.

http://0-search.ebscohost.com/mercury.concordia.ca/login.aspx?direct=true&db=nlebk&AN=421187&site=eds-live&ebv=EB&ppid=pp_1

Watch: All Watched Over by Machines of Loving Grace - Episode 2 - The Use and Abuse of Vegetational Concepts

Available Online: <https://vimeo.com/groups/96331/videos/80799352>

Sign-Up for Seminar Response Paper

Week 2 – Environmental Paradigms

J. Clapp and P. Dauvergne, “Chapter 1” *Paths to A Green World: The Political Economy of the Global Environment* (Cambridge, MIT Press, 2011). Available on Moodle

Summary: <http://www.globalforesightbooks.org/Book-of-the-Month/jennifer-clapp-paths-to-a-green-world.html>

Chapter 1 & 2 - Kate O’Neill. 2009. “Introduction: The environment and international relations” *The Environment and International Relations*. Cambridge: Cambridge University Press. On Moodle.

Chapter 13 - Nicholson, Simon, and Paul Wapner.

Reading Quiz/Assignment #1 on Week 2 Readings

Sign-Up for Seminar Response Paper Continued
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Week 3 – Environmental Problems

Chapters 1-7 - Nicholson, Simon, and Paul Wapner.

Reading Quiz/Assignment #2 on Week 3 Readings

Sign-Up for Seminar Response Paper Continued

Friday, 5 pm: Upload Research Question Assignment

Week 4 – States and International Environmental Agreements

Chapters 12, 14, 15 - Nicholson, Simon, and Paul Wapner

Abbott, Kenneth W., Robert O. Keohane, Andrew Moravcsik, Anne-Marie Slaughter, and Duncan Snidal. "The Concept of Legalization." *International Organization* 54, no. 3 (2000): 401-19. <http://www.jstor.org/stable/2601339>.

Ronald B. Mitchell. "Problem Structure, Institutional Design, and the Relative Effectiveness of International Environmental Agreements." *Global Environmental Politics* 6, no. 3 (2006): 72-89.

Kanie, Norichika. "Governance with Multilateral Environmental Agreements: A Healthy or Ill-equipped Fragmentation?." *Green Planet Blues: Critical Perspectives on Global Environmental Politics* (2014): 137.

http://0-search.ebscohost.com/mercury.concordia.ca/login.aspx?direct=true&db=nlebk&AN=421187&site=eds-live&ebv=EB&ppid=pp_126

Young, Oran R. "Effectiveness of international environmental regimes: Existing knowledge, cutting-edge themes, and research strategies." *Proceedings of the National Academy of Sciences* 108, no. 50 (2011): 19853-19860.
<http://www.pnas.org/content/108/50/19853.full>

Optional

Peterson, M. J. "Whalers, Cetologists, Environmentalists, and the International Management of Whaling." *International Organization* 46, no. 1 (1992): 147-86.
<http://www.jstor.org/stable/2706954>.

Walsh, Virginia M. "Illegal Whaling for Humpbacks by the Soviet Union in the Antarctic, 1947-1972." *The Journal of Environment & Development* 8, no. 3 (1999): 307-327.
<http://journals.sagepub.com/doi/pdf/10.1177/107049659900800305>

Reading Quiz/Assignment #3 on Week 4 Readings

Week 5 – Civil Society

Chapters 19, 20, 21 - Nicholson, Simon, and Paul Wapner

Chapters 7, 8, 9 - Green Planet Blues http://0-search.ebscohost.com/mercury.concordia.ca/login.aspx?direct=true&db=nlebk&AN=421187&site=eds-live&ebv=EB&ppid=pp_94

Raustiala, Kal. "States, NGOs, and International Environmental Institutions." *International Studies Quarterly* 41, no. 4 (1997): 719-40. <http://www.jstor.org/stable/2600859>.

Reading Quiz/Assignment #4 on Week 5 Readings

Friday, 5 pm: Upload Dependent Variable and Independent Variable Assignment

Week 6 – Economy

Chapters 16, 17, 18 - Nicholson, Simon, and Paul Wapner

Chapters 1 & 2 - Clapp, Jennifer. *Toxic exports: the transfer of hazardous wastes from rich to poor countries*. Cornell University Press, 2001.

Reading Quiz/Assignment #5 on Week 6 Readings

Week 7 – Case Study: Corporation, NGOs & Hazardous Waste Con't

Chapters 3,4,5 - Clapp, Jennifer. *Toxic exports: the transfer of hazardous wastes from rich to poor countries*. Cornell University Press, 2001.

Reading Quiz/Assignment #6 on Week 7 Readings

Friday, 5 pm: Upload Case Selection and Draft Literature Review Assignment

Week 8 – Private Regulation, Corporations and Lobbying

Chapters 6 & 7 – Clapp, Jennifer. *Toxic exports: the transfer of hazardous wastes from rich to poor countries*. Cornell University Press, 2001.

Chapters 1 & 2 – Vogel, David. *Trading up: Consumer and environmental regulation in a global economy*. Harvard University Press, 1997.

Reading Quiz/Assignment #7 on Week 8 Readings

Week 9 – Trade and Globalization

Chapters 3,4,5 – Vogel, David. *Trading up: Consumer and environmental regulation in a global economy*. Harvard University Press, 1997.

Reading Quiz/Assignment #8 on Week 9 Readings

Peer-Editing of First Draft (in-class)

Friday, 5 pm: First Draft of Research Paper Uploaded

Week 10 – California Effect

Chapters 6, 7, 8 – Vogel, David. *Trading up: Consumer and environmental regulation in a global economy*. Harvard University Press, 1997.

Auden Schendler, “Hey, American CEOs: Who’ll be the first to lead on climate change?” Grist <http://grist.org/business-technology/hey-american-ceos-wholl-be-the-first-to-lead-on-climate-change/>

Reading Quiz/Assignment #9 on Week 10 Readings

Week 11 – Climate Change

Chapters 22, 24, 25 - Nicholson, Simon, and Paul Wapner

“Energy” and “Food” -- Hawken, Paul. *Drawdown: The most comprehensive plan ever proposed to reverse global warming*. Penguin UK, 2017.

Reading Quiz/Assignment #10 on Week 11 Readings

Paper Presentations

Week 12 – Climate Change (con't)

“Women and Girls,” “Buildings and Cities,” “Land Use,” and “Transport” -- Hawken, Paul. *Drawdown: The most comprehensive plan ever proposed to reverse global warming*. Penguin UK, 2017.

Reading Quiz/Assignment #11 on Week 12 Reading

Paper Presentations

Week 13 – The Future ...

“Coming Attractions” -- Hawken, Paul. *Drawdown: The most comprehensive plan ever proposed to reverse global warming*. Penguin UK, 2017.

27, 30, 34, 35, 36, 37 – Nicholson, Simon, and Paul Wapner

Friday, 5 pm: Final Draft of Research Paper Uploaded