

## Teaching Portfolio

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### Statement of Teaching Philosophy

As a teacher, my goal is to challenge students to engage alternative perspectives and reflect on preconceived beliefs. I strive to have students experiment with new lines of thinking by creating a respectful classroom environment where they can consider and debate opposing views.

My courses are structured according to different styles of inquiry (e.g. ethics, economic, and institutional approaches) and I provide a variety of activities for students to engage topics in multiple ways (e.g. interspersing lectures with three-minute videos, activities analyzing original material). For instance, to teach students about how scientific uncertainty can be generated by interest groups, I have them compare television commercials from the 1980s on acid rain created by business- and public-supported think tanks. As not all students enjoy exploring their thoughts publically, I also assign short journal prompts to foster reflection on readings. This provides a safe space for less extroverted students to explore their thoughts, and the use of journals has been my most successful activity for fostering learning. For example, a prompt might ask a student to consider the neighborhood they grew up in and contrast it to an environmental justice neighborhood. Comparing the first time I taught *Introduction to Environmental Politics* in Spring 2015 when I did not require journals, to my class in Winter 2016 which required them, there was a dramatic increase in student completion of the readings and a significant improvement in their understanding of the material. Furthermore, by regularly reading student journals, I have not only been able to gain a better grasp of the concepts they find challenging, but an understanding of their diverse histories. Moreover, the feedback I have received indicates that the vast majority of students *appreciate* having to write journal entries and felt the activity improved their comprehension.

For students that learn experientially, I incorporate field trips and in-class simulations such as an environmental justice ‘game’. First, I setup an inequity in wealth (using candy) among the students. Some begin the activity with a lot of ‘wealth,’ others with very little. Then I require students make a contribution to a collective ‘pool’. Failure to reach a specified amount leads to penalties, success to rewards. After several rounds, this intentionally creates conflict as some become upset at their ‘freeloading’ colleagues, while others feel exploited. In post-simulation discussion I act as a mediator as we deliberate on their experience while relating it to international climate change negotiations. Another activity that facilitates reflection on students’ preconceived beliefs regarding environmental justice are field trips with the local environmental

NGOs. In Winter 2016 I partnered with *Beyond Toxics* to have students tour the environmental justice community of Trainsong Park in West Eugene. As they walked across a children's playground, students could smell the chemicals from the wood varnish factory, see the fumes from idling trains and observe industrial debris littering the park. They were shocked to learn that environmental inequalities existed not only in big cities, but also within their community.

I also design in-class activities that develop student's analytical skills by having them make inferences from primary source data. For instance, in *Modern World Governments*, when teaching theories about the role of government intervention and trade in economic development (i.e. export-led, import-substitution, and Washington consensus), I place the students into small groups and have them look at indicators for trade, social, and economic development in eight unidentified countries from 1900-2014. Students have to recognize trends within and across these countries, whether there are relationships between indicators, and attempt to identify the countries and their development strategies. By having students develop their own hypotheses and analysis, then linking their findings to predominant theories, I have found that students are better able to understand complex concepts.

As a believer in continuous learning, I evaluate my students not only using journals, but through weekly quizzes, writing assignments and a short final take-home exam. The quizzes focus solely on the previous week's material, while my final take-home exam examines the broader interconnections between the themes we have explored. The assignments are flexible – in Winter 2016, students needed to complete three of eight options. Of these, several included attending academic events and critically examining the presentations. Many students used this opportunity to attend panels at their first academic symposia such as the UO Climate Change Symposium and the Public Interest Environmental Law Conference.

I also provide multiple opportunities for students to provide evaluations on my teaching. This has allowed me to adjust my teaching to better suit specific needs of the class. For example, faced with the challenge of lethargic students in my early morning courses, I responded by reducing the time I would lecture and increased group activities. In one class, I placed the students in groups of 3-5 and had them move around to different stations where they had to cooperate to answer questions on the readings. In another, they rearranged the desks so that they were facing each other and prepared short group presentations. I have found that for all my classes, providing a variety of activities and requiring students interact with one another increases energy levels and student engagement.

Prior to my graduate program, I discovered my passion for teaching when I taught English as a second language for four years in Germany. Inspired from this experience, I am always experimenting with new techniques. For example, in Spring 2016 I increased my use of technology in the classroom by using live 'Twitter' feeds during class. Rather than admonishing students for using technology and banning the use of phones during class, I encouraged them to share their thoughts and questions in real-time online. This provided an avenue for students less comfortable speaking up in class to participate.

It has been personally rewarding for me to teach at the University of Oregon and assist students through some of their struggles. I have helped non-native English speakers improve their literacy; assisted a veteran with post-traumatic stress disorder access counselling services; arranged for less-privileged students to borrow laptops; provided additional time for students with anxiety to take quizzes; and even had to give first aid when a student had a seizure in class. In the eleven weeks I have with the students I hope they feel our time together is worthwhile, and that I make a small difference in some of their lives.

### Summary of Contributions to Diversity

Prior to attending graduate school at the University of Oregon and living in the United States, I had no understanding of the privileges I have benefited from. While I will never know exactly how it feels to be the recipient of many forms of discrimination, I have tried to learn more and listen to the experiences of those who have had less privilege. I consider this to be an important ongoing learning experience, and one that I am increasingly bringing into my teaching for students to engage with too.

I remember clearly the moment I started to realize how fortunate I have been. It was the second week of my first year in graduate school, and as part of our professional development course, we read about the experiences of a woman of color who was an associate professor in a predominantly white, male department. Her ordeal seemed fundamentally unfair, unjust, and unlike anything I had ever experienced. Whereas I had been raised in Canada to be blind to race, sex, gender, and socio-economic status, I realized that being blind was to deny the different experiences of minorities, ignore the injustices they regularly encounter, and a failure to acknowledge the privilege I embody.

With the help of my colleagues, I have become increasingly cognizant about the problems of diversity in universities, and I have tried, and will continue to do my best to make my workplace and my courses more equitable, just, and diverse. For example, I have edited the work of my colleagues whose native language is not English, helping them improve their chances for publications.

To address diversity in the classroom, and to become a better instructor, in particular for students from underrepresented minorities, I have voluntarily participated in a series of workshops on 'belonging' held by the university's Teaching Engagement Program. From these workshops I have incorporated several teaching strategies into my courses.

First, I include issues of race, religion, poverty and gender in my syllabi. I believe these are important subjects applicable to almost all courses; including such content allows me and my students to learn more and explore such issues directly. I also discuss with my colleagues how to engage these topics in a respectful manner that does not single out individuals. For example, when teaching about environmental justice in *Introduction to Environmental Politics*, I use a variety of activities, including a modified 'privilege walk.' Normally this activity is conducted such that the students line up in the middle of the class, the organizer asks a series of questions regarding the student's lives and histories, and they take steps forwards if they experienced that privilege, and a step back if they experienced an injustice. Not wanting to single-out students from different backgrounds, I have converted the 'walk' into a point system where students individually calculate their totals, which I then collect anonymously and graph for the class.

Another example on including diverse content is my unit on 'Gender Politics' in *Modern World Governments*, where we not only discuss differences in how women are perceived in politics, but also compare and discuss transgender politics in different countries. I had originally assumed that students were familiar with the concepts of non-binary gender, sex, and sexual orientation. As I planned to move quickly through that slide in my introduction, a student rose their hand and said "Wait! Can you go back and talk about this with us? We weren't allowed to discuss this in high school, and it hasn't been talked about in any of my other classes." For most students it was their first exposure to the material, and this became a significant learning moment in the course.

Second, I make sure there is diversity among the authors of the texts, individuals in the pictures on my PowerPoint slides, and speakers in the short videos I show in class. I believe it is important to have scholarly contributions from individuals stemming from a variety of perspectives and experiences, and I want my syllabi to recognize the contributions of under-represented minorities. For instance, I usually begin my classes with a famous quotation related to the content of that day's class, and place a picture of the author on the first slide. I try to ensure that I have diversity among the authors across ethnicity and gender such that they are not identical in consecutive classes.

Third, I regularly follow up with students that appear to be struggling, for instance when they fail to turn in assignments, and use vocabulary that is inclusive (e.g. this happens all the time; you wouldn't believe the number of students that have been in your situation). My goal is to convey that they belong in this class, and to help them find strategies to succeed.

As I continue to improve my pedagogy, I hope to learn new ways of fostering diversity in the classroom. I see a college education as a vehicle for socio-economic advancement and I care especially about attracting and retaining first-generation college students. In the past I have reviewed college entry essays for students in under-privileged neighborhoods of Houston, and I hope to do more of this type of outreach in the future.

### Summary of Student Evaluations

The following table summarizes the quantitative evaluations I have received as an instructor-of-record and as a teaching assistant with discussion sections. All of my course evaluations and comment sheets are available on my website: [www.henin.net](http://www.henin.net)

#### *Responses to 'Instructional Quality' Question*

Course #	Title	Term	Enrollment	Instructor Score	Department Mean
<b>As Instructor-of-Record</b>					
PS 101	Modern World Government	Spring 2016	44	4.6	4.2
PS 297	Intro. to Environmental Politics	Winter 2016	43	4.6	4.2
PS 297	Intro. to Environmental Politics	Spring 2015	16	4.8	4.2
<b>As Teaching Assistant with Discussion Sections</b>					
PS 297	Intro. to Environmental Politics	Winter 2014	25	4.2	4.1
PS 205	Intro. to International Relations	Fall 2013	20	4.3	4.1
PS 205	Intro. to International Relations	Fall 2013	22	4.4	4.1
PS 205	Intro. to International Relations	Spring 2013	22	4.1	4.0
PS 205	Intro. to International Relations	Spring 2013	29	4.3	4.0
PS 204	Intro. to Comparative Politics	Winter 2013	23	4.1	3.9
PS 204	Intro. to Comparative Politics	Winter 2013	27	4.6	3.9
PS 297	Intro. to Environmental Politics	Fall 2012	15	4.7	4.0
PS 297	Intro. to Environmental Politics	Fall 2012	10	4.9	4.0
PS 297	Intro. to International Relations	Spring 2012	30	4.5	4.2
PS 297	Intro. to International Relations	Spring 2012	29	4.4	4.2
PS 204	Intro. to Comparative Politics	Fall 2011	7	4.2	4.1
PS 204	Intro. to Comparative Politics	Fall 2011	20	4.8	4.1

Below are comments written by my students from courses where I was an instructor-of-record. The following comments are representative of those received, and are available on my website.

“Professor Henin was very passionate about the topics he presented in class. Having someone that passionate about a subject made it easy and entertaining to learn.”

“He was very energetic! I learned a lot even when class started at 8:30am.”

“Thibaud is very enthusiastic and has engaging lectures that are very enjoyable! He is very available for questions and allows for questions before weekly quizzes.”

"Thibaud was extremely interested in the advancement of his students, past what they (myself included) may believe they are capable of. He would reach out to students for make-up work and other things even when no contact was the student was received. I can really tell that he is passionate about the topic he is teaching."

"I think his lectures were interesting and engaging, and slides were organized. He is a good public speaker and seems knowledgeable regarding the topic of environmental policy. He took the time to address everyone's questions and concerns, and was very motivated to do whatever he could to improve the class during the term. There was a variety of assignments, in order to engage all different types of learning. It was nice to see a professor ask for constructive criticism throughout the term, because it reflects his concern that students get the most out of the class."

"Thibaud is incredibly passionate about the subject and does a great job of explaining the topics. He also was very understanding when I fell behind in the course and he helped me stay on track"

"Super engaging teacher, always felt an urge to be involved in the conversation, which is saying a lot coming from an extremely introverted person."

"Thibaud is an excellent instructor. His strengths include a true passion for the subject is teaching as well as his breadth of knowledge. I very much enjoyed how he conveys concepts and ideas without seeming overly biased towards one viewpoint. I have had many different teachers at the University of Oregon and I would put him up with some of my favorites. I really felt like my time was well spent in his class and learned a tremendous amount in a very short amount of time. I really liked how he was constantly adjusting or tweaking his class to try to make it better for the group of students he is teaching. I would highly recommend him to a colleague."

"Thibaud is a very engaging instructor. I like how he encouraged discussion and sharing of opinions and perspectives. I thought the course was organized in such a way that enabled students to build upon what they learned in earlier weeks. While some emphasis was placed on remembering specific facts, I appreciated that it was more important to understand and relate concepts. Overall, a great class for anybody with a passing interest in the subject matter or looking for a good foundational course to build upon."

Sample Syllabi**Introduction to Environmental Politics  
Draft Syllabus**

**Instructor:** Thibaud Henin  
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**Class Times:**  
**Class location:**

**Office:**

**Hours:**

### Course Description

*How do different perspectives on how to solve environmental problems influence the types of policies implemented by governments?*

*What have been some of the major environmental issues in America over the past 100 years, and what were the politics surrounding them?*

In the last century, environmentalism in the United States has become an important movement which has shaped people's perceptions about the role of government and what should be done to protect the environment. In this course we look at the politics surrounding environmental issues such as Hetch Hetchy dam, the Clean Water and Air Acts, the creation of the EPA, climate change, environmental justice, and animal rights. We look at the role social movements (e.g. Earth Day, Greenpeace, Earth Liberation Front), politicians (e.g. Presidents Nixon, Reagan, Bush, Clinton, W. Bush and Obama), political parties, courts, and communities have had in shaping environmental politics.

By taking this introductory course, you will develop a better understanding of theoretical perspectives that drive the politics and environmental movements in the United States.

The course is structured along four theoretical perspectives regarding environmentalism. The first, institutionalism, focuses on how institutions can reduce collective action problems. The second, environmental philosophy, explores environmental ethics and values. The third, market liberalism, introduces environmental economics and policy science approaches. The fourth, social green approaches, examines the environmental justice literature.

The second-half of the course focuses on exploring themes. The first is the role of science in environmental politics. Expert knowledge can play an important role in policymaking, but sometimes experts get it wrong. We focus on examining how expertise was used in the cases of the Spotted-Owl and Love Canal. The second examines environmental politics in the United States since the 1970s. It examines changes in federal politics and environmental social movements, focusing on how 'the environment' has become politicized leading to policy gridlock. Finally, the course ends by examining the design of environmental policy. It compares collaborative approaches for a new generation of environmental policies.

### Expected Learning Outcomes

At the end of this course, students will be able to:

- Identify and evaluate competing values regarding the relationship between humans and nature, and explain how this influences environmental policy;
- 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 the way environmental politics works;
- Explain how the environment became a leading policy issue, both in the U.S. and internationally;
- Describe the evolution of environmentalism in the U.S. and the distinct values, strategies, and policy proposals of different environmental movements;
- Explain the process and actors involved in making environmental policy in the U.S.
- Identify and evaluate competing policy proposals for addressing environmental problems, including command and control regulation, market-based approaches, and collaborative approaches.

### 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 many 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.



## Requirements

**40 %** Weekly Quizzes (Best 7 of 9; weeks 3-10)

**30 %** Journal / Reflection Assignments

**20 %** Assignments (Best 2 out of 3 - weeks 4, 7, 10)

**10%** Final Take Home Quiz

The major outputs of this course are:

1. Weekly quizzes (no exams!)
2. An ongoing journal with a variety of short weekly assignments reflecting on the material
3. Three short assignments
4. A final take home quiz

**Late assignments without a documented reason will be penalized 2.5% per day, up to 10%. Without a compelling reason, assignments will not be accepted beyond a week past the deadline.** If you run into trouble, please speak to the instructor or your GTF ASAP. It is easier to work things out before deadlines pass.

There will be nine quizzes, one for each week of the course. Your best seven will be worth 40% of your final grade. Your final take home quiz will similarly be short (around 30 minutes) and will be worth 10%. Whereas the quizzes only focus on the readings and content from each part of the course, the final assignment will ask a few broader, overarching questions.

You must take and complete all of the quizzes. Failure to do so will result in a loss of 5 % from your overall grade for each quiz missed.

For information regarding assignments, please see the accompanying document. You will be responsible for completing three assignments, of which your best two will count towards your grade. You must complete all three assignments (and receive a grade higher than 60%), failure to do so will result in a loss of 5 % from your overall grade.

We will pick up your journals at random, unannounced intervals. It is expected that you will bring them to class. Your journal grade will be based on whether you are keeping up to date, demonstrating that you are keeping up with the readings and you are putting thought into processing them.

## Readings

The principle textbook we will be using is:

Layzer, Judith A. *The environmental case: Translating values into policy*. 4<sup>th</sup> Edition. CQ Press, 2015.

However, the third edition is just as fine, much cheaper, and can be found on Amazon in the used books section. A copy is also on reserve at the University Library.

The course uses mix of textbooks, scientific articles and scholarly books. All links and pdf documents are provided on Canvas.

Reading questions which will help guide your comprehension are included on the powerpoint slides of the class prior to the assigned readings.

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## Reading Schedule

### Part 1: Introduction and Institutionalism

What are 'environmental politics'? What is the tragedy of the commons? What do we mean by institutionalism? How can institutions mitigate this tragedy?

<b>Week 1</b>		
	Introduction	<p>No reading required</p> <p>Purchase a 'journal'-like book.</p> <p><b>Journal Prompt:</b></p> <p>What does environmentalism mean (how would you define it)? Do you consider yourself an environmentalist? Why or Why not? What are some things you do that you consider 'environmentalist'? What are some things you do that you consider bad for the environment?</p> <p>How important are environmental issues to you (e.g. compared to the economy or security)? Do you consider environmental positions of candidates when you vote? Should governments do more or less to protect?</p>
	Commons Game	<p>Hardin, G. (1968). "The Tragedy of the Commons." <i>Science</i>, 162 (3859): 1243-1248.</p> <p><b>BRING LAPTOPS TO CLASS</b></p> <p><b>PLAY A PRACTICE GAME:</b></p> <p><a href="http://pages.uoregon.edu/rmitchel/commons/1cow/index.shtml">http://pages.uoregon.edu/rmitchel/commons/1cow/index.shtml</a></p>
Disc. Sect.	Discuss results of game	<p>Lappe, Frances Moore (2013). "Commons Care: How Wrong Was Garrett Hardin?!". Huffington post.</p> <p><a href="http://www.huffingtonpost.com/frances-moore-lappe/commons-care-how-wrong_b_3039549.html">http://www.huffingtonpost.com/frances-moore-lappe/commons-care-how-wrong_b_3039549.html</a></p> <p>Tierney, John (2009). "The Non-Tragedy of the Commons". NYT.</p> <p><a href="http://tierneylab.blogs.nytimes.com/2009/10/15/the-non-tragedy-of-the-commons/">http://tierneylab.blogs.nytimes.com/2009/10/15/the-non-tragedy-of-the-commons/</a></p>

		<p><b>Journal Prompt:</b></p> <p>What is the tragedy of the commons? How does Hardin suggest it can be ‘resolved’? Do you agree / disagree with him or any of the other authors?</p> <p>Reflect on the simulation – what did you learn, did it match expectations, and what ‘lessons’ might we derive? What happened? Did it mirror the predictions of Hardin? Did changing rules affect outcomes? If so, how? What do you think the implications might be in terms of solving environmental problems? Can you think of similar ‘commons’ problems in your own life?</p>
Optional Reading:		Ostrom, E., Walker, J., & Gardner, R. (1992). Covenants with and without a Sword: Self-governance Is Possible. <i>American Political Science Review</i> , 86(02), 404-417.
<b>Week 2</b>		
	Tragedy of the Commons	<p>Chapter 1 - Young, O. R. (2013). <i>On environmental governance: Sustainability, efficiency, and equity</i>. Paradigm Publishers: 23-39.</p> <p>Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., &amp; Policansky, D. (1999). Revisiting the commons: local lessons, global challenges. <i>Science</i>, 284(5412), 278-282.</p> <p><b>Journal Prompt:</b></p> <p>“3-2-2-1” for Young. Write 3 things you’ve learned from the chapter, two things you don’t understand or are confused about from the chapter, two terms or concepts you had to look up from the chapter (along with the definition you found), and 1 question you’d like to pose to the author (that goes beyond a clarifying question about what he meant)</p>
	Overview of approaches, / American Environmental Politics	<p>Clapp, Jennifer, and Peter Dauvergne. (2005) <i>Paths to a Green World : The Political Economy of the Global Environment</i>. Cambridge, Mass.: Cambridge, Mass.: MIT Press, 1-17.</p> <p><b>Journal Prompt:</b></p> <p>What are the world views presented by Clapp and Dauvergne (one sentence for each)? Which worldview(s) would you consider yourself to share with regards to the environment?</p>

Optional Reading		<p>Rosenbaum, W. A. (2013). "Chapter 2: The politics of Environmental policy." <i>Environmental politics and policy</i>. Cq Press. 44-93.</p> <p>Layzer, Chapter #1</p>
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**PLAN FOR ASSIGNMENT #1 due by 5:00 pm, 15 January 2015**

**Part 2: Environmental Philosophy**

What are some of major debates of environmental ethics? How do we conceive the relationship between humans and nature? What was the difference between the Conservation vs. preservation movements? Deep Ecology?

**Week 3**

	<p>Introduction Conservation vs. Preservation debate</p>	<p><b>QUIZ #1: INSTITUTIONALISM AND APPROACHES TO ENVIRONMENTAL POLICY</b></p> <p>Carter, N. (2001). "Chapter 2: Environmental Philosophy." <i>The politics of the environment: ideas, activism, policy</i>. Cambridge University Press: 13-39</p> <p>Excerpts from Thoreau, Muir and Pinchot in: Nash, R. (1990). <i>American environmentalism: Readings in conservation history (3rd ed.)</i>. New York: McGraw-Hill.</p> <p><b>Journal Prompt:</b></p> <p>How would you classify yourself according to the perspectives we have discussed? Biocentrist? Anthropocentrist? Weak-Anthropocentrist? Preservationist? Conservationist? Have you changed your perspective over time? If so, in which direction and why? How much would you be willing to sacrifice to protect an endangered species or ecosystem? Do you eat all types of meat? Why or why not? To what extent should we preserve ecosystems?</p>
	<p>Animal Rights, ethics, and policy</p>	<p>Peter Singer and Richard Posner. (June 2001). Animal Rights. <i>Slate</i>.</p> <p>George Yancy and Peter Singer. (27 May 2015) "Peter Singer: On Racism, Animal Rights and Human Rights"</p> <p><a href="http://opinionator.blogs.nytimes.com/2015/05/27/peter-singer-on-speciesism-and-racism/?_r=0">http://opinionator.blogs.nytimes.com/2015/05/27/peter-singer-on-speciesism-and-racism/?_r=0</a></p>

		<p><b>Journal Prompt:</b></p> <p>From the discussions with Singer, what three points made by Singer do you most agree with? What three points do most disagree with?</p>
Optional Reading		<p>John Muir. (1909). Hetch Hetchy Valley. <i>Sierra Club Bulletin</i> VI (4): 212-220.</p> <p><a href="http://vault.sierraclub.org/ca/hetchhetchy/hetch_hetchy_muir_scb_1908.html">http://vault.sierraclub.org/ca/hetchhetchy/hetch_hetchy_muir_scb_1908.html</a></p>

### Part 3: Market Liberalism

What is the logic behind market approaches? How do they work? Where have they been used? Why are some people against this approach?

## Week 4

	A Primer on Environmental Economics	<p><b>QUIZ #2: Environmental Philosophy</b></p> <p>Krugman, Paul. “Ch. 17: Environmental Economics 101”. In Nicholson, S., &amp; Wapner, Paul Kevin. (2015). <i>Global Environmental Politics: From Person to Planet</i>.</p> <p>Keohane, N. O., &amp; Olmstead, S. M. (2007). “Chapter 3: The Benefits and Costs of Environmental Protection.” <i>Markets and the Environment</i>: Cambridge Univ Press, 11-30.</p>
		<p><b>Journal Prompt: BEFORE CLASS</b></p> <p>“3-2-2-1” for Krugman/Keohane &amp; Olmstead. Write 3 things you’ve learned from these pieces, two things you don’t understand or are confused about from the chapter, two terms or concepts you had to look up from the chapter (along with the definition you found), and 1 question you’d like to pose to the author (that goes beyond a clarifying question about what he meant)</p>
	Market Approaches Con’t	<p>Layzer – Chapter 5 in 4<sup>th</sup> Edition, Chapter 14 in 3<sup>rd</sup></p> <p>“Acid Rain and the Clean Air Act Amendments of 1990”. <i>The environmental case: translating values into policy</i>. Washington, D.C.: CQ Press, 264-287</p> <p><b>OPTIONAL:</b> Stavins, R. N., &amp; Whitehead, B. W. (1992). “Dealing with pollution: Market-based incentives for environmental protection.”</p>

	Case Studies: Clean Air Act Amendments	<i>Environment: Science and Policy for Sustainable Development</i> , 34(7), 6-42.
		<p><b>Journal Prompt: BEFORE CLASS</b></p> <p>Had you heard about Acid Rain? What is your impression with regards to policies to solve it – are market mechanisms the ideal way to solve these problems, or only a political compromise? Why are some people against market mechanisms to solve environmental problems? Why do others favor it?</p>

**ASSIGNMENT #1 – Due****Week 5**

	Critiques of Market Approaches	<p><b>QUIZ 3: MARKET LIBERALISM</b></p> <p>Goodin, R. E. (1994). “Selling environmental indulgences.” <i>Kyklos</i>, 47(4), 573-596.</p> <p>Sandel, M. (2012). “What Isn’t for Sale?” <i>The Atlantic</i>, 309(3), 62-66.</p>
		<p><b>Journal Prompt: BEFORE CLASS</b></p> <p>Imagine you had to explain to your friend, who doesn’t know anything about environmental politics, why Goodin and Sandel argue against market mechanisms. Summarize a few of their points in a way that your friend could understand them.</p>

**Part 4: Social Greens**

What is the relationship between inequality and environment? Race and environment? How is this relevant in discussions of over international issues? What is environmental justice?

	Intro to environmental justice	<p>Shue, H. (1999). “Global environment and international inequality.” <i>International affairs</i>, 75(3), 531-545.</p> <p><b>JUSTICE SIMULATION</b></p>
		<p><b>Journal Prompt: AFTER CLASS</b></p> <p>What are 3 things that you learnt from doing the simulation? Any surprised? What do you think is ‘just’ or ‘fair’ when it comes to splitting costs or receiving benefits? Should those with less get more? Should those with more pay more?</p>

**PLAN FOR ASSIGNMENT #2 – Due**

<b>Week 6</b>		
	Env. Justice continued	<p><b>QUIZ #4</b></p> <p>First ten pages of:</p> <p>Brulle, R. J., &amp; Pellow, D. N. (2006). Environmental justice: human health and environmental inequalities. <i>Annu. Rev. Public Health</i>, 27, 103-124.</p> <p><a href="https://theconversation.com/flints-water-crisis-is-a-blatant-example-of-environmental-injustice-53553">https://theconversation.com/flints-water-crisis-is-a-blatant-example-of-environmental-injustice-53553</a> (Links to an external site.)</p> <p><a href="http://fivethirtyeight.com/features/what-went-wrong-in-flint-water-crisis-michigan/">http://fivethirtyeight.com/features/what-went-wrong-in-flint-water-crisis-michigan/</a> (Links to an external site.)</p> <p><a href="https://www.washingtonpost.com/news/energy-environment/wp/2016/01/27/its-not-just-flint-poor-communities-across-the-country-live-with-extreme-polluters/">https://www.washingtonpost.com/news/energy-environment/wp/2016/01/27/its-not-just-flint-poor-communities-across-the-country-live-with-extreme-polluters/</a></p> <p>Optional: Excerpts from: Robert D. Bullard. 2000. <i>Dumping in Dixie: Race Class and Environmental Quality</i>.</p> <p><b>Journal Prompt: Before Class</b></p> <p>Think about the community you are from or choose a community you are familiar with. Do you think people there receive a disproportionate amount of public ‘goods’ or ‘bads’? Are there privileges to living in this community? Can you think about areas you are familiar with that are more affluent, and some that are less affluent. Look at map – do each of these areas have the same amount of access to parks and public transportation? Can you tell if there are more factories, dumps, etc. Take a look at this website: <a href="http://www.nationalgeographic.com/superfund/">http://www.nationalgeographic.com/superfund/</a> is the less affluent area near a superfund site?</p>
	Environmental Justice con’t	<p>Presentation by Beyond Toxics</p> <p>Links to Readings:</p> <p><a href="http://www.beyondtoxics.org/blog/2015/01/envision/">http://www.beyondtoxics.org/blog/2015/01/envision/</a></p>



		<a href="http://www.beyondtoxics.org/blog/2015/12/eugene-struck-out-with-seneca-deal/">http://www.beyondtoxics.org/blog/2015/12/eugene-struck-out-with-seneca-deal/</a>  <a href="http://news.streetroots.org/2016/02/05/timber-s-fallen-plight-immigrant-forestry-workers">http://news.streetroots.org/2016/02/05/timber-s-fallen-plight-immigrant-forestry-workers</a>
		<p><b>Journal Prompt: After Class</b></p> <p>What do you think are some explanations for environmental racism? Would you be willing to live in one of these communities? What solutions do you think should be implemented?</p>

### Part 5: Theme - Science and Politics

How does science contribute to better policies? Is this always the case? What happens when there is uncertainty?

## Week 7

	Climate Change, Science, and Politics	<p><b>QUIZ 5: SOCIAL GREENS</b></p> <p>*Excerpts from: Sarnoff, S. K. (2001). <i>Sanctified snake oil : the effect of junk science on public policy</i>. Westport, Conn.: Praeger.</p> <p>Dunlap, Riley E. "Climate change skepticism and denial: An introduction." <i>American behavioral scientist</i> (2013): 0002764213477097.</p> <p>Leiserowitz, A., Maibach, E., Roser-Renouf, C., Feinberg, G., Rosenthal, S., &amp; Marlon, J. (2014). <i>Climate Change in the American Mind: Americans' Global Warming Beliefs and Attitudes in November 2013</i>. Yale University and George Mason University.</p>
		<p><b>Journal Prompt: Before Class</b></p> <p>Have you always 'believed' in Climate change? Why or why not? If you changed your mind, what triggered that change? Think of someone who is a 'climate change denier,' why do they believe what they believe? What role does science play in their beliefs? Think back to story of Reagan and Acid rain – do you see any parallels?</p>
	Science, truth, values and uncertainty	<p>Jamieson, D. (1996). "Scientific uncertainty and the political process." <i>The Annals of the American Academy of Political and Social Science</i>, 35-43.</p> <p>Layzer – Chapter 3 in both editions.</p>

	Case study: Love Canal	<p>“Love Canal: Hazardous Waste and the Politics of Fear”. <i>The environmental case: translating values into policy</i>. Washington, D.C.: CQ Press, 52-77</p>
		<p><b>Journal Prompt: Before Class</b></p> <p>What were the controversies regarding citizen science and ‘government’ science in Love Canal? Do you find the evidence persuasive? Would you want to live in Love Canal? Who should pay for such clean ups?</p>
Optional Reading		<p>Weeks, Priscilla and Packard, Jane M. “Acceptance of scientific management by natural resource dependent communities.” <i>Conservation Biology</i>. 1997; 11(1):236-245</p>

### ASSIGNMENT #2 – Due

#### Part 6: Theme - Contemporary Environmental Politics in U.S.

What are the three waves of environmentalism in the United States? Why the EPA was founded? The Clean air act? The clean water act? What tensions have occurred? Is there gridlock? Why? What alternatives are there? What role have the courts played?

## Week 8

	<p>Contemporary environmental movements</p> <p>Clean Water and Air Acts</p>	<p><b>QUIZ 6: SCIENCE AND POLITICS</b></p> <p>Layzer – Chapter 2 in both editions.</p> <p>“The Nation Tackles Pollution ”. <i>The environmental case: translating values into policy</i>. Washington, D.C.: CQ Press, 52-77</p> <p>Thiele, L. P. (1999). <i>Environmentalism for a new millennium: the challenge of coevolution</i>: Oxford University Press New York, 9-29.</p>
		<p><b>Journal Prompt: Before Class</b></p> <p>How convincing do you find the story of electoral competition between Muskie and Nixon? Why? To what extent do you think interest groups should be involved in politics?</p>

Policy Gridlock and its alternatives	<p>Sale, K. (1990). "Schism in environmentalism." <i>American Environmentalism: Readings in Conservation History</i>, 285-293</p> <p>Klyza, C. M., &amp; Sousa, D. J. (2008). "Chapter 2: Creating the Current Institutional Landscape of Environmental Policymaking." In <i>American environmental policy, 1990-2006: beyond gridlock</i>. Cambridge, Mass.: MIT Press.</p>
	<p><b>Journal Prompt: Before Class</b></p> <p>Why is there environmental policymaking gridlock in Congress? Does this affect your decision on you will vote for in the upcoming election (or if you will vote?)? Should Presidents be able to take executive actions, without the approval of congress?</p>

### PLAN FOR ASSIGNMENT #3 – due

#### Part 7: Designing Better Policies

What are some alternatives to command and control regulation? How are they different?

## Week 9

New market-based regulation	<p><b>QUIZ 7: CONTEMPORARY AMERICAN ENVIRONMENTAL POLITICS</b></p> <p>O’Leary, Rosemary (2013) “Environmental Policy in the Courts.” eds. Kraft, M. E., &amp; Vig, N. J. <i>Environmental policy: new directions for the twenty-first century</i>, 135-155.</p>
	<p><b>Journal Prompt: Before Class</b></p> <p>Select one of the court cases we have discussed in class or in the reading. Summarize what happened, the issue and the verdict(s) as if you were explaining to a friend who wasn’t in this course.</p>
Policymaking and the courts	<p><b>QUIZ 7: CONTEMPORARY AMERICAN ENVIRONMENTAL POLITICS</b></p> <p>O’Leary, Rosemary (2013) “Environmental Policy in the Courts.” eds. Kraft, M. E., &amp; Vig, N. J. <i>Environmental policy: new directions for the twenty-first century</i>, 135-155.</p>
	<p><b>Journal Prompt: Before Class</b></p> <p>Select one of the court cases we have discussed in class or in the reading. Summarize what happened, the issue and the verdict(s) as if you were explaining to a friend who wasn’t in this course.</p>
Collaborative approaches	<p>Klyza, C. M., and David J. Sousa. (2008). “Chapter 6: The Collaborative Pathway in Environmental Policymaking.” <i>American Environmental Policy, 1990-2006</i>. Cambridge: The MIT Press.</p> <p><b>QUIZ 8 (Online Quiz)</b></p>
	<p><b>Journal Prompt: Before Class</b></p> <p>Is it better to have local communities passing policies, or is it better to have a centralized government? Why or why not? Are you convinced</p>

		that collaborative policymaking is a better means of making policies? What are some of the pros and cons?
<b>Week 10</b>		
	Collaborative Approaches Continued	Layzer – Chapter 4 in 4 <sup>th</sup> edition, chapter 15 in 3 <sup>rd</sup> Edition: “Ecosystem-Based Management in the Chesapeake Bay” <i>The environmental case: translating values into policy.</i> Washington, D.C.: CQ Press,
		<b>Journal Prompt: Before Class</b> What are a few things you’ve learnt from this piece, a few things you don’t understand or are confused about from the chapter, a few terms or concepts you had to look up from the chapter (along with the definition you found), and one question you’d like to pose to the author (that goes beyond a clarifying question about what he meant)
	Where to go from here?	Excerpts from Fiorino, D. J. (2006). <i>The new environmental regulation.</i> Cambridge, Mass.: MIT Press.
		<b>QUIZ 9: DESIGNING BETTER POLICIES</b> Do you find Fiorino’s new regulation persuasive? Can businesses be trusted? Why? Why not? What would someone with an alternative world view say? If you were the head of the EPA and you had to solve an environmental problem like climate change, do you think this approach could work? Why? Why not?

**ASSIGNMENT #3 – Due**

## Modern World Governments Draft Syllabus

**Instructor:** Thibaud Henin  
[henin@uoregon.edu](mailto:henin@uoregon.edu)

**Office:**

**Hours:**

**Class Times & Location:**

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Course Description

*How are countries different? How do governments differ? What are some of the problems and issues confronted by people and governments in other countries?*

Modern World Governments is an introductory class intended to familiarize students with how countries and their governments vary. Each week we examine a new theme and draw upon a selection of news articles in order to explore similarities and differences. Some examples of

themes are: who are considered citizens; parliamentary vs. presidential systems; types of authoritarian and democratic regimes; voting procedures; common vs. civil law judiciary systems; and command vs. market economies. The articles we read refer to a diverse set of countries from every continent except Antarctica. They include Australia, Canada, China, Cuba, Iran, Ireland, Korea, France, Georgia, Germany, Nicaragua, Nigeria, Peru, Poland, Russia, Turkey, Turkmenistan, the United States and The United Kingdom.

### Expected Learning Outcomes

At the end of this course, students will be able to:

- Identify and evaluate the difference between different types of democracies and authoritarian regimes and provide examples
- Understand different types of voting systems
- Explain how the role of the judiciary varies
- Explain differences between code (civil) and common law
- Know the difference between parliamentary, presidential and semi-presidential systems and be able to identify countries using each system
- Understand the difference between command, market and mixed economies, as well as a social market economies.
- Identify and evaluate difference approaches to economic development
- Have an understanding of three types of explanations used in explaining political phenomena: Rationalist-Materialist, Institutional and Ideational.
- Gained a broader understanding of some of the important issues being debated in foreign countries

### 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.

## Requirements

- 45 %** Weekly Quizzes (Best 8 of 9)
- 20 %** Journal Reflection Responses (Best 18 of 20)
- 15 %** In-Class Presentation
- 20%** Final Take Home Exam

The major outputs of this course are:

5. Weekly quizzes – Best 8 of 9 count
6. 20 journal entries, 2 per week
7. One in-class presentation
8. A final take home exam

### *Makeup Quizzes and Late Journal Policy*

There will be no makeup quizzes, or late journal accepted without a compelling reason. I realize that everyone can have a bad week – that’s why we use your best 8 of 9 quizzes. Similarly, journals will be checked every discussion section.

**If you run into trouble during the term, please speak to the instructor or your GTF ASAP.**

It is easier to work things out before deadlines pass.

### *Quizzes*

There are nine quizzes, one every Monday of the course. Your best eight will be worth 45% of your final grade. The quizzes focus exclusively on the content from the week before. Some questions are derived from material only discussed in class (and deliberately not included on PowerPoint slides), some from the readings and some from discussion section.

Although we do not take attendance, **the quizzes are designed to penalize those that do not attend class, discussion section or complete the readings.**

### *Journal Responses*

Students are expected to answer journal prompts to the readings assigned on Wednesdays and Fridays, for a total of 20 responses during the course. Students will be allowed to miss two prompts, without penalty, throughout the term.

Prompts will be provided at least two days prior to the class. Responses should be approximately 1-2 pages, written in an ‘exam green book’ available for purchase at the Duck Store. Students should write their student number on the front of their journal, not their names.

These will be peer-graded EVERY discussion section, and a few times a term we will pick up the journals to verify grading. Full grade for entries will be given when:

1. The entry provides some indication that the student read the required readings.
2. The student demonstrates that some time was taken for reflection.

*In-Class Presentation*

Once during the term, students will have to present on an article. This is worth 15% of your grade. The main goal is to present additional information / context that helps the rest of the class understand the article. For instance, where is the country discussed in the article located? What historical information / events are related to the content of the article? Why does the subject/topic of the article matter?

- Presentations should be approximately 5- 10 minutes long. The use of a few slides is optional, but encouraged. These should be sent to Thibaud at least 12 hours before the start of class ([henin@uoregon.edu](mailto:henin@uoregon.edu))
- Presentations should provide necessary background information to the country(ies) discussed in the article. This could include historical, cultural, political, institutional, legal, or geographical information. The challenge is to stay focused – we don't need to know everything that has occurred in this country for the last 500 years. Instead, what information helps us understand the context(s) and situation(s) discussed in the article
- At least three days before presenting, students must send 'journal questions' to Thibaud by e-mail ([henin@uoregon.edu](mailto:henin@uoregon.edu)). These should be good questions that help students reflect upon the article, or help them relate the content to their own lives. Ideally, the questions help other students better understand the articles.

Students will sign-up for presentations during Wednesday's class of Week 1.

*Final Take-Home Exam*

Your final take home exam will be 3-5 pages long and is worth 20% of your grade. Whereas the quizzes only focus on the readings and content from each part of the course, the final, take home quiz will ask a few broader, overarching questions.

**Readings**

This course uses a variety of readings. Every Monday's reading is taken from a textbook, while Wednesdays and Friday's readings are articles.

*Textbook*

The textbook we are using is:

Parsons, Craig. *Introduction to Political Science: How to Think for Yourself about Politics*. Pearson Education Inc., 2017.

**Copies are also available on reserve at the University Library.**

*Articles*

The course uses many articles. All links are provided in this syllabus and copies (pdf documents) are provided on Canvas. There is around 1 hour of reading for every class, for a total of 3-5 hours a week.

If you wish you use the links, sometimes it helps to open them using the 'incognito' feature of your browser.



## Discussion Sections

There is no participation grade in this course, rather, some material will only be covered in discussion section, and quizzes will have questions taken directly from this material.

The purpose of discussion sections is to participate actively in group discussion. As such, the onus is on students to work with the material – it is not an additional lecture.

## Academic Honesty

Don't cheat. Today's software makes it very easy to catch cheaters. All of your assignments will be submitted and 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. If you are caught cheating or plagiarizing, you will receive a zero on your assignment, you will be referred to the Office of Student Conduct, and you may fail the class. For more information on the Student Conduct Code and on plagiarism, see these websites:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

<http://libweb.uoregon.edu/guides/plagiarism/students/>

<http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html>

## Accessibility

The University of Oregon 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 Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## Title IX Rights

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals [here](#). Each resource is clearly labeled as either “required reporter,” “confidential UO employee,” or “off-campus,” to allow you to select your desired level of confidentiality.

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## Reading Schedule

<b>Week 1 – The State</b>		
What are 'states'? What is the difference between unitary and federal states? How is citizenship defined? What do <i>Jus Sanguinis</i> and <i>Jus Soli</i> mean?		
<b>Date</b>	<b>Theme</b>	<b>Reading / Deadlines</b>
M, 28 March	What are 'states?'	Parsons 2017, pp. 92-107
W, 30 March	Unitary vs. Federal States	Renada and Villarete. (2016). "Will federalism address PH woes? Pros and cons of making the shift" <a href="http://www.rappler.com/nation/politics/elections/2016/120166-federalism-pros-cons-explainer">http://www.rappler.com/nation/politics/elections/2016/120166-federalism-pros-cons-explainer</a>  Moore. (2015). "The United States of China". OP-ED. NYT <a href="http://www.nytimes.com/2014/03/12/opinion/the-united-states-of-china.html">http://www.nytimes.com/2014/03/12/opinion/the-united-states-of-china.html</a>
F, 1 April	Citizenship	Lee. (2016). "Is Ted Cruz a 'natural born Citizen'? Not if you're a constitutional originalist." OP-ED. LA Times. <a href="http://www.latimes.com/opinion/op-ed/la-oe-lee-is-ted-cruz-eligible-to-be-president-20160110-story.html">http://www.latimes.com/opinion/op-ed/la-oe-lee-is-ted-cruz-eligible-to-be-president-20160110-story.html</a>  The Economist.(2013). "Dual citizenship in Germany: Jus sanguinis revisited." <a href="http://www.economist.com/news/europe/21572822-how-not-treat-people-more-one-passport-jus-sanguinis-revisited">http://www.economist.com/news/europe/21572822-how-not-treat-people-more-one-passport-jus-sanguinis-revisited</a>
<b>Week 2 – Types of Democracies</b>		
What is representative democracy? What is direct democracy? What are illiberal democracies?		
M, 4 April	Types of Democracy	Parsons 2017, pp. 127-148  <b>In-class: quiz #1</b>

W, 6 April	Direct vs. representative democracy	<p>The Economist. (2011). "Direct democracy Vox populi or hoi polloi".  <a href="http://www.economist.com/node/18584396/print">http://www.economist.com/node/18584396/print</a></p> <p>The Economist. (2016). "Referendum madness."  <a href="http://www.economist.com/news/europe/21688416-plebiscite-pushers-have-got-europes-voters-hooked-cheap-rush-direct-democracy-referendum">http://www.economist.com/news/europe/21688416-plebiscite-pushers-have-got-europes-voters-hooked-cheap-rush-direct-democracy-referendum</a></p>
F, 8 April	Illiberal democracies	<p>Krastev. (2015). "Why Poland Is Turning Away From the West." OP-Ed. NYT  <a href="http://www.nytimes.com/2015/12/12/opinion/why-poland-is-turning-away-from-the-west.html">http://www.nytimes.com/2015/12/12/opinion/why-poland-is-turning-away-from-the-west.html</a></p> <p>Ahmed. (2015). "Turkey and India Lurch Towards Illiberal Democracies." The World Post.  <a href="http://www.huffingtonpost.com/parvez-ahmed/turkey-and-india-lurch-to_b_8555244.html">http://www.huffingtonpost.com/parvez-ahmed/turkey-and-india-lurch-to_b_8555244.html</a></p>

<b>Week 3 – Authoritarianism</b>		
What is Authoritarianism? What is a Monarchy? Theocracy? One-party Regime? Dictatorship?		
M, 11 April	Types of Authoritarianism	Parsons 2017, pp.148-155  <b>In-class: quiz #2</b>
W, 13 April	Theocracy	Reuters. (2016). “Iran's Khamenei Suggests Wants Only Conservative Election Candidates, Hinting at Rift With Rouhani.”  <a href="http://www.nytimes.com/reuters/2016/01/20/world/middleeast/20reuters-iran-election-khamenei.html">http://www.nytimes.com/reuters/2016/01/20/world/middleeast/20reuters-iran-election-khamenei.html</a>
F, 15 April	Dictatorship	Kramer. (2012). “Turkmenistan’s President Re-elected With 97% of Vote.” NYT.  <a href="http://www.nytimes.com/2012/02/14/world/asia/berdymukhammedov-re-elected-president-of-turkmenistan.html">http://www.nytimes.com/2012/02/14/world/asia/berdymukhammedov-re-elected-president-of-turkmenistan.html</a>  Adam. (2016). “Democracy in Africa will affect us all in 2016.” Ottawa Citizen.  <a href="http://ottawacitizen.com/opinion/columnists/adam-democracy-in-africa-will-affect-us-all-in-2016">http://ottawacitizen.com/opinion/columnists/adam-democracy-in-africa-will-affect-us-all-in-2016</a>
<b>Week 4 – Forms of Democratic Representation</b>		
What are the differences between majoritarian, proportional and description representation? What type of voting rules are used in elections?		
M, 18 April	Types of Representation and voting rules	Parsons 2017, pp. 198-209  <b>In-class: quiz #3</b>
W, 20 April	Proportional vs. Majoritarian Representation	Read each of the 5 Opinions: “Should Britain Change the Way It Elects Its Leaders?” NYT.  <a href="http://www.nytimes.com/roomfordebate/2015/05/06/should-britain-change-the-way-it-elects-its-leaders">http://www.nytimes.com/roomfordebate/2015/05/06/should-britain-change-the-way-it-elects-its-leaders</a>  Globe and Mail. (2016). “Electoral reform: Want to ditch first-past-the-post? Meet the alternatives”  <a href="http://www.theglobeandmail.com/opinion/editorials/electoral-reform-want-to-ditch-first-past-the-post-meet-the-alternatives/article28006897/">http://www.theglobeandmail.com/opinion/editorials/electoral-reform-want-to-ditch-first-past-the-post-meet-the-alternatives/article28006897/</a>

F, 22, April	Descriptive Representation	<p>Carolan. (2016). "Gender quotas in Irish politics 'reasonable', lecturer tells court." Irish Times</p> <p><a href="http://www.irishtimes.com/news/crime-and-law/courts/high-court/gender-quotas-in-irish-politics-reasonable-lecturer-tells-court-1.2503702">http://www.irishtimes.com/news/crime-and-law/courts/high-court/gender-quotas-in-irish-politics-reasonable-lecturer-tells-court-1.2503702</a></p> <p>Christian Science Monitor. (2015). "Saying 'rubbish' in Lebanon to politics by faith."</p> <p><a href="http://www.csmonitor.com/layout/set/print/Commentary/the-monitors-view/2015/0830/Saying-rubbish-in-Lebanon-to-politics-by-faith">http://www.csmonitor.com/layout/set/print/Commentary/the-monitors-view/2015/0830/Saying-rubbish-in-Lebanon-to-politics-by-faith</a></p>
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## Week 5 – Executive and Legislative Institutions

What are the trade-offs between bicameralism and unicameralism? What are the differences between presidential, parliamentary and semi-parliamentary systems?

M, 25 April	Types of Executive and Legislative Institutions	<p>Parsons 2017, pp. 217-230</p> <p><b>In-class: quiz #4</b></p>
W, 27 April	Unicameralism vs. bicameralism	<p>d'Ancona. (2015). "The House of Lords: The Constitutional Dinosaur Britain Can't Kill". OP Ed. NYT</p> <p><a href="http://www.nytimes.com/2015/11/13/opinion/house-of-lords-peers-britain-politics.html">http://www.nytimes.com/2015/11/13/opinion/house-of-lords-peers-britain-politics.html</a></p> <p>Peruvian Times. (2013). "Peru Eyes Return to Bicameral Legislature"</p> <p><a href="http://www.peruviantimes.com/28/peru-eyes-return-to-bicameral-legislature/20814/">http://www.peruviantimes.com/28/peru-eyes-return-to-bicameral-legislature/20814/</a></p>
F, 29 April	Comparing Parliamentary and Presidential systems	<p>Coskun and Tokasbay. (2016). "Making case for stronger presidency, Turkey's Erdogan denies personal agenda." Reuters</p> <p><a href="http://www.reuters.com/article/us-turkey-politics-erdogan-idUSKCN0V613V">http://www.reuters.com/article/us-turkey-politics-erdogan-idUSKCN0V613V</a></p> <p>The Economist. (2013). "The end of Saakashvili's reign"</p> <p><a href="http://www.economist.com/news/europe/21588949-georgia-elects-new-less-powerful-president-end-saakashvilis-reign">http://www.economist.com/news/europe/21588949-georgia-elects-new-less-powerful-president-end-saakashvilis-reign</a></p>

## Week 6 – The Judiciary

How does the role of the judiciary vary? What is judicial review? What are the differences between common and code (civil) law?

M, 2 May	Variation in the judiciary	Parsons 2017, pp.259 – 273 <b>In-class: quiz #5</b>
W, 4 May	Common vs. code (civil) law	The Economist. (2013). “What is the difference between common and civil law?” <a href="http://www.economist.com/blogs/economist-explains/2013/07/economist-explains-10">http://www.economist.com/blogs/economist-explains/2013/07/economist-explains-10</a> Wong. (2015). “China should take advantage of Hong Kong’s legal system in building financial markets.” South China Morning Post. <a href="http://www.scmp.com/print/comment/insight-opinion/article/1862333/china-should-take-advantage-hong-kongs-legal-system-buildign">http://www.scmp.com/print/comment/insight-opinion/article/1862333/china-should-take-advantage-hong-kongs-legal-system-buildign</a>
F, 6 May	The EU and National Courts	The Economist. (2009). “Germany's Constitutional Court: Judgment days” <a href="http://www.economist.com/node/13376204">http://www.economist.com/node/13376204</a> Reuters. (2016). “Polish PM Tells EU That Warsaw Breached No Laws.” NYT <a href="http://www.nytimes.com/reuters/2016/01/19/world/asia/19reuters-poland-eu-europeanparliament.html">http://www.nytimes.com/reuters/2016/01/19/world/asia/19reuters-poland-eu-europeanparliament.html</a>
<b>Week 7 – Political Economy</b>		
How does the relationship between the economy and government vary? What is the difference between command, market and mixed economies? What is a social market economy?		
M, 9 May	Types of National Economies	Parsons 2017, pp. 285-303 <b>In-class: quiz #6</b>
W, 11 May	Command vs. Market Economies	Azel. (2016). “Despite Being All the Rage, the Cuban Economy Is Still Locked in a Cage.” Pan Am Post. <a href="https://panampost.com/jose-azel/2016/01/13/despite-being-all-the-rage-the-cuban-economy-is-still-locked-in-a-cage/">https://panampost.com/jose-azel/2016/01/13/despite-being-all-the-rage-the-cuban-economy-is-still-locked-in-a-cage/</a> Con Sal. (2016). “Nicaraguan Sandinista Economic Model Consolidates Its Success.” TeleSur. <a href="http://www.telesurtv.net/english/opinion/Nicaraguan-Sandinista-Economic-Model-Consolidates-Its-Success-20160130-0005.html">http://www.telesurtv.net/english/opinion/Nicaraguan-Sandinista-Economic-Model-Consolidates-Its-Success-20160130-0005.html</a>

F, 13 May	Social Market Economies	The Economist. (2012). “What Germany Offers the World.” <a href="http://www.economist.com/node/21552567">http://www.economist.com/node/21552567</a>
<p><b>Week 8 – Economic Development</b></p> <p>What are different types of policies governments implement to increase economic development? What are import-substitution and export-oriented industrialization? What is the Washington Consensus?</p>		
M, 16 May	Approaches to economic development	Parsons 2017, pp. 316-337  <b>In-class: quiz #7</b>
M, 18 May	Import substitution and export-led development	The Economist. (2015). “Latin America’s Korean dream” <a href="http://www.economist.com/news/americas/21618785-case-modern-industrial-policy-latin-americas-korean-dream">http://www.economist.com/news/americas/21618785-case-modern-industrial-policy-latin-americas-korean-dream</a>  Bush. (2015). “Russia's import-substitution drive will take years - and may be misguided”. Reuters <a href="http://www.reuters.com/article/us-russia-economy-import-substitution-idUSKCN0RV4W920151001">http://www.reuters.com/article/us-russia-economy-import-substitution-idUSKCN0RV4W920151001</a>
F, 20 May	International Development	The Economist. (2014). “Why globalisation may not reduce inequality in poor countries.” <a href="http://www.economist.com/blogs/economist-explains/2014/09/economist-explains-0">http://www.economist.com/blogs/economist-explains/2014/09/economist-explains-0</a>  NAÍM. (2015). “The Lagarde Consensus”. The Atlantic. <a href="http://www.theatlantic.com/international/archive/2015/04/the-christine-lagarde-consensus-imf/390309/">http://www.theatlantic.com/international/archive/2015/04/the-christine-lagarde-consensus-imf/390309/</a>

<b>Week 9 – Public Goods</b>		
<p>In this unit we examine how countries vary in the types of services and goods they provide. Students will select in week 7. Options include healthcare, parental leave, environmental policies, retirement, ‘welfare’ and education.</p>		
M, 23 May	Gender and Politics	<p>Duerst-Lahti, Georgia. Presidential Elections: Gendered Space and the Case of 2004.</p> <p>Suggested Rules for Non-Transsexuals Writing about Transsexuals, Transsexuality, Transsexualism, or Trans _____.  <a href="http://sandystone.com/hale.rules.html">http://sandystone.com/hale.rules.html</a></p> <p><b>In-class: quiz #8</b></p>
W, 25 May	Gender And Politics Con’t	<p>Washington Post. In Europe, creating a post-gender world one small rule at a time.  <a href="https://www.washingtonpost.com/world/europe/the-remarkable-ways-europe-is-changing-how-people-talk-about-gender/2015/06/12/af435d48-0df0-11e5-a0fe-dccfea4653ee_story.html">https://www.washingtonpost.com/world/europe/the-remarkable-ways-europe-is-changing-how-people-talk-about-gender/2015/06/12/af435d48-0df0-11e5-a0fe-dccfea4653ee_story.html</a></p> <p>BBC. The gay people pushed to change their gender  <a href="http://www.bbc.com/news/magazine-29832690">http://www.bbc.com/news/magazine-29832690</a></p> <p>CNN. Philippines elects first transgender woman to congress.  <a href="http://www.cnn.com/2016/05/10/asia/philippines-transgender-geraldine-roman/">http://www.cnn.com/2016/05/10/asia/philippines-transgender-geraldine-roman/</a></p>
F, 27 May	Intersectionality And bathroom politics	<p>Fallen HERO: The Campaign That Couldn’t Save Houston  <a href="https://www.texasobserver.org/fallen-hero-the-campaign-that-couldnt-save-houston/">https://www.texasobserver.org/fallen-hero-the-campaign-that-couldnt-save-houston/</a></p> <p>NYT Blog. Engendering Law.  <a href="http://latitude.blogs.nytimes.com/2013/03/12/vietnam-a-leader-on-l-g-b-t-rights-in-asia/">http://latitude.blogs.nytimes.com/2013/03/12/vietnam-a-leader-on-l-g-b-t-rights-in-asia/</a></p>
<b>Week 10 – Explaining Variation</b>		
<p>What are some of the explanatory approaches used to explain political phenomena?</p>		
M, 30 May		NO CLASS – Memorial Day
W, 1 June	Rationalist- Materialist, Institutionalist and	<p>Parsons 2017, pp. 1-18</p> <p><b>In-class: quiz #9</b></p>



	Ideational Explanations	<b>Take-home exam assigned</b>
F, 3 June	Applying Explanations and Conclusion	Parsons 2017, pp. 309-310 Parsons 2017, pp. 159 -160
<b>Finals Week – Take-Home Exam</b>		

**Introduction to International Relations  
Draft Syllabus**

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**Instructor:** Thibaud Henin  
[henin@uoregon.edu](mailto:henin@uoregon.edu)

**Class Times:**

**Office:**

**Class location:**

**Hours:**

Reading Schedule

**Jump to...**

Course Description

Expected Learning Outcomes

Teaching Philosophy

Requirements

    Makeup Quizzes and Late Journal  
    Policy

    Quizzes

    Writing Assignment: Analyze an Op-  
    Ed in the New York Times

    Journal Responses

    Final Take-Home Exam

Readings

    Textbook

Academic Honesty

Accessibility

Title IX Rights

Week 1 – Introduction to  
International Relations

Week 2 – Realism

Week 3 – Systemic Level of  
Analysis

Week 4 – Institutionalism

Week 5 – Issue: Security

Week 6 – Issue: International  
Political Economy

Week 7 – Constructivism

Week 8 – Issue: Environment

Week 9 – Issue: International  
Institutions

Week 10 – Gender, Race, and  
Theories of Disenfranchisement in  
IR

Week 11 – Issue: Wealth and  
Poverty

Week 12 – Issue: Human Rights

Week 13 – Issue: Nuclear Weapons  
& Terrorism

Week 14 – Future of International  
Relations

Finals Week

## Course Description

This course is about anarchy, war, nuclear weapons, terrorism, climate change, pollution, free trade, human rights, prosperity and starvation. It is an introduction to the analysis of international politics. The content is a mix of theory and analysis. Students learn about the principal theoretical perspectives (realism, institutionalism, constructivism) used to analyze international politics and use these to examine events that have shaped the past century, seeking to make sense of the relationships between States. What leads to conflict, cooperation or harmony among states? Why do they sometimes go to war? Why and how do States solve different types of problems? What are international institutions and what roles do they serve?

## Expected Learning Outcomes

At the end of this course, students will be able to:

- Understand key theories used by scholars to explain why conflict is common among countries and how, despite the pressures for conflict, countries sometimes are able to cooperate.
- Recognize both similarities and differences in how states interact in the issue areas of national security, international trade, human rights, and environmental protection.
- Demonstrate critical thinking and communication skills, including the use of counterfactuals, by using insights from various theoretical perspectives to explain empirical variation across issue areas and across problems within issue areas.

## 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.

## Requirements

The major outputs of this course are:

- 40 %** Weekly Quizzes (Best 12 of 14)
- 20 %** Journal Reflection Responses (Best 24 of 28)
- 20 %** Writing Assignment
- 20 %** Final Take Home Exam

### *Makeup Quizzes and Late Journal Policy*

There will be no makeup quizzes, or late journals accepted without a compelling reason. I realize that anyone can have a bad week – that’s why we use your best 12 of 14 quizzes or 24 of 28 journal entries.

**If you run into trouble during the term, please speak to me ASAP.** It is easier to work things out before deadlines pass.

### *Quizzes*

There are 14 quizzes, one for every week of the course. Your best twelve will be worth 40% of your final grade. The quizzes focus exclusively on the content from the week before. Some questions are derived from material only discussed in class (and deliberately not included on PowerPoint slides), some from the readings.

Although I not take attendance, **the quizzes are designed to penalize those that do not attend class or complete the readings.**

### *Writing Assignment: Analyze an Op-Ed in the New York Times*

This assignment is worth 20% of your final grade. You must analyze and critique, using concepts and theories from this course, an Op-Ed from the New York Times. It should be written within the last two years and related to international relations. Your paper should be 1000-1500 words and include at least three sources. Articles may be found on the New York Times website, come to office hours if you require help finding an appropriate Op-Ed.

The goal of this research paper is to determine if this Op-Ed analysis is sound. Is this Op-ed logical, compelling and factually correct in its analysis and findings? You will need to identify three central arguments within the Op-Ed and explain in what ways each of these arguments is based from the theories / concepts we have discussed in class. After fully explaining the assumptions or perspective of these arguments (e.g. how the arguments typify, or “fit” within a particular worldview theory)—then proceed to analyze these arguments from a different perspective, using facts and evidence to support your analysis.

This assignment is to write an ANALYTICAL paper—an analysis of an Op-Ed—using the concepts and theories we have covered in class. You are NOT asked to write an editorial or opinion piece, or a history, or a philosophical polemic (no “spouting off”)—this needs to be a controlled and balanced analysis. You are not asked to make unsupported assertions based on mere opinion or your gut reaction. We are looking for a careful, thoughtful, even creative analysis.

Breakdown of assignment's grade:

- By Week 8: Bring Op-Ed to class and identify three arguments, and three possible sources you might cite while analyzing it (10%)
- By Week 11: Bring rough draft to class for peer-review (5%)
- By Week 13: Submit final draft (85%)

### *Journal Responses*

Twice a week, students are expected to answer journal prompts to the readings assigned, for a total of 28 responses during the course. Students will be allowed to miss four prompts, without penalty, throughout the term.

Prompts will be provided at least two days prior to the class. Responses should be approximately 1-2 pages, written in an 'exam blue book' available for purchase at \_\_\_\_\_. Students should write their student number on the front of their journal, not their names.

These will randomly be picked-up and verified at various points during the course. Full grade for entries will be given when:

1. The entry provides some indication that the student read the required readings.
2. The student demonstrates that some time was taken for reflection.

### *Final Take-Home Exam*

Your final take home exam will be 3-5 pages long and is worth 20% of your grade. Whereas the quizzes only focus on the readings and content from each part of the course, the final, take home quiz will ask a few broader, overarching questions.

### Readings

This course uses a variety of readings. All other readings aside from those from the assigned textbooks will be available online on Moodle.

*The New York Times*—subscribe to read it on-line, or get a real paper delivered—student subscriptions are cheap. I will refer to the “International Section” (Section A) and to the relevant Op-ed articles each week. Be ready to discuss recent articles at the beginning of many classes. You will be responsible for knowledge of major current events.

### *Textbook*

Mingst, K. A., & Arreguín-Toft, I. M. (2013). *Essentials of International Relations: Sixth International Student Edition*. WW Norton & Company.

**Copies are also available on reserve at the University Library.**

### Academic Honesty

Don't cheat. Today's software makes it very easy to catch cheaters. All of your assignments will be submitted and 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. If you are caught cheating or plagiarizing, you will receive a zero on your assignment, you will be referred to the Office of Student Conduct, and you may fail the class. For more information on the Student Conduct Code and on plagiarism, see these websites:

\_\_\_\_\_

### Accessibility

The \_\_\_\_\_ 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 \_\_\_\_\_

### Title IX Rights

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals \_\_\_\_\_. Each resource is clearly labeled as either "required reporter," "confidential employee," or "off-campus," to allow you to select your desired level of confidentiality.

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### Reading Schedule

#### Week 1 – Introduction to International Relations

*What is the study International Relations? What are States and how did they come about?  
What is theory and how do we use it to understand the world?*

#### **Textbook**

Chapter 2 - Mingst, K. A., & Arreguín-Toft

#### **Online**

(Youtube) Watch 'Fog of War'

Walt, Stephen M. "International relations: one world, many theories." *Foreign policy* (1998): 29-46.

Snyder, J. (2004). "One world, rival theories." *Foreign Policy*, (145), 52.

## Week 2 – Realism

*Who are the Actors in IR and what are their interests? What is Realism, and what are some of its tenets? What is the Prisoner's Dilemma and how does it help us to think about international relations?*

**In-class: quiz #1**

**In-class: prisoner's dilemma simulation**

### Textbook

Chapter 3: pp. 57-62 & 67-70 -- Mingst, K. A., & Arreguín-Toft

### Online

Thucydides. 1982. *The Peloponnesian War*. New York: Modern Library. Read only pp. 266-274.

Hans J. Morgenthau, "Six Principles of Political Realism"

Kenneth N. Waltz, "The Origins of War in Neorealist Theory"

John J. Mearsheimer, "Anarchy and the Struggle for Power," from *The Tragedy of Great Power Politics*

## Week 3 – Systemic Level of Analysis

*What is power? How does the distribution of power matter? What are the consequences of the US being the only remaining super-power?*

**In-class: quiz #2**

### Textbook

Chapter 4: pp. 86 – 93 – Mingst, K. A., & Arreguín-Toft

### Online

Hans J. Morgenthau, "The Balance of Power, Different Methods of the Balance of Power, and Evaluation of the Balance of Power," from *Politics among Nations*

Nuno P. Monteiro, "Unrest Assured: Why Unipolarity Is Not Peaceful"

Walt, S. M. (2000). *Alliances: balancing and bandwagoning*. *International Politics: Enduring Concepts and Contemporary Issues*, 96-103.

Feaver, P. and I. Popescu. 2012. Is Obama's foreign policy different to George W. Bush's? *E-International Relations*. 3 August

## Week 4 – Institutionalism

*How can cooperation lead to win-win outcomes? What is interdependence? Is democracy important for fostering cooperation?*

**In-class: quiz #3****Textbook**

Chapter 3: pp. 63 – 66 – Mingst, K. A., & Arreguín-Toft

Chapter 4: pp. 84 – 85 – Mingst, K. A., & Arreguín-Toft

**Online**

Doyle, Michael W. "Liberalism and world politics." *American political science review* 80.04 (1986): 1151-1169.

Oye, K. A. (1992). *The conditions for cooperation in world politics*. Art and Jervis.

Keohane, R. O. 1998. *International institutions: can interdependence work?* *Foreign Policy*(110): 82-96.

Michael W. Doyle, "Liberalism and World Politics"

**Week 5 – Issue: Security**

*Why do states fight? Do wars happen by mistake? Can adversaries ever be trusted? Is compromise always possible? How can we make war less likely?*

**In-class: quiz #4****Textbook**

Chapter 7: pp. 152 – 172 – Mingst, K. A., & Arreguín-Toft

**Online**

Carl von Clausewitz, "War as an Instrument of Policy" from *On War*

James D. Fearon, "Rationalist Explanations for War"

Jervis, R. 1978. *Cooperation under the security dilemma*. *World Politics* 30(2): 167-214.

Michael W. Doyle "Kant's Perpetual Peace"

Bruce Russett "The Fact of the Democratic Peace"

**Week 6 – Issue: International Political Economy**

*What's so good about trade? Why do government restrict trade? Does the WTO hurt the poor? What explain trade patterns??*

**In-class: quiz #5****In-class: tutorial on Op-Eds in the New York Times****Textbook**

Chapter 8: pp. 182– 201 – Mingst, K. A., & Arreguín-Toft



### Online

Paul Krugman “What Do Undergrads Need to Know About Trade?”

Dani Rodrik “Trading in Illusions”

Ghemawat, P. 2007. Why the world isn't flat. *Foreign Policy*(159): 54-60.

Stephen D. Krasner, “State Power and the Structure of International Trade”

Ronald Rogowski, “Political Cleavages and Changing Exposure to Trade”

### Week 7 – Constructivism

*How do Ideas, Identities, Norms matter in international relations?*

**In-class: quiz #6**

### Textbook

Chapter 3: pp. 76– 77 – Mingst, K. A., & Arreguín-Toft

### Online

Alexander Wendt “Anarchy is What States Make of It: The Social Construction of Power Politics”

Jeffrey Checkel: “The Constructivist Turn in International Relations Theory” (1998)

Ronnie Lipshutz: “Because People Matter: Studying Global Political Economy” (2001).

### Week 8 – Issue: Environment

*Why are environmental problems so difficult to solve? What type of international environmental problems exist? Where have been successful such problems? Where have we struggled? Who should pay?*

**In-class: quiz #7**

**In-class: climate change negotiations simulation**

**In-class: hand in overview of op-ed assignment**

### Textbook

Chapter 10: pp. 251– 260 – Mingst, K. A., & Arreguín-Toft

### Online

Hardin, G. 1968. The tragedy of the commons. *Science* 162(3859): 1243-1248.

Epstein, Charlotte. "The making of global environmental norms: endangered species protection." *Global Environmental Politics* 6.2 (2006): 32-54.

Mitchell, R. B. 2002. International environment. *Handbook of International Relations*, edited by W. Carlsnaes, T. Risse and B. Simmons: 500-516. Thousand Oaks, CA: Sage

Keohane, R. O. 2015. The global politics of climate change: challenge for political science. *PS; Political Science and Politics* 48(1): 19-26.

Downie, C. 2012. Toward an understanding of state behavior in prolonged international negotiations. *International Negotiation* 17: 295-320.

### Week 9 – Issue: International Institutions

*What are international institutions? Do they matter? Can institutions affect cooperation? If so when, and how do they matter? Why can't the United Nations Keep the Peace?*

#### **In-class: quiz #8**

#### **Textbook**

Chapter 9: pp. 217– 240 – Mingst, K. A., & Arreguín-Toft

#### **Readings**

John J. Mearsheimer, “The False Promise of International Institutions”

Robert O. Keohane, from *After Hegemony: Cooperation and Discord in the World Political Economy*

Michael N. Barnett and Martha Finnemore, “The Politics, Power, and Pathologies of International Organizations”

Milner, H. V. 2005. Globalization, development, and international institutions: normative and positive perspectives. *Perspectives on Politics* 3(4): 833-854.

### Week 10 – Gender, Race, and Theories of Disenfranchisement in IR

*What are other perspectives on IR? What role does gender play in international relations? What role does race play?*

#### **In-class: quiz #9**

#### **Online**

J. Ann Tickner, “Man, the State, and War: Gendered Perspectives on National Security”

Keohane, R. O. 1989. International relations theory: contributions of a feminist standpoint. *Millennium* 18(2): 245-253.

Weber, C. 1994. Good girls, little girls and bad girls: male paranoia in Robert Keohane's critique of feminist international relations. *Millennium* 23(2): 337-349.

Le Melle, T. J. 2009. Race in international relations. *International Studies Perspectives* 10(1): 77–83.

## Week 11 – Issue: Wealth and Poverty

*If everyone wants development, why is it so hard to achieve? Are rich countries responsible for the problems of the developing world?*

**In-class: quiz #10**

**In-class: peer-review first draft of Op-Ed assignment**

### Textbook

Chapter 8: pp. 202– 214 – Mingst, K. A., & Arreguín-Toft

### Online

Robarts Center, “The Great Global Poverty Debate,”

Branko Milanovic, “The two faces of globalization: Against globalization as we know it,”  
World Development 31, 4 (2003): 667-683

Derek S. Reveron and Kathleen A. Mahoney-Norris, Human Security in a Borderless World  
(Western Press) Chapter 1, (Table 1.1 “Contrasting Forms of Security)

Jeffrey D. Sachs, “The Development Challenge”

Nicholas D. Kristoff and Sheryl WuDunn, “Two Cheers for Sweatshops”

## Week 12 – Issue: Human Rights

*What is international law and what are Human Rights? Should the US fear or welcome the International Criminal Court? What role can/should international institutions play in creating enforcing human rights?*

**In-class: quiz #11**

### Textbook

Chapter 10: pp. 260– 265 – Mingst, K. A., & Arreguín-Toft

### Online

Power, S. 2001. Bystanders to genocide. Atlantic Monthly 288(2): 84-108.

Carpenter, R. C. 2003. Women and children first: gender, norms, and humanitarian evacuation in the Balkans 1991-95. International Organization 57(4): 661-694.

Amartya Sen, “Human Rights and Capabilities”

Makau Mutua, “Savages, Victims, and Saviors: The Metaphor of Human Rights”

Beth A. Simmons, from Mobilizing for Human Rights

Pogge, Thomas. “World Poverty and Human Rights.” Ethics & International Affairs 19, no. 1  
(2005): 1-7

### Week 13 – Issue: Nuclear Weapons & Terrorism

*Do nuclear weapons increase or decrease the likelihood of war? Why haven't more militaries used nuclear bombs? How is the war on terror different from 'conventional' war among states?*

**In-class: quiz #12**

**In-class: Submit final draft of Op-Ed assignment**

#### Textbook

Chapter 7: pp. 176 – 180 – Mingst, K. A., & Arreguín-Toft

#### Online

Nina Tannenwald, “Stigmatizing the Bomb: Origins of the Nuclear Taboo”

Kenneth N. Waltz, “Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability”

Sagan, Scott D. “Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb.” *International Security* 21, no. 3 (December 1, 1996): 54-86

Gordon, P. H. 2007. Can the war on terror be won? *Foreign Affairs* 86(6): 53-66.

Virginia Page Fortna, “Do Terrorists Win? Rebels’ Use of Terrorism and Civil War Outcomes”

Tickner, J. A. 2002. Feminist perspectives on 9/11. *International Studies Perspectives* 3: 333-350.

### Week 14 –Future of International Relations

*Can the spread of WMDs be stopped? Will China, Russia and the US fight for leadership? Will economic globalization continue?*

**In-class: quiz #13**

#### Online

Zakaria, F. 2008. The rise of the rest. *Newsweek*. URL on Canvas.

Ikenberry, G. John. "The rise of China and the future of the West: Can the liberal system survive?." *Foreign affairs* (2008): 23-37.

Brina Seidel and Laurence Chandy, “Donald Trump and the future of globalization,” Brookings Institute (2016)

Nesbitt, D. M. (2015). *Strategic Missile Defense: Russian and US Policies and Their Effects on Future Weapons Proliferation*

Finals Week

**Online: quiz #14**

**Take-Home Exam**

**International Political Economy  
Draft Syllabus**

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**Instructor:** Thibaud Henin  
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**Class Times:**

**Office:**

**Class location:**

**Hours:**

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**Reading Schedule**

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Week 1 – Introduction and Review  
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Week 10 – International Financial  
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Week 11 – International Financial  
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Week 12 – IMF and Foreign Aid

Week 13 – OPEN: To be selected by  
Students

Week 14 – Globalization and  
Current Problems in IPE

Finals Week

## Course Description

International political economy is the study of how domestic political forces shape international economic systems, and conversely, how these international economic systems shape domestic political interactions. For example, topics include why some countries adopt free-trade or protectionist policies; monetary policy and exchange rates; the role of multinational corporations; the role of international institutions (e.g. WTO, IMF, EU); and the role of Foreign Direct Investment in economic development.

To study the politics of the global economy, we will learn about economic theories, and examine a mix of current and historical (1840s onwards) events.

## Expected Learning Outcomes

At the end of this course, students will be able to:

- Understand the causes of international conflict and cooperation in the areas of international trade and international monetary and financial relations.
- 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.

## 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.

## Requirements

The major outputs of this course are:

- 40 %** Weekly Quizzes (Best 12 of 14)
- 20 %** Journal Reflection Responses (Best 24 of 28)
- 20 %** Writing Assignment
- 20 %** Final Take Home Exam

### *Makeup Quizzes and Late Journal Policy*

There will be no makeup quizzes, or late journals accepted without a compelling reason. I realize that anyone can have a bad week – that's why we use your best 12 of 14 quizzes or 24 of 28 journal entries.

**If you run into trouble during the term, please speak to me ASAP.** It is easier to work things out before deadlines pass.

### *Quizzes*

There are 14 quizzes, one for every week of the course. Your best twelve will be worth 40% of your final grade. The quizzes focus exclusively on the content from the week before. Some questions are derived from material only discussed in class (and deliberately not included on PowerPoint slides), some from the readings.

Although I not take attendance, **the quizzes are designed to penalize those that do not attend class or complete the readings.**

### *Writing Assignment*

For the writing assignment students must write a five to seven paper on one of the following debates in IPE. Students are expected to concisely summarize the issue and argue for a given position, citing evidence to support their argument.

Topics include:

Import-Substitution Industrialization vs. Export-oriented vs. Washington Consensus

Sweatshop Regulation Is Counterproductive vs. Governments Must Regulate Sweatshops

The MNC Race to the Bottom vs. The Myth of the MNC Race to the Bottom

Foreign Aid Promotes Development vs. Foreign Aid is Ineffective

Markets Caused the Financial Crisis vs. Too Much Government Intervention Caused the Financial Crisis

### Deadlines and grade split

In order to help you write an excellent paper, there are several tasks you must complete (as listed below).

By Week 3: Signed up for a debate (2.5%)

By Week 9: Submitted outline (2.5%)

By Week 11: Peer-editing of first draft (2.5%)

By Week 11: First draft submitted (10%)

By Week 13: Peer-editing of final draft (2.5%)

By Week 13: Submitted Final (80%)

### *Journal Responses*

Twice a week, students are expected to answer journal prompts to the readings assigned, for a total of 28 responses during the course. Students will be allowed to miss four prompts, without penalty, throughout the term.

Prompts will be provided at least two days prior to the class. Responses should be approximately 1-2 pages, written in an 'exam blue book' available for purchase at \_\_\_\_\_. Students should write their student number on the front of their journal, not their names.



These will randomly be picked-up and verified at various points during the course. Full grade for entries will be given when:

1. The entry provides some indication that the student read the required readings.
2. The student demonstrates that some time was taken for reflection.

### *Final Take-Home Exam*

Your final take home exam will be 3-5 pages long and is worth 20% of your grade. Whereas the quizzes only focus on the readings and content from each part of the course, the final, take home quiz will ask a few broader, overarching questions.

### Readings

This course uses a variety of readings. All other readings aside from those from the assigned textbooks will be available online on Moodle.

#### *Textbooks*

Mark R. Brawley. 2005. *Power, Money, and Trade: Decisions That Shape Global Economic Relations*. Broadview Press.

Thomas Oatley. 2012. *International Political Economy*, 5th ed. Longman

**Copies are also available on reserve at the University Library.**

### Academic Honesty

Don't cheat. Today's software makes it very easy to catch cheaters. All of your assignments will be submitted and 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. If you are caught cheating or plagiarizing, you will receive a zero on your assignment, you will be referred to the Office of Student Conduct, and you may fail the class. For more information on the Student Conduct Code and on plagiarism, see these websites:

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### Accessibility

The \_\_\_\_\_ 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 \_\_\_\_\_

### Title IX Rights

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals \_\_\_\_\_. Each resource is clearly labeled as either "required reporter," "confidential employee," or "off-campus," to allow you to select your desired level of confidentiality.

## Reading Schedule

### Week 1 – Introduction and Review of Basic Concepts

*Review of fundamental concepts of International Relations and introduction to economic theories related to trade.*

#### Readings

(SKIM) Brawley, Part 1: “Approaches to International Relations,” pp. 27–132

(online) Krugman, Paul R. (1993). “What Do Undergrads Need to Know About Trade?”  
American Economic Review 83 (2): 23-26.

### Week 2 – Theoretical Concepts on Markets and Politics

*How do international economic systems and domestic politics interplay?*

#### In-class: quiz #1

#### Readings

Oatley, chap. 1: “International Political Economy.”

Brawley, “Introduction: The Interplay of Power and Wealth.”

### Week 3 – The Rise of the Modern World Economy

*How did free trade emerge?*

#### In-class: quiz #2

#### Sign up for paper topics

#### Readings

Brawley, chap. 10: “Britain’s Repeal of the Corn Laws.”

Brawley, chap. 11: “The Cobden-Chevalier Treaty.”

(online) Nye, John V.C. (2003). “The Myth of Free Trade Britain.” Library of Economics and

### Week 4 – The Rise of the Modern World Economy pt. II

*What is the gold standard, why was it important and why did it emerge?*

#### In-class: quiz #3

#### Readings

Brawley, chap. 14: “Britain’s Refusal to Retaliate on Tariffs, 1906–1911.”

Brawley, chap. 16: “Britain’s Return to the Gold Standard after World War I.”

(online) Economist, “Tired of globalisation,” November 5, 2005.

## Week 5 – International Trade

*Formation of the 20<sup>th</sup> Century’s Trade system*

**In-class: quiz #4**

### Readings

Brawley, chap. 7: “The Politics of Trade.”

Brawley, chap. 17: “The Passage of the Smoot-Hawley Tariff.”

Oatley, chap. 2: “The World Trade Organization and the World Trade System.”

## Week 6 – International Trade pt. II

*Approaches to explaining different trade policies*

**In-class: quiz #5**

### Readings

Oatley, chap. 3: “The Political Economy of International Trade Cooperation.”

Oatley, chap. 4: “A Society-Centered Approach to Trade Politics.”

Oatley, chap. 5: “A State-Centered Approach to Trade Politics.”

## Week 7 –Economic Development

*Why have some countries had significant increases in economic development, while others have stagnated, and how might these be related to Trade? What are different types of policies governments implement to increase economic development?*

**In-class: quiz #6**

**In-class: trade activity**

### Readings

Oatley, chap. 6: “Trade and Development I: Import Substitution Industrialization.”

Oatley, chap. 7: “Trade and Development II: Economic Reform.”

Brawley, chap. 19: “South Korea Opts for Export-Oriented Industrialization.”

(online) The Economist. (2014). “Why globalisation may not reduce inequality in poor countries.”

(online) NAÍM. (2015). “The Lagarde Consensus”. The Atlantic.

## Week 8 – Multinational Corporations

*The consequences and formation of multinational corporations: How they shape and are shaped by global economic politics.*

**In-class: quiz #7**

### Readings

Oatley, chap. 8: “Multinational Corporations in the Global Economy.”

Oatley, chap. 9: “The Politics of Multinational Corporations.”

Brawley, chap. 9: “The Politics of International Investment.”

(online) Cornelia Woll. 2010. “Firm Interests in Uncertain Times: Business Lobbying in Multilateral Service Liberalization.” In Rawi Abdelal, Mark Blyth, and Craig Parsons, eds., *Constructing the International Economy*, pp. 137–54. Ithaca: Cornell University Press.

## Week 9 – IPE of Private Regulation

*The role of non-state actors in governing global economic regulation*

**In-class: quiz #8**

**Submit Outline of paper**

### Readings

(online) Abbott, K. and D. Snidal (2009). The governance triangle: regulatory standards institutions and the shadow of the state, *The Politics of Global Regulation*, eds. Walter Mattli and Ngaire Woods. Princeton: Princeton University Press.

(online) chap. 1 & 2 Green, J. F. (2014). *Rethinking private authority: Agents and entrepreneurs in global environmental governance*, Princeton University Press.

(online) Vogel, D. (2010). "The private regulation of global corporate conduct achievements and limitations." *Business & Society* 49(1): 68-87.

## Week 10 – International Financial and Monetary Relations I

*The creation and collapse of the Bretton Woods System*

**In-class: quiz #9**

### Readings

Oatley, chap. 10: “The International Monetary System.”

Oatley, chap. 11: “Cooperation, Conflict, and Crisis in the Contemporary International Monetary System.”

Brawley, chap. 8: “The Politics of International Monetary Relations.”

Brawley, chap. 18: “The Creation of the Bretton Woods Monetary Regime.”

Brawley, chap. 20: “The Collapse of the Bretton Woods Monetary Regime.”

## Week 11 – International Financial and Monetary Relations II

*Approaches to understanding state monetary policies; financial crises and the IMF*

**In-class: quiz #10**

**Vote for topic of Week 13**

**Complete peer-editing requirement #1**

**Submit first draft of paper**

### Readings

Oatley, chap. 12: “A Society-Centered Approach to Monetary and Exchange-Rate Policies.”

Oatley, chap. 13: “A State-Centered Approach to Monetary and Exchange-Rate Policies.”

Oatley, chap. 14: “Developing Countries and International Finance I: The Latin American Debt Crisis.”

Oatley, chap. 15: “Developing Countries and International Finance II: A Decade of Crises.”

Brawley, chap. 21: “Brazil’s Response to the Debt Crisis.”

Brawley, chap. 25: “Mahathir, Financial Crisis, and Malaysia’s Capital Controls.”

## Week 12 – IMF and Foreign Aid

*The effect and consequences of foreign aid*

**In-class: quiz #11**

### Readings

(online) Vreeland, James Raymond (2003). “Why Do Governments and the IMF Enter into Agreements: Statistically Selected Case Studies.” *International Political Science Review* 24 (3): 321-43.

(online) Easterly, William (2006). “Why Doesn’t Aid Work?,” *cato-unbound.org*, April 3rd.

## Week 13 – OPEN: To be selected by Students

*Suggested Topics: International Organization; The IPE of remittances; FDI and developing countries; Natural Resource Politics;*

**In-class: quiz #12**

**Complete peer-editing requirement #2**

**Submit final draft of paper**

**Week 14 – Globalization and Current Problems in IPE**

*Selection of current debates in IPE; The politics and complications of European Integration*

**In-class: quiz #13**

Oatley, chap. 16: “Globalization: Consequences and Controversies.”

(online) Enrico Spolaore, “What is European Integration Really About? A Political Guide for Economists” *Journal of Economic Perspectives*, vol. 27 (3), pages 125-144,

(online) “The Eurozone Crisis: Growing Pains or Doomed from the Start?” Chapter 14 in Manuela Moschella and Catherine Weaver (eds.), *Handbook of Global Economic Governance* (Routledge, 2014), pp. 201-217

**Finals Week**

**Online: quiz #14**

**Take-Home Exam**

Lesson plans**Trade and Economic Development****Overview:**

While trade may be, in the words of Robert Gilpin (1987) “the oldest and most important economic nexus among nations,” its effects on economic development have long been debated. While it remains to be seen whether there is currently a new ‘consensus’ on what trade and economic policies low-income countries’ governments should adopt to foster economic growth, in order for students to better reflect on the current policy debates prominent in media (e.g. TPP, NAFTA), I hope to introduce them to some of the fundamental concepts related to trade and economic growth.

**Class Goals:**

In teaching this class my goals are to...

- Prompt students’ reflection on the relationship between trade and economic growth
- Create opportunities for students to develop analytical skills and learn about different types of economic and social indicators
- Introduce the concepts of import-substitution industrialization, export-led growth and the ‘Washington consensus’

<b>TOPIC</b>	<b>PURPOSE</b>
<b>Introduction:</b> Joke about being from Canada	Establish rapport
<b>Maps of Economic Growth</b> Demonstrate variation in countries’ economic growth, have students reflect on which countries seem to have experience the most/least growth	Introduce importance of today’s discussion; explain focus on trade
<b>Prompt Students to Reflect on What They Have Heard</b> Have students share what they have heard from politicians during the election; the TPP; NAFTA and WTO.	Context Setting
<b>Hypothesis Generation</b> Ask students to generate hypotheses on how trade might promote or hinder economic growth	Prompt reflection, create hypotheses to test
<b>Introduce Activity: Measures of Trade and Economic Development</b> Prompt students on how they would measure trade and economic development, introduce today’s activity and describe indicators	Introduce the first part of today’s activity, judge student’s familiarity with indicators
<b>Activity Part 1</b>	

<ul style="list-style-type: none"> <li>• In small groups, student examine graphs of indicators for 8 countries, and answer guiding questions to help them make inferences on the link between trade and economic growth</li> </ul> <p><b>Class Discussion</b> Groups report findings from Part 1; discuss, any evidence for the hypothesizes they generated earlier?</p> <p><b>Mini Lecture: Approaches to Economic Development</b> Introduce the very basic ideas of ‘Washington Consensus,’ ‘import-substitution’ and ‘export-led’ approaches</p> <p><b>Activity Part 2</b></p> <ul style="list-style-type: none"> <li>• Using guiding questions, see if students are able to identify countries that used these approaches</li> <li>• Time permitting, examine indicators of inflation and unemployment</li> </ul> <p><b>Class Discussion</b> Groups Report findings from Part 2</p> <p><b>Mini-Lecture Wrap-Up</b> I delve deeper into the successes and critiques of each approach, enforcing the point that the debate continues to this day</p> <p><b>Ending:</b> Identify which countries students were examining</p>	<p>Foster analytical skills, develop inferences</p> <p>Ensure that all groups have more or less made similar conclusions, discuss oddities</p> <p>Introduce new concepts</p> <p>Foster analytical skills, reinforce the new concepts by having students refer to them</p> <p>Promote discussion, have all groups came to the same results? Discuss Washington Consensus after ISI</p> <p>Synthesis and significance of activity</p> <p>Generate interest / surprise</p>
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Table 2: List from highest to lowest the country numbers for each indicator in **2014**

	<b>GDP per person</b>	<b>Exports per person</b>	<b>Imports per person</b>	<b>GINI Coefficient</b>
<b>Country #, from highest to lowest</b>				

Looking carefully at the graphs for each country and your filled in tables:

1. What is the relationship between total imports and total exports in a country? What do you think explains this relationship?
2. Which countries experienced the largest and smallest increases in **GDP** per person from **1975 to 2011**?  
\_\_\_\_\_
3. Which countries experienced the largest and smallest increases in **exports** from **1975 to 2011**?  
\_\_\_\_\_
4. Does there appear to be a relationship between trade and GDP? If so, what seems to have increased first – trade or GDP?
5. Does this relationship hold true for all of the countries? If not, which country(ies) appear to be the exception?
6. Is there a relationship between GDP per person or trade and the Gini Coefficient?

## Part II: Identifying Development Strategies

**Import Substitution:** Government involved in promoting development of national industries. Barriers on imports from foreign countries, decreased trade.

**Export-Led:** Government involved in promoting development of some national industries. Focus on industries that are competitive internationally, increased trade.

**‘Washington Consensus’:** Little government involvement. Focus on promoting trade and foreign investment, little government spending.

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7. Compare countries 1 and 2: are there any similarities between these two countries over time?
8. Compare 7 and 8, are there any similarities between these two countries?
9. Now compare 1 and 2, with 7 and 8. Which countries do you think had policies of export-led development? Import-substitution?
10. Can you guess which countries, and during which time periods, adopted the Washington Consensus?
11. Can you guess the identity of the countries we have examined?

Bonus:

Take a look at the graphs for inflation and unemployment. Do you see any relationships between these graphs and any of the other data?

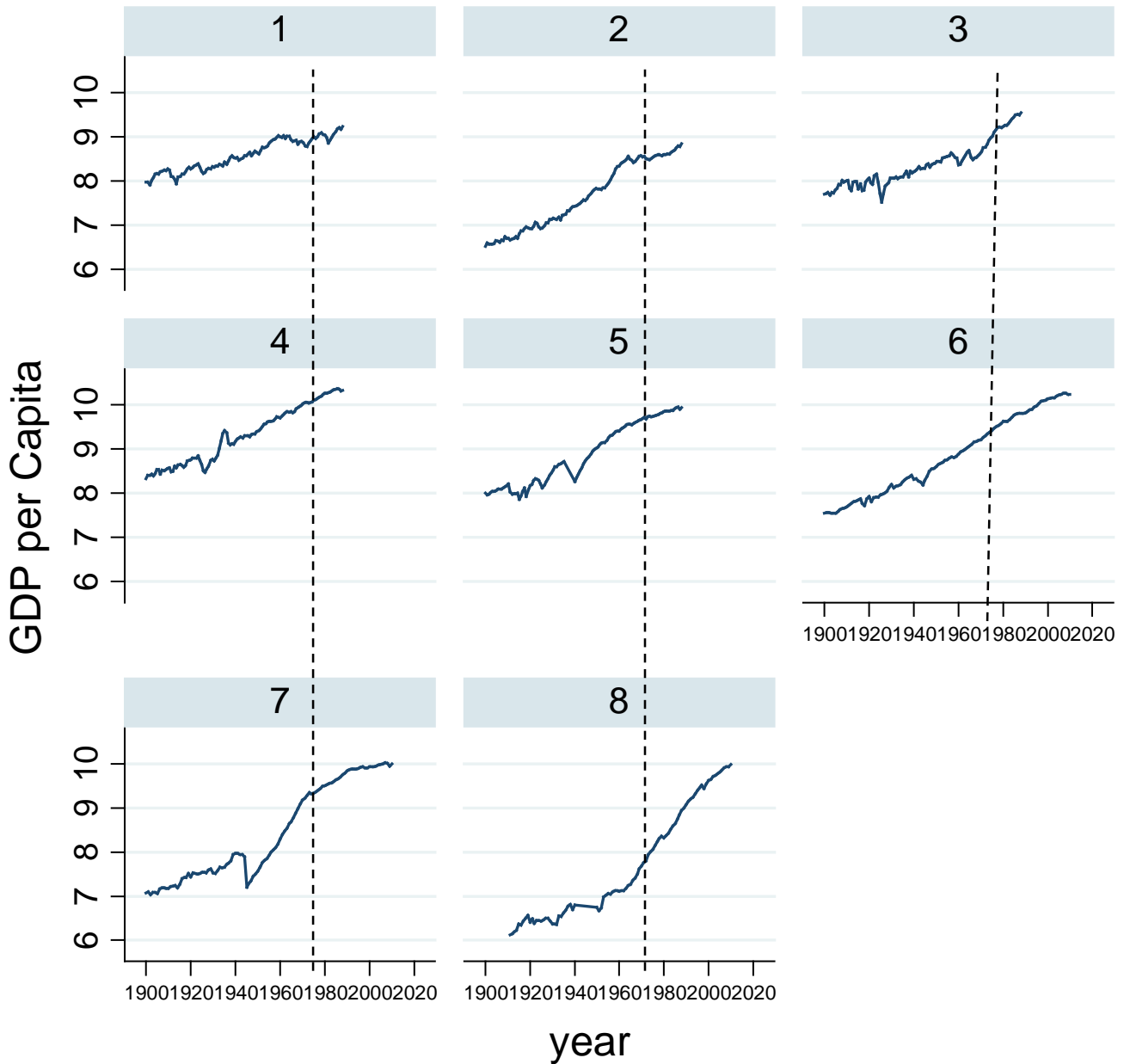
- **Inflation:** General increase in prices
- **Total Unemployment:** Total number of individuals not participating in the economy

Country Data: Trade and Economic Development

All data obtained from the Varieties of Democracy (V-Dem) Project v6.1:

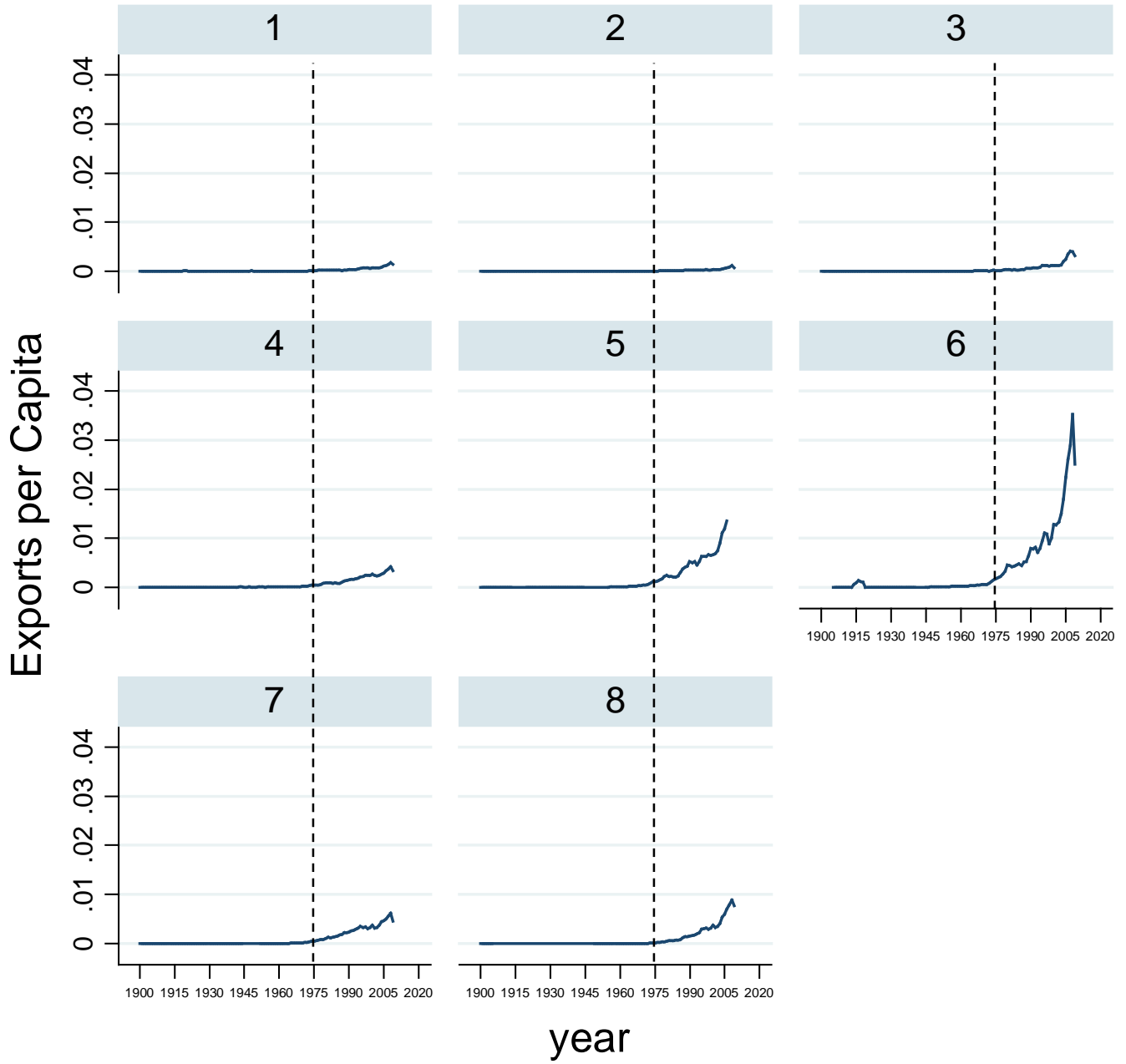
Coppedge, Michael, John Gerring, Staffan I. Lindberg, Svend-Erik Skaaning, Jan Teorell, David Altman, Michael Bernhard, M. Steven Fish, Adam Glynn, Allen Hicken, Carl Henrik Knutsen, Kyle Marquardt, Kelly McMann, Farhad Miri, Pamela Paxton, Daniel Pemstein, Jeffrey Staton, Eitan Tzelgov, Yi-ting Wang, and Brigitte Zimmerman. 2016. "V-Dem [Country-Year/Country-Date] Dataset v6." Varieties of Democracy (V-Dem) Project.

GDP per person



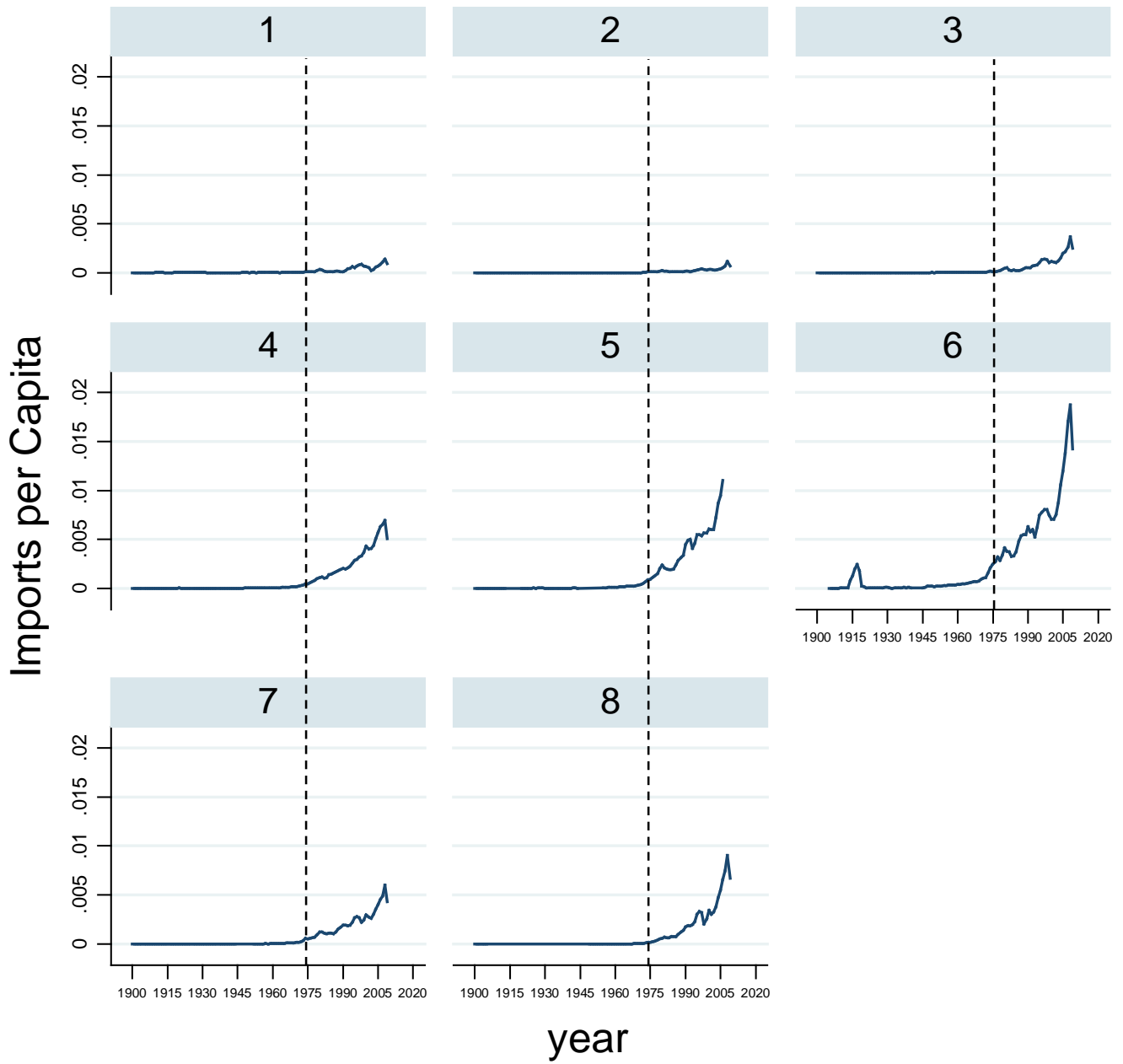
Graphs by Country Number

Exports per person



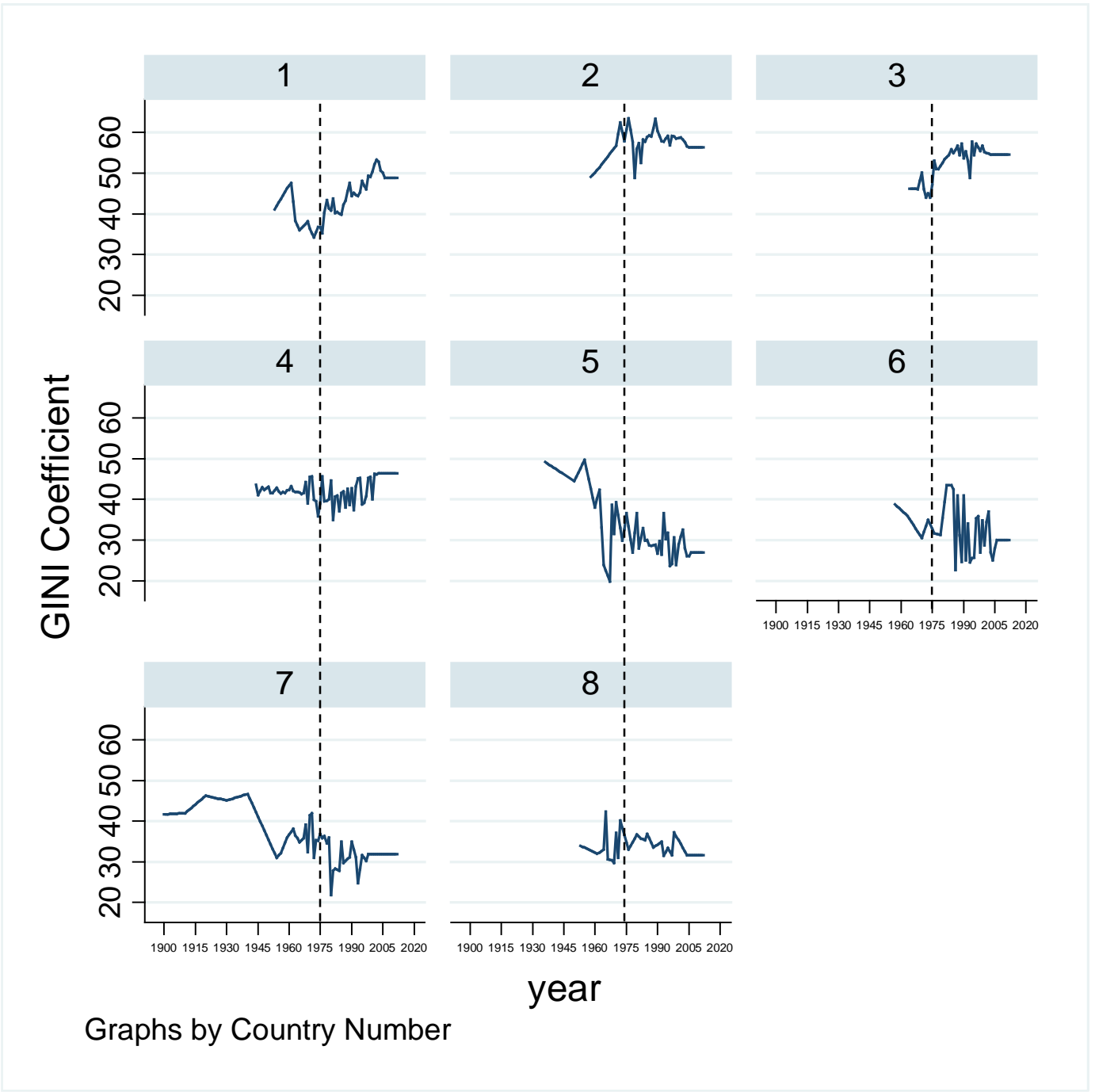
Graphs by Country Number

Imports per person



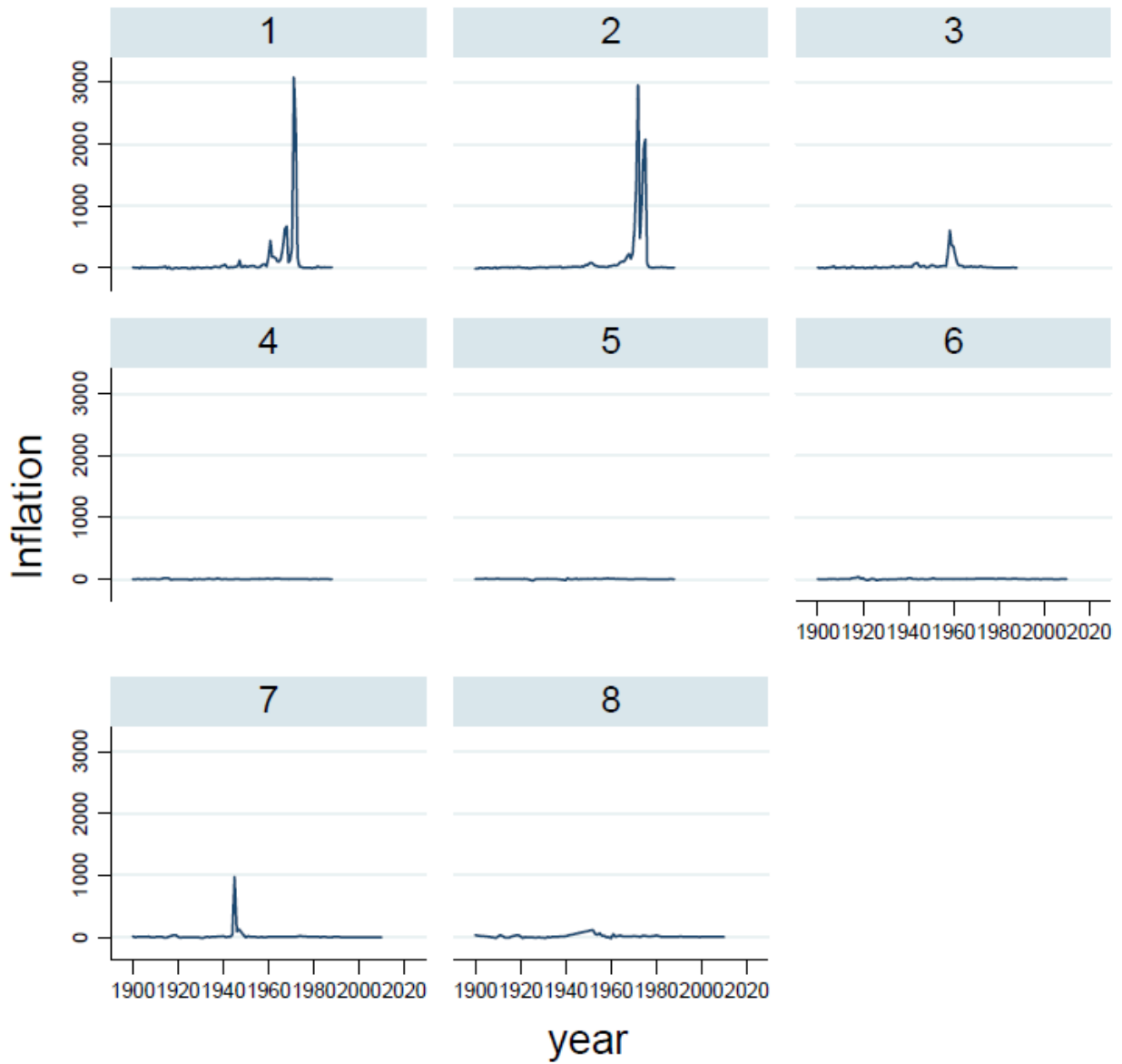
Graphs by Country Number

GINI Coefficient



Inflation

Note: Inflation for country 5 was set to zero for the decade of 1920s in order to preserve scale.

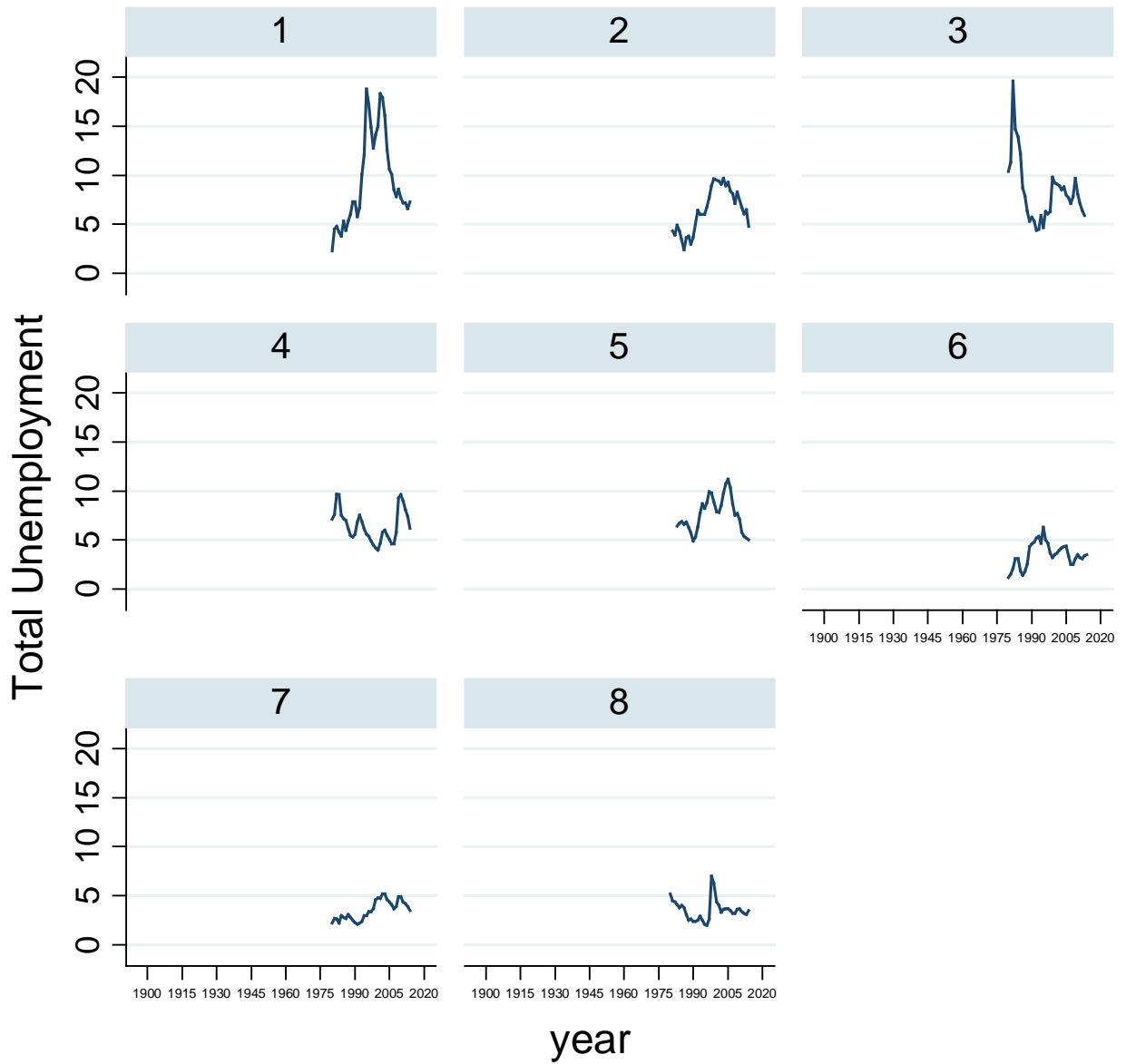


Graphs by number

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Unemployment



Graphs by Country Number

## Environmental Justice Simulation

Expected Length of Activity: 60 - 90 minutes

Summary: This activity is a variation a ‘public goods’ game, with one important difference: players do not begin with an equal amount of ‘tokens’ (or alternatively, candy). The aim is to have students discuss how to distribute costs and benefits in order to introduce concepts related to environmental justice. This process may lead to conflict, which, if mediated and kept within respectful bounds, can be constructive. After the activity is completed, we first connect the principles and lessons learnt from the simulation to international negotiations on climate change mitigation. Because discussions on justice and inequality are inherently linked to conceptions of privilege, starting at the international level allows the students to consider these concepts at a greater distance. In other words, students who are being exposed to these concepts for the first time may be more open to considering their implications when dealing with countries as the unit of analysis. In following classes, we then ‘downscale’ ideas of justice to the local level.

### Learning Objectives

- To interrogate concepts of fairness and equitability
- Generate rules for distributing costs and benefits
- Better understand the hurdles of negotiating international climate change treaties

### Materials

- Large quantity of single-wrapped candy or tokens
- Small paper bags, enough so that there is one for each student
- Several large envelopes
- Projector for PowerPoint slides
- Reading: Shue, H. (1999). “Global environment and international inequality.” *International affairs*, 75(3), 531-545.

### Preparation

- Before the class, prepare individual bags for each student that contain tokens (or candy). These bags should vary significantly in the amount of candy contained; conceptually each bag represents a country and the tokens (or candy) represent wealth. A few bags might contain between 15-20 tokens (wealthy, high-income countries); a few more should contain 1-2 pieces, and the rest should have 4-6 pieces.

### Instructions

1. **Context Setting:** Although students may have already read the Shue article, in order to create tension and conflicts, minimize discussion about justice and equity prior to the simulation. Emphasize the importance of sharing, accepting divergent opinions and maintaining respectful discussion.

2. **Introduce Activity:** Divide the class into groups of around eight. It is possible to do the simulation with bigger or smaller groups, but the aim is to have groups large enough to create collective action problems, but small enough to allow discussion.

'Randomly' hand out individual bags of tokens/candy, but ensure that there is variation within each group (that is, in each group there are some students with a large quantity, and some with only one token/candy).

If using tokens, have a reward for the students that end up with the greatest gain in tokens. If using candy, tell the students they get to keep whatever they have at the end. If you have multiple groups, you can also tell the groups they are competing against each other (in which case the initial distributions within each group must be the same).

Explain the procedures

- **Step 1: Setup**  
You each receive varying amounts of candy/tokens – each piece of candy worth the same
  - **Step 2: Negotiation**  
You must decide how many pieces of candy/tokens to contribute to the pool  
You can discuss and debate  
No more than 3 minutes to negotiate
  - **Step 3: Contribution**  
Envelope passed around, you put your contribution in the envelope (cheating is possible)
  - **Step 4: Consequences**  
If less than  $x$  amount you each lose one piece of candy/tokens  
If more than  $x$  amount you each get a  $y$  amount of candy/tokens
  - **Step 5: Multiple Iterations**  
Repeat (multiple rounds) – the costs ( $x$ ) and benefits ( $y$ ) may change
3. **Practice Round:** Do a practice round, after which all candy/tokens are redistributed back to the original setup. This allows students to understand the dynamics before actually playing.
  4. **Activity:** Do multiple rounds of the activity 4-6 rounds. Before each round announce the required contribution and payoffs. These should be modified as required – if some groups appear to be in agreement easily, change the incentive structure. The aim is to sow discord – should those that have more pay more? Should those that pay more receive more? Should those that have less receive more?

Consider using the following incentive structures:

- Have no rewards, only avoid losses for reaching a given number. That is, if they do not put four candies/tokens collectively, all players lose a candy/token. The four are returned to the pot.

- Set a minimum (e.g. eight) that if they reach they do not lose candy, and that generates a larger benefit that they must then decide how to split. Ideally, this benefit should not be divisible by the number of players.
  - Set a minimum (e.g. eight) that if they reach they do not lose candy, and any additional contribution is multiplied by a factor greater than one, but less than the number of players. This time they don't get to choose how this 'profit' is split, it is divided equally among players.
  - Play a traditional public goods game, where there is no minimum to be met, benefits are multiplied by a factor greater than one, but less than the number of players, and profit is divided equally among players.
5. **Ending the Activity:** After multiple rounds, end the activity – do not tell the students how many rounds there will be. Ideally, you want to end the activity after students have discussed / negotiated a consensus, after having had some rounds with a lot of discussion – this is evident when the negotiation stage of each round is short and involves less discussion.
6. **Post-activity:** Within their groups tell the students to:
- Count how many tokens/candies have you ended up with.
    - Did you end up with more or less than you started with? By how much?
  - Compare with others in your group. Who has received more? Who has less?
  - What decisions did you make on who should pay?
  - What decisions did you make on who should receive benefits?
  - Was it fair?
  - What would have been some other/better rules you could have established?

Then with the entire class, compare across groups. Did different groups come up with different rules? How did these differences affect outcomes?

7. **Further Discussion:**

- What do we mean by fair?
- Does fairness ('equity') matter?
- Why?
- What would be a more equitable distribution?
- Should those with faster metabolisms get more?
- Should those that are hungrier get more?
- What about those who have eaten more recently?
- Those with less get more? Or those that pay more get less?
- What are the parallels between our game and climate change negotiations?

**8. Link to Climate Change Negotiations**

- Introduce / Remind students about Public Goods
- Introduce UNFCCC
- Have students look at maps where size of countries is adjusted proportionately according to different indicators (see PowerPoint slides)
- Discuss Shue Reading