Course Description
This course is designed to provide an introduction to international environmental concepts and policy challenges. Comparative politics concepts relating to governance, non-state actors, and domestic approaches to international law will be integrated with environmental issues. The course begins with a survey of significant environmental concepts such as sustainable development, environmental justice and the tragedy of the commons. The course will cover ecology and human systems; energy and resources; climate change; and environmental law and governance, all with a special emphasis on the political challenges associated with these issue areas. A number of case studies will be examined.

Course Requirements (See final page of the syllabus for more detail)
Class Participation – 10% - Daily discussions on current environmental issues, attendance, debate
Reading quiz – 20%
Paper – 20%
Presentation – 20% - A case study of your choosing on a global environmental issue
Final Exam – 30% - Closed book in class test

Academic Integrity: Students are expected to follow the school Code of Conduct in relation to academic integrity. Cheating, Plagiarism, unauthorized collaboration and knowingly facilitating another’s dishonesty will not be tolerated. For further information please see the Student Handbook section: Code of Conduct. For papers, students should cite all work that is not their own.

Reading Materials – The following books should be purchased

Course Reading Assignments:
1. Tuesday September 6th, 2011. Introduction Class – International Relations and the Environment
   a. James Speth, *Red Sky at Morning* Chapter 1 “A World of Wounds”

2. Thursday September 8th, 2011. Ecosystems and Environmental Politics
   b. Conca and Dabelko, Green Planet Blues, “Introduction” pp.1-12

3. Tuesday September 13th, 2011. Sustainable Development – What are the politics of Sustainable Development?
   a. Conca and Dabelko (Eds), Green Planet Blues – Chapter 1 in (Course Text Book)
e. Agenda 21 Executive Summary, Preamble, Chapter 2, 3, 4 http://www.un.org/esa/sustdev/documents/agenda21/

4. Thursday September 15th, 2011. Movie: Pathways to a Sustainable Future (90mins) Last day for AS&E students to ADD class
   a. Speth, Chapter 6 “Ten Drivers of Environmental Deterioration” pp.119-140 (Text)

5. Tuesday September 20th, 2011. Tragedy of the Commons – Politics of Resource Constraints (last day to add classes)
   a. Conca and Dabelko (Eds), Green Planet Blues – Chapter 3 & 4 pp.37-53 (Text)
   b. Conca and Dabelko (Eds), Green Planet Blues: Chpt. 23 Lohman “Who’s Common Future?”p.246-251 (Text)
   c. Garret Hardin, Tragedy of the Commons Science, (1968) http://www.sciencemag.org/cgi/content/full/162/3859/1243

6. Thursday September 22nd, 2011. Sovereignty in International Environmental Relations
   a. Treaty of Westphalia – google the historical context of this 1648 document
   b. Speth, Chapter 4 “First Attempt at Global Environmental Governance.” Pp. 77-97 (Text)
   c. Lawrence Susskind, Environmental Diplomacy: Negotiating More Effective Global Agreements, “Monitoring and Enforcement in the Face of Sovereignty” pp.99-117 (TRUNK) or Ginn Library Stacks K3585.4.S87

7. Tuesday September 27th, 2011. The “North v. South” Divide

8. Thursday September 29th, 2011. Environmental Justice and Intergenerational Equity
Human Population and Demographics

9. Tuesday October 4th, 2011. PART I - Population is a Problem?
   DEBATE TEAMS CREATED AT END OF CLASS.

10. Thursday October 6th, 2011. PART II - Population is not the Main Problem

11. Tuesday October 11th, 2011. Class Debate on Population – Attendance is mandatory for class participation grade to be complete. (Last Day to Drop Classes)

Energy and Resources

12. Thursday October 13th, 2011. Fossil Fuels

13. Tuesday October 18th, 2011. Nuclear Power

    c. DOE carbon capture and storage http://www.fossil.energy.gov/programs/sequestration/capture/
d. World Energy Assessment: Energy and the Challenge of Sustainability, UNDP, NY

   a. Energy Governance Initiative http://electricitygovernance.wri.org/
   b. Students should research and prepare to share in class an example of corruption in energy policy.

16. Thursday October 27th, 2011. The Role of Non-Governmental Organizations in Policy Governance
   a. Readings TBA
   b. Outline of presentation slides due in hard copy in class

17. Tuesday November 1st, 2011. Reading Quiz. Students will be given one hour to complete the quiz. Details on the quiz are at the end of this syllabus.

   PART I - The International Treaty System
   a. Conca and Dabelko (Eds), Green Planet Blues Chapter 12 “Multilateral Environmental Agreements”
   b. Conca and Dabelko (Eds), Green Planet Blues Chapter 7 – Zarsky pp.82-94
   c. Young, Oran. 2008. The Architecture of Global Environmental Governance (TRUNK)
   ⇒ A bulleted summary of what your final paper will be on is due at the beginning of class. Please include at least three of the references you will use (in Chicago Manual of Style format) and a bulleted outline including thesis statement.
   ⇒ We will also discuss on how to give an effective presentation, how to work in a team and details on paper research.

   TUESDAY NOVEMBER 8TH TUFTS FOLLOWS FRIDAY SCHEDULE. NO CLASS

   a. IPCC Summary for Policy Makers Working Groups I, II, III (Executive Summaries) http://www.ipcc.ch/
   b. James Speth – Red Sky at Morning: Chapter 3 “Pollution and Climate Change in a Full World.” p.43 (Course Text Book)
   d. The Kyoto Protocol: http://unfccc.int/kyoto_protocol/items/2830.php
   e. CoP17 in Durban, South Africa: Explore for up-to-the-minute details on the website

   c. James Speth, Red Sky at Morning, Chapter 8 “Attacking the Root Causes” (Text)

Students are to look up an animal on the CITES list and research whether or not it has been protected by the trade regime.

e. Shilling F. “Do Habitat Conservation Plans Protect Endangered Species?” Science, Volume 276. (TRUNK)
f. The Cartegena Protocol on BioSafety: (Skim)

http://www.cbd.int/biosafety/background.shtml

22. Tuesday November 22nd, 2011. Water Resources International Policy
   b. Sandra Postel, Securing water for people, crops, and ecosystems: new mindset and new priorities Natural resources forum. v. 27. no. 2. 2003-05. p. 89 - 98. (TRUNK)
c. Peter Rogers, “Facing the Freshwater Crisis” Scientific American Magazine - July 23, 2008 (TRUNK)
   e. BBC, “The Aral Sea Tragedy” http://news.bbc.co.uk/2/hi/asia-pacific/678898.stm

THURSDAY NOVEMBER 24TH – NO CLASS – THANKSGIVING BREAK

23. Tuesday November 29th, 2011. STUDENT PRESENTATIONS
   FINAL PAPERS SHOULD BE SUBMITTED UPON PRESENTATION.
   Late papers will be assessed 5 points for each day they are late.

24. December 1st, 2011. Student Presentations
   FINAL PAPERS SHOULD BE SUBMITTED UPON PRESENTATION.

25. Tuesday December 6th, 2011. Hope for the Future of Global Environmental Politics
   a. Speth, Chapter 10 “Most Fundamental Transition of All” pp.191

CLASS PARTICIPATION – 10% of Final Grade
Class participation involves three components. First, you must attend class regularly and have no unexplained absences. Second, active contribution to class discussion is expected. This includes preparing information from global environmental news for each class. Third, your participation and preparation for the in-class population debate is evaluated.

READING QUIZ – 20% of Final Grade
This exercise will take 45 minutes to complete. The quiz will cover the readings. Students will be expected to related key course concepts with specific authors and be able to explain different view points of the authors. The quiz format will be predominately SHORT ANSWER IDENTIFICATIONS.

FINAL PRESENTATION – 20% of final grade
This is a group exercise. There will be six groups (depending on class size) presenting on the below topic areas. All team members will earn the same grade for this assignment. Students should present a general introduction to their topic and integrate their individual paper topics into the more general issue area. The presentation should conclude by stating whether or not the governance of their issue area has been successful.

You will be assessed on the following attributes in the presentation exercise:
(1) Professional Presentation Skills
(2) Content of your Presentation – sound research
(3) Ability to remain within time limit
(4) Organization and professionalism of your slides
(5) Evidence of teamwork

FINAL PAPER ASSIGNMENT – 20% of final grade
- Papers should be between 8-10 pages. Double spaced, 11.5 or 12 point font
- Copies should be submitted electronically to Nancy.Gleason@tufts.edu
- Sources should be cited using the Chicago Manual of Style
- Required bibliography & a list of figures & graphs do not count toward your page limit
- Papers are due upon presentation date, however, extensions may be requested
- Papers should have a clear thesis statement in the opening paragraph
- Section Dividers-Headers
- More than 10 resources

Choose from the following 4 Issue Areas
1. Forests and/or Wetlands: 1971 Ramsar Convention; Non-Legally Binding Instrument on All Types of Forests
3. Desertification: Convention on Desertification
4. Technology, Toxics and Hazardous Materials: Numerous treaties

- Discuss what significant environmental concepts are related to the chosen “Issue Area.” Include such concepts as environmental justice, the north v. south divide, sovereignty, etc.
- Describe the int’l environmental treaties that have resulted from these challenges
- Do the international treaties effectively manage or address any of the significant environmental concepts you have discussed? Provide examples using case study(ies).
- Would you consider the treaty a success? Why or why not?

FINAL EXAM – 30% of final grade
This is an in-class assessment lasting one hour and fifteen minutes. There will be short answers and essays. Students will need to incorporate key concepts and authors in their answers.