

## **INTERNATIONAL ENVIRONMENTAL ISSUES - FALL 2014**

**Course:** INTL 252 (3 credits)  
**Meeting:** M/W 10:00-11:15, PL 214

**Instructor:** Brennan Lagasse  
blagasse@sierranevada.edu  
508-769-0006 (cell)

**Office Hours/Location:** After class or by appointment

**Special Needs:** Please let me know of any educational aids or assistance you may require. I will make every attempt to accommodate your request.

### **Course Description:**

This course aims to answer two questions: 1) How have we, as a global community and as individual participants, dealt with global environmental issues in the past? 2) How can we use what we have learned from the past to help solve the global environmental issues of the future?

The first part of the course will develop a framework for studying global environmental politics. We will look at the components of the international political systems including key concepts, institutions, mechanisms, and the principal international actors.

The second part of the course will explore several major environmental problems, examining both the nature and causes of the problem and efforts to address the problems. Some of these environmental problems include population growth, global climate change, exhaustion of marine fisheries, energy issues, the state of the world's forests, and the loss of biodiversity.

The final section of the course will implement what we have learned in the first two parts of the course. We will discuss the emerging issues in environmental politics and policy and focus on ways to solve emerging global environmental issues.

### **Objectives and Outcomes:**

Upon successful completion of this course, students will have an integrated understanding of the past decades of global environmental governance. Students will be able to articulate specific global environmental issues and how these issues have been dealt with. Finally, students will be able to give opinions and advice regarding the upcoming decades of international environmental politics.

### **Reading Materials:**

Text: Ken Conca and Geoffrey D. Dabelko, *Green Planet Blues: Four Decades of Environmental Politics*, 4<sup>th</sup> ed., (Westview Press: 2010).

Supplemental readings, available on the Internet, are listed on the attached course schedule.

**Grading:**

Attendance and Participation: 100 pts.

In Class Essays: 100 pts.

Take Home Essay: 100 pts.

Final Project: 200 pts.

**COURSE SCHEDULE**  
**Subject to Change as Needed**

**August**

- Introduction to the course, goals, grading, first assignment
- 18
- 20 Read Introduction (pp. 1-15), and the Debate at Stockholm (15-25)
- 25 Read Chapter 3, and the New York Times, *Non-Tragedy of the Commons*, available at: <http://tierneylab.blogs.nytimes.com/2009/10/15/the-non-tragedy-of-the-commons/>
- 27 Read the Introduction to Part 3, Institutions of Global Environmental Governance, and Chapter 10, Governance with Multilateral Environmental Agreements, and The Harvard Kennedy School, *What Hath Copenhagen Wroth* available at: <http://www.robertstavinsblog.org/2009/12/20/what-hath-copenhagen-wrought-a-preliminary-assessment-of-the-copenhagen-accord/>

**September**

- 1 No Class
- 3 Read Chapter 11, Moving Forward by Looking Back, and The Harvard Kennedy School, *What Happened (and why)*, available at: <http://www.robertstavinsblog.org/2010/12/13/successful-outcome-of-climate-negotiations-in-cancun/>
- 8 Read Chapter 12, A Participatory Approach to Strategic Planning
- 10 Read Chapter 13, The Evolution of the Trade and Environment Debate at the WTO
- 15 Read Chapter 14, Has Foreign Aid Been Greened?
- 17 Read Chapter 2, Environment and Development: The Case of the Developing Countries
- 22 Read Chapter 6, Environment and Globalization: Five Propositions
- 24 Read Chapter 7, Fight for the Forest, and Chapter 9, Globalization, Global Alliances, and the Narmada Movement
- 29 Read Chapter 8, Kenya's Green Militant: An Interview with Wangari Muta Maathai

**October**

- 1 Read Chapter 16, Towards Sustainable Development and read Debate, *the State of Nature*, available at: [http://www.foreignpolicy.com/articles/2005/07/01/debate\\_the\\_state\\_of\\_nature](http://www.foreignpolicy.com/articles/2005/07/01/debate_the_state_of_nature)

6	Read Chapter 18, Shifting the Pain: World's Resources Feed California's Growing Appetite
8	Read The New York Times, <i>The Missing P in Climate Talks</i> , available at: <a href="http://dotearth.blogs.nytimes.com/2009/12/16/the-missing-p-word-in-climate-talks">http://dotearth.blogs.nytimes.com/2009/12/16/the-missing-p-word-in-climate-talks</a>
13(Midterm)	In Class Essay
15(Midterm)	In Class Essay
20	Read Chapter 23 and 25, The Case against Linking Environmental Degradation and National Security /Violence and Development
22	Read Chapter 24 and 26, Water Is a Catalyst for Peace /An Uncommon Peace; Take Home Essay Distributed
27	No Class Work on Take Home Essay
29	No Class Work on Take Home Essay
<b>November</b>	
3	Take Home Essay Discussion; Read Chapter 27 and 29, Two Agendas on Amazon Development/Poverty and Globalization
5	Read Chapter 30 and 31, Coercing Conservation/The Relationship between Climate Change and Human Rights
10	Read Harvard Business Review, <i>Clean Energy can Fuel Competitiveness</i> , available at: <a href="http://blogs.hbr.org/cs/2012/03/clean_energy_can_fuel_competit.html">http://blogs.hbr.org/cs/2012/03/clean_energy_can_fuel_competit.html</a>
12	Read the Pew Trusts, <i>Ocean Issues</i> , available at: <a href="http://www.pewtrusts.org/our_work_detail.aspx?id=996">http://www.pewtrusts.org/our_work_detail.aspx?id=996</a> ; Pew Trusts, <i>Finding Sustainability</i> , available at: <a href="http://www.pewtrusts.org/our_work_report_detail.aspx?id=327508&amp;category=996">http://www.pewtrusts.org/our_work_report_detail.aspx?id=327508&amp;category=996</a> ; Pew Trusts, <i>Closing Loopholes</i> available at: <a href="http://www.pewtrusts.org/our_work_report_detail.aspx?id=59160&amp;category=996">http://www.pewtrusts.org/our_work_report_detail.aspx?id=59160&amp;category=996</a> ; Final Project Work Discussion
17	In Class Work Day
19	In Class Work Day
24	No Class
26	No Class
<b>December</b>	
1	In Class Work Day
3	In Class Work Day
8	No Class
9	<b>Final Exam Time 1130-230</b> (Groups I, II, III, IV Final Presentations)

**Consequences for Violating the SNC Honor Code:**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty members are responsible for presenting the Honor Code and consequences for violating it to students at the start of classes and for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes cheating, plagiarism, and fabrication and refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

**SNC's Disciplinary Sanctions for Honor Code Violations:**

1<sup>st</sup> Offense: Student receives a zero for the assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3<sup>rd</sup> Offense: Student is expelled.

**ADA Accommodations**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

**The SNC Email System**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

**The Sierra Nevada College Mission Statement:**

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

**The Core Themes:**

Liberal Arts	Professional Preparedness
Entrepreneurial	Thinking Sustainability