POL303
GLOBAL ENVIRONMENTAL POLITICS

Course Syllabus - First Semester (Autumn) 2007-2008

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Brief Course Description
This course introduces students to profound changes in both world politics and ecology, requiring sometimes-drastic rethinking about life on Earth and existing governance systems. The environment, in addition to being a source of vital yet dwindling natural resources, has increasingly become a depository for massive amounts of human waste and pollution. This poses a threat to human well-being and perhaps even long-term survival, not to mention affecting the vitality of biospheres and other species. Environmental problems like climate change, water scarcity and over fishing are even becoming threats to security. This course examines the response of the international community to these and other environmental challenges.

Aims
This course examines the political actors, institutions and forces influencing changes to Earth's natural environment. Our general aim this semester is to better understand these changes and the efforts of individuals, organizations, communities and especially governments to address them at all levels of global society, particularly at the international level. In so doing, we will achieve another important aim: to improve our ability to communicate with other people about global environmental problems and the possible solutions to them.

Learning Outcomes
Upon completion of this course you should be better equipped to read and understand literature on international environmental policy and global environmental politics; evaluate related news reports; assess the importance and causes of many environmental problems and responses to them; critically analyse governments' and organizations' official statements related to environmental policies; logically think about and discuss international environmental policy and politics; and better understand your rights and fulfil your duties as a responsible global citizen.

Prerequisites
None

Language of Instruction
English (all lectures, discussions, readings, writing and comments).
Teaching Method
Classroom discussions and films; your own reading, self-study and writing; your creation of a course journal; office consultations (optional but strongly encouraged); email correspondence (optional but welcome).

Measurement of Learning Outcomes
Assessment of your participation in classroom discussions and evaluation of your course journal and research paper.

Textbooks and Reading
Outside reading is assigned to provide you with the knowledge necessary to meet learning outcomes. Reading is also essential to helping you to understand and participate actively in classroom discussions and to prepare the groundwork for your own research. It is critical that this reading be completed as assigned before class. If you are not committed to doing the reading on time, please do not take this course.

Core Reading
Portions of the following books, as well as newspapers and materials listed in the "Weekly Topics and Reading Assignments" section below, will serve as the primary reading for the course. The library has copies of the books and other materials on reserve to permit you to do the reading without having to purchase any books. However, for your convenience, the bookstore has been asked to stock these textbooks:


Additional reading materials may be assigned during the course. You should have the maturity, initiative and independence to complete the assigned reading on time and to actively pursue additional outside reading that will supplement your knowledge of the topics examined.

Daily Newspaper and Radio
As a university student and global citizen, you should already be reading a high-quality, impartial source of daily global news. I recommend that you read the *International Herald Tribune (IHT)* and the *South China Morning Post (SCMP)*, which are both very good English-language sources of news related to this course. Both newspapers are available in the library, or you can subscribe. Some of the *IHT*'s articles are available for free on their website (but the website is not a substitute for the newspaper). One learning objective is to enable you to evaluate critically international news related to this course. Thus, reading the *IHT*, the *SCMP* and (if you choose) other high-quality news sources will play a central role in this course. Evaluation of your performance will be based partly on the assumption that you have become familiar with current events related to the course, and knowledge of these events will improve your performance in classroom discussions as well as adding greatly to your learning during this course. If you do not currently read a newspaper, doing so may seem difficult or arduous at first. However, making it a habit will benefit you in the future.
Employers are looking for workers knowledgeable of, and able to understand, ongoing events in the region and the world, and good citizens need to be well informed about world affairs.

**Important Note:** You must include summaries of *IHT* and *SCMP* stories related to the course in your course journal (see below).

You are also encouraged to listen to the British Broadcasting Service’s (BBC) World Service. It provides extensive, top-quality coverage and analysis of international events. You can listen to the World Service on RTHK Channel 6 (675 AM) or by visiting the BBC World Service Website at <http://www.bbc.co.uk/worldservice/>. The BBC's other news Websites also contain a wealth of information about world affairs, including events and issues specifically related to this course (see <http://news.bbc.co.uk/>).

Lingnan University and many major Hong Kong employers expect you to develop your English-language skills before graduation. Daily reading of a quality English-language newspaper should help improve your ability to understand written English, and listening to BBC broadcasts will likely improve your English comprehension skills – not to mention offering tremendous educational benefits for this course.

**Assessment and Course Requirements**

100% continuous assessment comprising the following four categories:

1. Participation in classroom discussions: 1/3 final grade
2. Research paper (due at the start of class on 6 December): 1/3 final grade
3. Course journal (due 10 December): 1/3 final grade

**Important Note:** **Plan ahead** so that you will be able to complete all of the reading and other work each week, and so that you are not rushed to finish any assigned work at the end of the semester (see the assignment for Week 1 below).

**Class Meetings and Discussions**

We will meet together in the classroom to discuss the reading and related themes, although we will inevitably discuss current events related to the course and other issues. We will be particularly interested in making connections between themes in the textbooks and real-world events happening this semester (see above regarding reading newspapers daily). You are expected to arrive on time to these class meetings. These classes are not optional; you must attend, and one-third of your final grade will be derived from your participation in classroom discussions. Each week, one or more students may be asked to start the discussion by identifying key themes and by answering fundamental discussion questions. You should be prepared each week to undertake this role, to discuss the reading and related themes, and to ask questions informed by the reading and your thinking about it.

**PLEASE READ THE FOLLOWING PARAGRAPH CAREFULLY:**

Your final grade will suffer and you will fail to achieve the learning objectives of the course if you do not attend and participate actively in classroom discussions. Alternatively, your final grade will be better, and you and your classmates will learn much more, if you come to every class and actively join in our discussions. Important goals of this course are to develop your abilities to **think critically and analytically, and to express your thoughts verbally**, thereby enabling you to take a job in an organisation and be able to immediately engage in lively discussion and debate. This skill will benefit you professionally by distinguishing you
from other graduates, and it has the very important added benefits of bolstering your learning in this course and helping you to acquire and/or develop skills that will help you improve the organizations for which you work and the communities in which you live. The teacher is committed to development of your skills in active group discussion and debate.

An excellent ("A") performance in classroom discussions would look like this: You have attended at least 90 percent of the meetings; you have consistently contributed your ideas during discussions; your comments are thoughtful and contribute to the group discussions; you have demonstrated through your comments that you have done the reading and thought carefully about it; and you make connections with concepts, ideas and issues from previous weeks. The assumption is that by trying to do these things you will learn as much as possible (which should be your primary objective and is my goal).

In order to ensure that students are doing the reading on time, it may become necessary to have quizzes. In that event, each quiz will carry up to full marks for participation on the day it is administered.

Course Journal
Your course journal can include almost anything you want, but at minimum it must include the following: (1) your own summaries of the assigned readings and (2) your own summaries of newspaper articles related to the course (at least from the International Herald Tribune and the South China Morning Post). You are encouraged to go beyond these requirement by including your thoughts, notes on assigned and additional readings, a glossary of key terms you come across, questions on your mind, outlines of your ideas, etc. You are free to work with your fellow students when compiling and completing the course journal, but it must be your own work and in your own words. Do not copy someone else's work. The process of preparing the journal every week is a very important aspect of the course that will add to your knowledge. In other words, the journal is intended to be a learning tool for you and your classmates. The assumption is that by creating the course journal, keeping it complete and up to date, and sharing its contents with your classmates during our classroom discussions, all of us will learn more about issues related to this course. (It will also help you to prepare for our discussions, thereby boosting your participation grade for the course.) You should bring your up-to-date course journal to every class meeting. I may ask to see it at any time. Your final journal should be handed in on 10 December.

Research Paper
The research paper is an opportunity for you to undertake a detailed examination of a specific topic related to this course. You must choose a research topic within the first four weeks of the course (preferably sooner). We will work together on this in early classroom discussions. Being able to formulate a research topic and question or hypothesis is a crucial part of scholarship (and as such I will not assign topics). Talk to me in class or in my office to have your research topic approved. You will discuss your thoughts and research related to the chosen topic during weekly discussions. By doing this you will receive continuous feedback on your research from me and from your fellow students, and all of us will learn more by continuously engaging in one another's research. You are welcome to write your paper in collaboration with one or more other students (but not more than three others). If you work with other students, you will of course be required to actively participate in the group's research and to discuss your group's collaboration during classes. The research paper is due at the start of our final class. Be sure to follow the Research Paper Guidelines below.
Research Paper Guidelines

**Critical Note:** You should follow these guidelines carefully. Your grade will suffer greatly if you fail to do so. You will automatically lose one letter grade, and possibly much more, if you do not follow these instructions.

*Note:* In every instance, define your terms, analyse the important issues and events, and arrive at your conclusions based on that analysis. Always use one or more real-world examples to illustrate each of your arguments.

Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* should be your primary writing guide. You can use another standard and widely accepted writing reference, but if in any doubt refer to Turabian.

If you fail to follow standard forms of citation and referencing, you will automatically have your research paper mark lowered by at least one letter grade. This may seem draconian, but it is essential that you learn to cite your sources and follow guidelines. When you go to work for an organisation you cannot write in any way you wish; you must follow the organisation's guidelines, and for your writing to be useful to readers they must know the sources of information you use.

**Sources:** When doing your research, you should go beyond the required texts for this course. Use and cite at least three additional books and three academic journal articles. Be sure to cite all sources used (e.g., books, periodicals, the Internet, other persons, etc.), even if you are not quoting directly. **Cite sources frequently throughout your research paper. Use standard methods, such as those described in Turabian.** Do not use your own personal methods of citation and referencing! It is permissible and expected that you will use the ideas of many authors, but you must give them credit. Use footnote or endnote formats described in Turabian (or another standard writing guide). (I prefer footnotes for ease of reading, but you are free to use another standard form of citation.) When citing Web pages give all available information, including author, title, date of material or date accessed, and the full Website address (URL).

**Plagiarism:** Plagiarism of another person's work is completely unacceptable. If you use someone else's ideas, indicate the source where you found those ideas. If you use someone else's words, put those words in quotation marks and indicate the source where you found those words. Cite the sources of all ideas, information and quotes not originating in your own mind. Repeat: You must cite the sources of all ideas, information and quotes taken from other sources and included in your research paper. Plagiarism will result in an automatic mark of "F" on the research paper (resulting in zero marks for one-third of your final grade). Severe cases will be referred to the university for action.

**Presentation:** Papers should be typed in English and a maximum of 2500 words in length (not including citations/references). Longer papers require prior approval, which is normally given if you are working with other students. **You will be graded on the quality of your research paper, not its length;** longer is not necessarily better. The paper should be double-spaced (you can single-space footnotes) and you should use 12-point Times New Roman font. Clearly delineate paragraphs by indenting the first line (using the tab key) or by adding an extra space between them. Use white paper, number each page, and staple the pages together. Print on both sides of the paper if possible. **No covers or binders, please.**
In all instances, follow the writing guides described above. You are free to hand in your paper early.

*Handling of your research paper:* You must hand in your research paper at the start of the final class. Late papers will be marked down one letter-grade after the due date and up to one additional letter grade for each day late.

**Weekly Topics and Reading Assignments**

*Note: Assigned reading for each week should be completed before that week's classes. It is particularly important that you come to class prepared to discuss the reading in detail.*

**Weekly Classroom Discussion Questions**

In addition to explicit questions raised in the assigned works and during class, you should come to each class prepared to answer these fundamental questions about each reading: What is the central theme or themes of each reading? What is the most important idea or piece of information the author is trying to convey in each reading? What is the most persuasive message or argument for you in each reading—and why? What does it tell us about global environmental politics?

Non-fiction films will be shown on some of the following class dates (specific dates to be announced).

1. [4/9; no class on Thursday] **Introduction**
   Read the following as soon as possible following our first meeting and no later than the start of Week 2: this entire syllabus and Conca and Dabelko, pp. 1-12. In addition, ask any questions you have about the course, what you should learn, and what is required of you. Prepare a personal plan of study to do the following during the semester: (1) complete all readings on time, including looking at the newspapers; (2) be prepared for classroom discussions; (3) keep your course journal up to date; (4) conduct research throughout the semester; and (5) write your research paper and take it through several drafts before the due date.

2. [11/9 and 13/9] **The Emergence of Global Environmental Politics, Part I**
   Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 1-26, questions on p. 40, and skim the Chronology and Glossary; and articles related to global environmental politics in the *IHT* and the *SCMP*.

3. [18/9 and 20/9] **The Emergence of Global Environmental Politics, Part II**
   Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 27-40; Conca and Dabelko, pp. 17-22 and 63-69; and articles related to global environmental politics in the *IHT* and the *SCMP*.

4. [25/9 and 27/9 (research paper topic due)] **Actors in the Environmental Arena, Part I**
   Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 41-73 and questions on p. 94; and articles related to global environmental politics in the *IHT* and the *SCMP*. Your research paper topic is due this week.

5. [2/10 and 4/10] **Actors in the Environmental Arena, Part II**
   Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 73-95; and articles related to global environmental politics in the *IHT* and the *SCMP*. 
6. [9/10 and 11/10] **The Development of Environmental Regimes, Part I**
Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 97-115 and questions on pp. 194-195; Conca and Dabelko, pp. 143-145 and 229-232; and articles related to global environmental politics in the *IHT* and the *SCMP*.

7. [18/10; no class on Tuesday due to congregation] **The Development of Environmental Regimes, Part II**
Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 115-143 and questions on pp. 194-195; and articles related to global environmental politics in the *IHT* and the *SCMP*.

8. [23/10 and 25/10] **The Development of Environmental Regimes, Part III**
Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 143-166 and questions on pp. 194-195; and articles related to global environmental politics in the *IHT* and the *SCMP*.

9. [30/10 and 1/11] **The Development of Environmental Regimes, Part IV**
Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 167-195; and articles related to global environmental politics in the *IHT* and the *SCMP*.

10. [6/11 and 8/11] **Effective Environmental Regimes**
Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 197-232 including questions on p. 232; and articles related to global environmental politics in the *IHT* and the *SCMP*.

11. [13/11 and 15/11] **Economics, Development and Global Environmental Politics**
Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 233-271, and questions on p. 278; Conca and Dabelko, pp. 185-189; and articles related to global environmental politics in the *IHT* and the *SCMP*.

12. [20/11 and 22/11] **Ecological Conflict and Environmental Security**
Read the following before Tuesday's class: Conca and Dabelko, pp. 285-329; and articles related to global environmental politics in the *IHT* and the *SCMP*.

13. [27/11 and 29/11] **Environmental Justice**
Read the following before Tuesday's class: Conca and Dabelko, pp. 333-372; and articles related to global environmental politics in the *IHT* and the *SCMP*.

14. [4/12 and 6/12 (research paper due)] **Conclusion**
Read the following before Tuesday's class: Chasek, Downie and Brown, pp. 271-278; and articles related to global environmental politics in the *IHT* and the *SCMP*.

Your **RESEARCH PAPER** is due at the start of class on 6 December.

**NOTE:** Your **COURSE JOURNAL** is due on 10 December.

*Have a safe and enjoyable term break!*
Guidelines for Learning

As a community with emphasis on the Liberal Arts ethos, Lingnan aims to foster in its students, aside from a strong academic foundation, qualities such as a strong sense of social responsibility, mutual respect and consideration. To achieve this aim, students are expected to exemplify behaviour consistent with these values in all facets of their university life – in classrooms, in hostels, in the library, and in all kinds of campus activity. While the freedom and autonomy of individual students are respected, a sense of social responsibility would suggest the following guidelines.

Students should demonstrate respect for academic staff, non-academic staff and fellow students. They are expected to be proactive in the learning process, and develop the following good practices, which are important for successful and effective learning:

1. Active learning. Students should be well prepared in mind and body for effective learning. They should be attentive in class, and be actively involved in learning activities, particularly in tutorials, seminars and case discussion. To facilitate active participation and effective learning, it is essential that students be well rested and make the necessary preparation – for instance, completing the prescribed reading before class to enhance their learning.

2. Class attendance. Teachers have prepared the teaching materials for each class according to the course syllabus. It will therefore not be possible for teachers to repeat the materials to students who are absent from a class. Those who are absent have the responsibility to secure the relevant teaching materials from fellow students and to undertake the make-up work as appropriate. If students feel that some classes are uninteresting, or that the material is beyond their grasp, they should voice their concerns via the many channels (e.g. the Staff-Student Consultation Committee) available for this purpose.

3. Punctuality. Students who are late for class will affect the progress of teaching and learning for themselves and their fellow students. Therefore those who are late may, at the discretion of the instructor, be barred from the classroom.

4. Consideration for others. The use of electronic communication devices such as mobile phones is strictly prohibited in the classroom. They should be shut off BEFORE the class begins. Failure to observe this will be referred to the Student Disciplinary Committee.

5. Self-discipline. Students should refrain from behaviour that adversely affects instructors’ teaching and other students’ learning, such as talking, chatting, whispering, sleeping or eating in class.

6. Personal integrity and academic honesty. The University is a place of learning. Students should not copy assignments, coursework, projects or dissertations. These acts constitute plagiarism, which will be referred to the Student Disciplinary Committee.

7. Intercultural experience. Mutual respect is a key to successful intercultural communication. On the occasions with the presence of non-local students, whether in classrooms or in informal interaction, students should be considerate and adopt a common language as far as practicable. A positive, open dialogue is always conducive to cross-cultural learning and intercultural understanding.

Senate: 27 June 2007