Fall 2017 POL101-6: Global Environmental Politics
Northwestern University
Mondays and Wednesdays, 2:00 – 3:20 pm, University Library 4670

Instructor: Dr. Kimberly R. Marion Suiseeya, Scott Hall 202; Office Phone: 847-491-8985; Email: kimberly.suiseeya@northwestern.edu
Office Hours: Tuesdays 1:30 – 3:30pm (please make an appointment: http://calendly.com/kimberly-marion), alternative times available by appointment only

1. Course Description and Philosophy
Environmental problems like deforestation, biodiversity loss, climate change, and ocean and marine resource degradation have emerged as some of the most intractable problems that society faces. They transcend international borders, are scientifically complex, and engage large sets of diverse actors, power dynamics, and institutions from global to local scales. For more than five decades the global community has sought to address these problems to varying degrees of success. In this first-year seminar, we will explore the ways in which the global community has sought to address these problems. We will direct our attention to institutions – the rules, norms, principles, and laws – the global community has established in order to understanding how these institutions shape the landscape of possibilities for more effective and equitable global environmental governance.

2. Learning Objectives
As a collaborative, first-year seminar, the overarching objective of this course is to cultivate critical thinking, reading, and writing skills. By the end of this course students will be able to:
(1) Become familiar with political science approaches to examining global environmental challenges
(2) Prepare appropriately to participate effectively in class discussion, including challenging and offering substantive replies to others' arguments, comments, and questions, while remaining sensitive to the original speaker/writer and the classroom audience.
(3) Demonstrate the ability to perform close and critical readings of scholarly sources, their own writing, and the writing of their peers.
(4) Evaluate, credit, and synthesize sources, including distinguishing opinions and beliefs from researched claims and evidence and recognize that kinds of evidence will vary from subject to subject. For instance, some fields call for quantitative support while others work more commonly with quoted, textual evidence.
(5) Advance their ideas and communicate more effectively with their readers by taking a piece of writing through the process of revision.

3. Our Contract
By enrolling in this course, you and I are entering into a contract with each other. I will work hard to be prepared, enthusiastic, fair, and respectful of every student and their opinions. I will be accessible and try my best to return graded materials after no more than one week. By enrolling in the class, you have agreed to (1) attend and prepare for class, (2) participate by asking questions and joining in class discussions, (3) read the assigned material and complete assignments on time, (4) comply with class policies established in this syllabus, and (5) uphold Northwestern University’s commitment to academic integrity (see http://www.northwestern.edu/provost/policies/academic-integrity/).

4. Course Requirements
This seminar is a writing intensive course. As such, the course requirements include a series of assignments that build on each other to help each student develop and hone the research and writing
skills necessary to complete an independent research paper. Self and peer assessment is integrated throughout the course. All assignments should be posted to Canvas. Please refer to Canvas for updates on due dates and additional supplementary assignments. Course requirements include:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Points (%)</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Engagement</td>
<td>75 (15%)</td>
<td>2</td>
</tr>
<tr>
<td>Sept 20</td>
<td><strong>Learning Journal</strong></td>
<td></td>
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<tr>
<td>Sept 25</td>
<td>(1) Podcast Reflection and Personal Assessments</td>
<td></td>
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<tr>
<td>Sept 27</td>
<td>(2) Problem Presentation (in pairs)</td>
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<tr>
<td>Oct 4</td>
<td>(3) Reading strategies reflection</td>
<td>50 (10%)</td>
<td>1, 2</td>
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<tr>
<td>Oct 9</td>
<td>(4) Environmental Leaders</td>
<td></td>
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<tr>
<td>Nov 22</td>
<td>(5) Research Tactics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(6) Slowing Down</td>
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<td></td>
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<tr>
<td>Sept 27</td>
<td><strong>Literature Reviews</strong></td>
<td>50 (10%)</td>
<td>3, 4</td>
</tr>
<tr>
<td>Oct 18</td>
<td>(1) Understanding Planetary Problems</td>
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<td></td>
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<td></td>
<td>(2) International Cooperation</td>
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<tr>
<td>Oct 12</td>
<td><strong>Research Project</strong></td>
<td>325 (65%)</td>
<td>3, 4, 5</td>
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<tr>
<td>Oct 26</td>
<td>(1) Plan, Governance Challenge, and Outline</td>
<td>25</td>
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<tr>
<td>Oct 26</td>
<td>(2) Annotated Bibliography, Lit Review, Revised Governance Challenge</td>
<td>50</td>
<td></td>
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<tr>
<td>Nov 9</td>
<td>(3) Full draft of research paper due at noon</td>
<td>75</td>
<td></td>
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<tr>
<td>Nov 13</td>
<td>(4) Peer Review</td>
<td>50</td>
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<tr>
<td>Dec 6</td>
<td>(5) Final paper with cover letter and meta-statement (note the final grade will be the draft grade plus an additional 50 possible points, for a total of 200 possible points)</td>
<td>125</td>
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<td><strong>TOTAL:</strong></td>
<td>500 (100%)</td>
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5. Course Materials
The following materials are required for this course; we will read each of the required books in their entirety. Student Enrichment Services offers advice on how to find and afford our course materials. Please visit http://www.northwestern.edu/enrichment/ for more information on their services.

   a. The readings from this book are noted as Steinberg in the reading assignments
   b. Either hardback or paperback is fine.

(2) Additional materials available through Canvas.

6. Policies
While technology in the classroom has its advantages, it is often distracting to your fellow classmates. During class meetings, all laptops, tablets, phones, and recording devices must be turned off and put away. Please talk with me if you have questions or concerns about this policy or require accommodations.
Grading:
All grades will eventually be scaled to a 100-point system: A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60).

In calculating course grades, any missing assignment, quiz, or paper will be counted as a zero—something that will seriously affect your course grade. If you have questions or concerns about your grades, please come to my office hours or schedule an appointment to see me. Please do not wait until the end of the quarter to ask how you can improve your grade.

Citation and Plagiarism:
Please refer to Northwestern’s resources on academic integrity for guidance on how to properly use and credit research in your work. http://www.northwestern.edu/provost/policies/academic-integrity/.

Suspected violations of academic integrity will be reported to the Dean's Office.

For more information on Northwestern’s academic integrity policies, see http://www.weinberg.northwestern.edu/handbook/integrity/index.html.

Attendance:
Attendance in this course is critical for your learning and success. For each unexcused absence beyond the first, your course grade will be lowered by a partial letter grade. For example, a second unexcused absence will change a grade from an A to A-, a third from an A- to B+, and so on. Absences will be excused only for documented physical or mental illness, accident, or emergency as determined by the Dean of Students. If you have read this far in the syllabus, please email me a photo of a global environmental problem you are most interested in with our course number in the subject line (“POL101 Fall 2017”). If you are late to class, please enter quietly; I’d prefer a minor disruption to you missing an entire class.

Late Assignments:
Assignments turned in late without a valid extension will lose one partial letter grade for each day, e.g. an A- paper turned in one day late will become a B+. Extensions must be requested before the due date. No extensions will be granted the day an assignment is due except for documented medical or personal emergencies. Computers crashing, file corruption, and other technology problems are not generally considered valid excuses for late work.

Accommodation:
Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class (by October 4). All information will remain confidential.

Disclaimer: This syllabus is a living document and is designed to guide our learning. In the spirit of reflexivity, I reserve the right to adjust the schedule, readings and assignments as appropriate and/or necessary. Updates will be posted on our course Canvas site.
7. Course Overview

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20 (W)</td>
<td>Introduction</td>
<td>(1) Syllabus&lt;br&gt;(2) Assignment Packet&lt;br&gt;(3) Podcasts:&lt;br&gt;• A-J: “Anthropocene” podcast&lt;br&gt;• K-Z: “Finite” podcast</td>
<td>Podcast Reflection (2:00 pm)&lt;br&gt;Personal Assessment (Friday, 9/22 at noon)</td>
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<td>9/25 (M)</td>
<td>Planetary Problems</td>
<td>(1) Steinberg Chapters 1-2&lt;br&gt;(2) Gosnik – Ways of Reading&lt;br&gt;(3) McGraw – Active Reading Strategies</td>
<td>Problem Presentations (in class)</td>
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<tr>
<td>9/27 (W)</td>
<td>Understanding Planetary Problems</td>
<td>(1) Literature Review:&lt;br&gt;• A-G: Hardin (1968); Basurto and Ostrom (2009); and Jasanoff (2014)&lt;br&gt;• H-K: Scott (1998)&lt;br&gt;• L-Z: Meadows et al (1972); Stokey (1998)</td>
<td>Lit Review #1 (10:00 am)&lt;br&gt;Reading Strategies (2:00 pm)</td>
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<tr>
<td>10/4 (W)</td>
<td>NO CLASS</td>
<td></td>
<td>Environmental Leaders (8:00 am)</td>
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<tr>
<td>10/9 (M)</td>
<td>Conducting Research</td>
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<td>Research Tactics (end of class)</td>
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<tr>
<td>10/11 (W)</td>
<td>What Can We Do?</td>
<td>(1) Steinberg Ch. 3 and 10</td>
<td>Research Step #1 (Thursday, 10/12 at 5pm)</td>
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<tr>
<td>10/16 (M)</td>
<td>International Cooperation</td>
<td>(1) Steinberg Ch. 6</td>
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<td>10/23 (M)</td>
<td>Property Rights</td>
<td>(1) Steinberg Ch. 4</td>
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<tr>
<td>10/25 (W)</td>
<td>Water, Land, and Oil</td>
<td>(1) TBD</td>
<td>Research Step #2 (Thursday, 10/26 at 5pm)</td>
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<tr>
<td>10/30 (M)</td>
<td>Markets</td>
<td>(1) Steinberg Ch. 5</td>
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<tr>
<td>11/1 (W)</td>
<td>Forests, Endangered Species, Genetic Resources, and Waste</td>
<td>(1) TBD</td>
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<tr>
<td>11/6 (M)</td>
<td>(Re)Scaling GEG</td>
<td>(1) Steinberg Chs. 7-8&lt;br&gt;(2) Nyborg et al (2016)</td>
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<tr>
<td>11/8 (W)</td>
<td>Fisheries and Oceans</td>
<td>(1) TBD</td>
<td>FULL PAPER DRAFTS DUE (Step #3) Thursday, 11/9 at noon</td>
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<tr>
<td>11/13 (M)</td>
<td>Paper Drafts Discussion</td>
<td>(1) Assigned Papers for Peer Review&lt;br&gt;(2) Cultivating a critical eye handout</td>
<td>PEER REVIEWS DUE (Step #4) in class</td>
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<tr>
<td>11/15 (W)</td>
<td>Paper Drafts Discussion</td>
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<tr>
<td>11/20 (M)</td>
<td>Changing the Rules</td>
<td>(1) Steinberg Ch. 9</td>
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<tr>
<td>11/22 (W)</td>
<td>Wrap-up – LAST CLASS</td>
<td>(1) Steinberg Ch. 11&lt;br&gt;(2) Podcast: “Slowing Down”</td>
<td>Slowing Down (2:00 pm)</td>
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<tr>
<td>11/27 (M)</td>
<td>Reading Week</td>
<td>NO CLASS</td>
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<td>11/29 (W)</td>
<td>Reading Week</td>
<td>NO CLASS</td>
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<tr>
<td>12/6 (W)</td>
<td>Reading Week</td>
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<td>FINAL PAPERS DUE AT NOON (Step #5)</td>
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8. Detailed Class Schedule and Assignments

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<tr>
<th>Section 1: The State of the Global Environment (Weeks 1-3)</th>
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**Class #1 (Wednesday, 9/20): Introductions and Course Overview**

*Key Questions:* What are global environmental politics?

*Readings:*
- (1) Syllabus
- (2) Assignment Packet
- (3) Listen to one of the podcasts below: [http://www.npr.org/podcasts/510298/ted-radio-hour](http://www.npr.org/podcasts/510298/ted-radio-hour)
  - a. If your last name begins with A-J, please listen to the September 26, 2016 podcast “Anthropocene”
  - b. If your last name begins with K-Z, please listen to the November 11, 2016 podcast “Finite”

*Assignments due:*
- (1) Learning Journal: Write a 200-300 word reflection on the podcast you listened to. In your response, you should think about the nature of the environmental challenge discussed in the podcast, the causes of the problem, and what the implicit or explicit solutions are. What do you agree with and disagree with? Why? Submit these reflections to Canvas by class time (2:00 pm). Be prepared to discuss your thoughts in class.
- (2) Personal Assessments due FRIDAY 9/22 at 12:00 pm

**Class #2 (Monday, 9/25): Planetary Problems**

*Key Questions:* What is the state of the earth? What are our most pressing global environmental problems?

*Readings:*
- (1) Steinberg Chapters 1 – 2
- (2) Gosnik, K. Ways of Reading Handout.

*Assignments due:*
- (1) In assigned pairs, students will research and deliver a five-minute presentation on one global environmental problem. Details are available in the assignment packet.

**Class #3 (Wednesday, 9/27): Understanding Planetary Problems**

*Key Questions:* What are different ways to understand what causes global environmental problems? How can we assess and identify the central governance challenges for different types of environmental problems?

*Readings:*
- (1) Article for Literature Review:
  - a. If your last name begins with A-G, please read the following:
Assignments due:

(1) Learning Journal due in class: Apply one of the reading strategies from the Gosnik or McGraw handouts to one of your synopses articles. How did this change how you read and processed the material?

(2) Literature Review due by 10:00am: For each reading, please write a maximum 200-word synthesis that identifies the key question addressed, the main argument advanced, and then briefly comment on whether you find the main argument convincing. How would your authors explain the emergence of global environmental problems? What causes environmental problems? If applicable, write a short synthesis paragraph (150-word max) that identifies how the arguments of each reading converge or diverge? Which is more convincing to you and why? If you only have one reading, how convincing is the argument? Why/why not? These must be posted to Canvas on the discussion board by 10:00 am. The word limits are intended to help students identify the most important claims of the article and to learn how to write concisely. Please do not exceed the word limit.

Class #4 (Monday, 10/2): Political Analysis and the Global Environment

Key Questions: What is political analysis? How do you conduct research in global environmental politics? What is the role of political analysis for helping solve global environmental problems?

Readings:


**Class #5 (Wednesday, 10/4): NO CLASS – Hamilton (for most students)**

Assignments: NOTE these are due even if class is rescheduled for Hamilton

(1) Learning Journal: Environmental Leader Synopsis: Visit the website of the Goldman Environmental Prize at http://www.goldmanprize.org. Identify one environmental leader from any year whose background, vision, struggles, and/or accomplishments resonates with you. Write a max. 250-word synthesis about this leader that captures why you selected that leader. Please post to Canvas discussion board by 8 am.

Class #6 (Monday, 10/9): Conducting Research
Key Questions: How do you conduct research in global environmental politics? What research resources are available? Where can we find data and how can we work with those data to learn something new about global environmental politics?

Readings:
NO READINGS

Assignments due:
(1) Research Tactics assignment: will be handed out in class and due at the end of the class period.

Class #7 (Wednesday, 10/11): What can we do?

Key Questions: What types of change are possible and what can change look like? Who can be part of changing the rules? How?

Readings:
(1) Steinberg Chapters 3 and 10

Assignments due:
(1) Step 1: Research Plan, Draft Central Governance Challenge, and Outline due THURSDAY, Oct 12 at 5:00 pm

Section 2: Global Approaches to Environmental Problems (Weeks 4-8)

Class #8 (Monday, 10/16): International Cooperation in Global Environmental Politics

Key Questions: What is the role of nation-states in solving global environmental problems? What types of institutions support and hinder international approaches to addressing environmental problems?

Readings:
(1) Steinberg Chapter 6

Class #9 (Wednesday, 10/18): Ozone, Mercury, Whaling, and Climate Change

Key Questions: Under what conditions do states cooperate to address global environmental problems?

Readings:
(2) Literature Reviews:
   a. If your last name begins with A-F, please read the following:
   b. If your last name begins with G-Ke, please read the following:
   c. If your last name begins with Ki-M, please read the following:
Assignments due:

1. Literature Review due by 10:00 am: For each reading, please write a maximum 200-word synthesis that identifies the key question addressed, the main argument advanced, and then briefly comment on whether you find the main argument convincing. How would your authors explain why nation-states do or not cooperate to solve global environmental problems? What factors support or hinder cooperation? Write a short synthesis paragraph (150-word max) that identifies how the arguments of each reading converge or diverge? Which is more convincing to you and why? These must be posted to Canvas on the discussion board by 10:00 am. The word limits are intended to help students identify the most important claims of the article and to learn how to write concisely. Please do not exceed the word limit.

Class #10 (Monday, 10/23): Property Rights as Institutions for the Earth

Key Questions: What are property rights? How do they shape how we govern the Earth? Who owns the Earth? What role do different actors play in governing the Earth?

Readings:

(2) Steinberg Chapter 4

Class #11 (Wednesday, 10/25): Water, Land, and Oil

Key Questions: Under what conditions are property rights effective institutions for governing the earth? How can we measure effectiveness?

Readings:

(1) TBD

Assignments due:

1. Annotated Bibliography, Literature Review, and Revised Central Governance Challenge due THURSDAY, 10/26 at 5:00 pm

Class #12 (Monday, 10/30): The Invisible Hand: Markets as Institutions for the Earth

Key Questions: What are markets? How do markets shape our planet?

Readings:

(1) Steinberg Chapter 5

Class #13 (Wednesday, 11/1): Forests, Endangered Species, Genetic Resources, and Waste

Key Questions: Under what conditions can markets contribute to effective global environmental governance?

Readings:


(2) TBD
Class #14 (Monday, 11/6) (Re)Scaling Global Environmental Governance

Key Questions: What is scale and how does it shape the possibilities for effective global environmental governance? How should we determine the scale at which institutions for solving global environmental problems should be developed?

Readings:
(1) Steinberg Chapters 7-8

Class #15 (Wednesday, 11/8) Fisheries and Oceans

Key Questions: Under what conditions can rescaling governance contribute to effective global environmental governance?

Readings:
(1) TBD

Assignments due:
(1) Full Paper Drafts due THURSDAY, 11/9 at NOON (12:00 pm)

Class #16 (Monday, 11/13): Paper Drafts Discussion

Readings:
(1) Assigned Papers for Peer Review

Assignments due:
(1) Peer Reviews due by 2:00pm

Class #17 (Wednesday, 11/15): Paper Drafts Discussion (cont.)

Readings:
(1) Assigned Papers for Peer Review

Section 3: Concluding Thoughts and Wrap-Up (Week 9)

Class #18 (Monday, 11/20): Changing the Rules

Readings:
(1) Steinberg Chapter 9

Class #19 (Wednesday, 11/22): Moving Forward, Evaluations and Wrap-Up

(1) Steinberg Chapter 11
(2) Listen to August 26, 2016 podcast “Slowing Down”
   http://www.npr.org/podcasts/510298/ted-radio-hour

Assignments due:
(1) Learning Journal: Write a 200-word reflection in response to the podcast and the following questions: What are ways in which you can slow down and cultivate happiness while at Northwestern? How can you change the rules that shape your life?

**Monday, 11/27:** NO CLASS – READING WEEK

**Wednesday, 11/29:** NO CLASS – READING WEEK

**Wednesday, 12/6:** Final Research Paper Due, incl. cover letter on responses to comments. Due at noon. Please also remember to complete your online course evaluations!