Fall 2018 POL101-6: Global Environmental Politics
Northwestern University
Tuesdays and Thursdays, 11:00 am – 12:20 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: Mondays 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. In this first-year seminar, we will explore how the global community engages these problems by examining the institutions – the rules, norms, principles, and laws – that shape society’s behavior towards the environment. What are the institutions, how do they work, under what conditions do new institutions emerge, and to what extent are they effective? Through attention to these institutional dynamics in global environmental politics, we will develop an understanding of the landscape of possibilities for more effective and equitable global environmental governance.

2. Learning Objectives
The overarching objective of this collaborative, first-year seminar 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 ten days. 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) practice communicating directly and openly with me about your questions and concerns about the course, (5) comply with class policies established in this syllabus, and (6) 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, social science research paper. Self and peer assessments are integrated throughout the course. All assignments should be posted to Canvas. Please refer to Canvas for updates on due dates and additional supplementary assignments.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Points (%)</th>
<th>Learning Objectives</th>
</tr>
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<tbody>
<tr>
<td>Ongoing</td>
<td>Engagement</td>
<td>100 (20%)</td>
<td>2, 3</td>
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<tr>
<td>Varies</td>
<td>Research Study Participation Requirement</td>
<td>See below</td>
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<tr>
<td>Oct 9</td>
<td>Mini-Literature Review</td>
<td>75 (15%)</td>
<td>1, 3, 4</td>
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<td></td>
<td>Annotations</td>
<td>50</td>
<td></td>
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<td></td>
<td>Group Synthesis</td>
<td>25</td>
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<td>Oct 12</td>
<td></td>
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<tr>
<td>Oct 28</td>
<td>Institutional Analysis</td>
<td>325 (65%)</td>
<td>3, 4, 5</td>
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<tr>
<td>Oct 30</td>
<td>Paper #1: Background and Literature Review</td>
<td>50</td>
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<td>Nov 6</td>
<td>Presentation #1: Paper Pitch</td>
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<td>Nov 20</td>
<td>Paper #2: Title, Abstract, and Introduction</td>
<td>50</td>
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<td>Nov 20</td>
<td>Paper #3: Results and Discussion</td>
<td>75</td>
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<td>Nov 27</td>
<td>Presentation #2: Three-minute thesis</td>
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<td>Dec 12</td>
<td>Peer Review</td>
<td>25</td>
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<td></td>
<td>Final Paper with cover letter and meta-statement</td>
<td>125</td>
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<td></td>
<td><strong>TOTAL</strong>:</td>
<td>500 (100%)</td>
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Research Study Participation Requirement: Students enrolled in this course are required to complete a research assignment that can include up to 4 hours of research study participation. These studies require that students set up an appointment to complete participation at a laboratory on campus (or via an on-line survey). Students will learn how studies are conducted and will receive a synopsis at the conclusion of the quarter describing the study’s goal, result, and relevance to the class. Students who prefer not to participate in the research may opt for an alternative that entails reading any one chapter about political science research and writing a five-page reaction paper. The typical chapter is about 20 pages and thus reading it and writing a five-page paper should take approximately four hours.

Near the start of the quarter, students will receive an e-mail asking them whether they prefer study participation or the alternative assignment. The e-mail will also include details on how to complete either requirement. Failure to complete the requirement during the quarter will result in an incomplete. Failure to complete the requirement during the following quarter will result in a failing grade for the class. Note that if you are enrolled in multiple classes that require participation, you only need to satisfy the requirement one time. Also, if you already completed the requirement in another course in a previous quarter, you are excused from the requirement.

5. Course Materials
The following materials are required for this course and available at Beck’s Bookstore. 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.


(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. 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 an Irrawaddy dolphin with our course number in the subject line ("POL101 Fall 2018"). 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 11). 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>
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<tbody>
<tr>
<td>9/27 (Th)</td>
<td>Introduction</td>
<td>(1) Syllabus</td>
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<td>(2) Listen to Podcasts:</td>
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<td>• A-J: “Anthropocene” podcast</td>
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<td></td>
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<td>• K-Z: “Finite” podcast</td>
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<tr>
<td>10/2 (Tu)</td>
<td>Planetary Problems</td>
<td>(1) Steinberg Chapters 1-2</td>
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<td>10/4 (Th)</td>
<td>Transboundary Pollution</td>
<td>(1) Selin (2014)</td>
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<tr>
<td>10/9 (Tu)</td>
<td>Understanding Planetary Problems</td>
<td>(1) Hardin (1968)</td>
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<td>(2) Meadows et al (1972)</td>
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<td></td>
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<td>(3) Brown (2003)</td>
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<td>(4) Lomborg (2001)</td>
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<tr>
<td>10/11 (Th)</td>
<td>What Can We Do?</td>
<td>(1) Steinberg Ch. 3</td>
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<td><strong>10/12 (F)</strong></td>
<td>GROUP SYNTHESIS DUE</td>
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<td>Mini-Literature Review: Group Synthesis due at noon</td>
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<tr>
<td>10/16 (Tu)</td>
<td>Political Analysis and the Global Environment</td>
<td>(1) Keohane (2015)</td>
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<td>(2) Moore and Squires (2016)</td>
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<td>(3) Ostrom (2010)</td>
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<td>10/18 (Th)</td>
<td>Studying Global Environmental Politics</td>
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<td>10/23 (Tu)</td>
<td>Forests and Biodiversity</td>
<td>(1) Steinberg Ch. 4</td>
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<td>10/25 (Th)</td>
<td>Oceans, Part I</td>
<td>(1) Steinberg Ch. 5</td>
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<td>(2) Campling and Havice (2018)</td>
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<tr>
<td><strong>10/28 (Su)</strong></td>
<td>PAPER #1 DUE</td>
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<td>Paper #1 due at noon</td>
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<tr>
<td>10/30 (Tu)</td>
<td>Paper Pitch</td>
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<td>Paper Pitch</td>
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<td>11/1 (Th)</td>
<td>Climate Change</td>
<td>(1) Steinberg Ch. 6</td>
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<td>11/6 (Tu)</td>
<td>Oceans, Part II</td>
<td>(1) IIISD (2018)</td>
<td>Paper #2</td>
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<td>11/8 (Th)</td>
<td>Peer Meetings</td>
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<tr>
<td>11/13 (Tu)</td>
<td>(Re)Scaling GEG</td>
<td>(1) Steinberg Chs. 7-8</td>
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<td>11/15 (Th)</td>
<td>Changing the Rules</td>
<td>(1) Steinberg Ch. 9 and 10</td>
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<td>11/20 (Tu)</td>
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<td>Paper #3</td>
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<tr>
<td>11/22 (Th)</td>
<td>NO CLASS</td>
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<td>Paper #3 3-minute Presentations</td>
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<tr>
<td>11/27 (Tu)</td>
<td>Paper Drafts Discussion</td>
<td>(1) Assigned Papers for Peer Review</td>
<td>Peer Reviews</td>
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<tr>
<td>11/29 (Th)</td>
<td>Wrap-up – LAST CLASS</td>
<td>(1) Steinberg Ch. 11</td>
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<tr>
<td>12/4 (Tu)</td>
<td>Reading Week</td>
<td>(2) Podcast: “Slowing Down”</td>
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<tr>
<td>12/6 (Th)</td>
<td>Reading Week</td>
<td>NO CLASS</td>
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<tr>
<td><strong>12/12 (W)</strong></td>
<td>FINAL PAPERS</td>
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<td>Final Papers due at noon</td>
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8. Detailed Class Schedule and Assignments

Section 1: The State of the Global Environment (Weeks 1-3)

Class #1 (Thursday, 9/27): Introductions and Course Overview

Key Questions: What are global environmental politics?

Readings:

(1) Syllabus
(2) Listen to one of the podcasts below: 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”

As you listen, 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? Be prepared to discuss your thoughts in class.

Class #2 (Tuesday, 10/2): Planetary Problems

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

Readings:

(1) Steinberg Chapters 1 and 2

Class #3 (Thursday, 10/4): Transboundary Pollution

Key Questions: What are different types of global environmental problems? How do environmental problems become “global”?

Readings:


Class #4 (Tuesday, 10/9): Understanding Planetary Problems

Key Questions: What are different ways to understand what causes global environmental problems?

Readings:


Assignments due:

(1) Mini-Literature Review - Annotations due by 11:00am – Upload to Canvas and bring a copy to class. Please bring your laptops to class.
Class #5 (Thursday, 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

FRIDAY, 10/12: GROUP SYNTHESIS DUE AT NOON

Class #6 (Tuesday, 10/16): 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 #7 (Thursday, 10/18): Studying Global Environmental Politics

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?

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

Class #8 (Tuesday, 10/23): Forests and Biodiversity

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

Readings:
(1) Steinberg Chapter 4

Class #9 (Thursday, 10/25): Oceans, Part I

Key Questions: What are markets? How do markets shape our planet? Under what conditions can markets contribute to effective global environmental governance?

Readings:
(1) Steinberg Chapter 5

SUNDAY, 10/28: PAPER #1 DUE AT NOON
Class #10 (Tuesday, 10/30): Paper Pitch

Assignments due:
(1) Paper Pitch: 8-minute (max) presentation
(2) Paper #2: Literature Review

Class #11 (Thursday, 11/1): Climate Change

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 #12 (Tuesday, 11/6): Oceans, Part II

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

Readings:

Assignments due:
(1) Paper # 2

Class #13 (Thursday, 11/8): PEER-to-PEER Meetings

Assignments due:
(1) Peer Review

Class #14 (Tuesday, 11/13): (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 (Thursday, 11/15): Changing the Rules

Key Questions: What are some key leverage points for changing the rules? How can we assess if and how different types of rules will address a problem?

Readings:
(1) Steinberg Chapters 9 and 10
Class #16 (Tuesday, 11/20): 3-Minute Thesis

Assignments due:
(1) 3-minute thesis: produce one PowerPoint Slide and a three-minute presentation on your revised question, approach, and argument
(2) Paper #3

Class #17 (Tuesday, 11/27): Paper Drafts Discussion

Readings:
(2) Assigned Papers for Peer Review

Assignments due:
(2) Peer Reviews due by 11:00 am. Upload to Canvas and bring a copy to class.

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

Class #18 (Thursday, 11/29): 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) Be prepared to discuss the ways in which you can slow down and cultivate happiness while at Northwestern. How can you change the rules that shape your life?

Tuesday, 12/4: NO CLASS – READING WEEK

Thursday, 12/6: NO CLASS – READING WEEK

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