



cea™
Learn your potential



Natural Resource Management: Conflict & Cooperation

UNH Course Code: ENV301

Primary Subject Area: Environmental Sciences, International Relations, Political Science

Level: 300

Prerequisites: Two 200-level courses in environmental sciences, international relations or political science

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

DESCRIPTION

This course analyzes the transformation occurring at the intersection between the theory and practice of international relations on the one hand and issues related to the management and exploitation of environmental and natural resources on the other.

The relative abundance or scarcity of natural resources has long been a major factor in accounting for the rise and fall of civilizations. It is also a major cause of regional tension and international warfare. Conflicts over the struggle for scarce natural resources (i.e. the so called 'resource curse') are common today while 'resource nationalism' in resource-rich countries (e.g. Russia, Venezuela, and Brazil), exacerbated by tight supply of conventional energy sources, harbors the potential for global economic disruption. In a similar vein, the global scale of modern economic systems blurs the traditional distinction between rich North and poor South. The rise of high-consumption societies now cuts across international regions and borders while the distance between those who benefit from high consumption and those who suffers from its social and environmental impact grows inexorably.

Notwithstanding, we have witnessed over the last four decades the emergence of a deeper understanding of the intrinsic value of environmental natural resources along with a newly-felt sense of urgency for dealing with the collective problems arising from their use and (or) degradation. The concept of natural resources has expanded from a traditional, restrictive view of simple material economic inputs to one that now includes those environmental and ecosystem variables whose role is fundamental in guaranteeing the integrity of life-supporting earth systems.

You will address and analyze these realities in three parts. You begin by reviewing the basic concepts and theories of international relations theories as well as the evolution of the analytical paradigms that have been used to frame the relation between human development and the natural environment. You will then focus on the visible output of global environmental politics, i.e.

international regimes for environmental, nature and habitat protection and conservation. The course will end by looking in detail at the energy-climate nexus, as the competition for hydrocarbons represents a potential trigger of conflict but which also opens the doors to a serious effort to accelerate the pace of development and deployment of alternative sources of energy that are key to reducing the production of greenhouse gases.

LEARNING OBJECTIVES

Cognitive Skills: Disciplinary & Cultural Knowledge

- Identify the international dimensions of key environmental problems
- Categorize and describe the major institutions of global environmental politics
- List the strengths and weaknesses of major international actors in global environmental politics
- Describe which basic concepts and theories of international relations are useful for analyzing the relation between human development and its impact on the environment
- Describe how such concepts and theories evolved to take account of global environmental politics
- Explain the theory of regimes as it applies to global environmental politics
- Identify concepts in IR that help us understand the role of individual agency and responsibility in both explaining the current environmental status quo and in making change to it possible
- Explain theoretical approaches to the concept of 'global commons' and the contending alternatives advanced for their management
- Describe innovative ways Europeans balance material growth and environmental protection
- Account for relative differences in stringency and effectiveness of environmental protection in different issue areas
- Identify the drivers of the ecological footprints of consumption at different levels; from the global down to individual lifestyles
- Describe the nexus between energy systems, international politics, economic development and environmental impacts
- Discover and describe local host-city manifestations of global environmental politics

Analytical Skills: Critical Thinking in Oral & Written Work

- Use both local and international scholarship to explore key course concepts
- Use standards of critical thinking to inform your understandings of key course concepts
- Approach environmental issues from the different perspectives presented in class (economic, international politics, environmental studies)
- Gauge the trade-offs implied in laying emphasis on one perspective over the other
- Research, analyze, organize and present information and data relative to a specific environmental issue, outlining the interplay between its actors and the structure of the problem at hand (i.e. constraints and opportunities to move forward)

Affective Skills: Attitudinal & Intrapersonal Development

- Become sensitive to the role that different cultural, social and economic backgrounds play in generating opposing interpretations of the value of environmental resources and ecosystems

- Assess your personal outlook and behavior as an advocate for either ‘change’ or ‘continuity’
- Become aware of and identify the cultural influences and upbringing underlying your personal attitudes towards the environment and ecosystem
- Detect any possible conflict between the value system promoted by conventional wisdom and your individual sensibility and behavior
- Gauge whether the European approach to the economy and the environment can be defined as conducive to a ‘post-materialistic’ society and how it compares to the USA and other parts of the world according to your perceptions and considerations

Behavioral Skills: Cultural Engagement & Interpersonal Development

- Use knowledge of global environmental politics to engage positively with host people and culture
- Think and act ‘glocally’ and accept that everything is connected where no action is value-neutral or void of consequences
- Apply abstract knowledge about domestic environmental policy-making in the EU to your everyday life experience in the host culture
- Develop a set of personal criteria that help structure and guide your choices as a global citizen relating to consumption and engagement with the different communities of which you are a member
- Build an ‘holistic sense of self’ through the recognition of the network of material and immaterial relations that tie you to different ecosystems at different levels
- Exhibit economy and efficiency in personal resources use, both at the individual and at societal level, eschewing those behavioral strategies that trade off short-term gains for long-term losses

INSTRUCTIONAL FORMAT

The class will meet for 75 minutes, twice a week. The format of the course will be based on weekly lectures. Each lecture will present a coherent set topic with prescribed readings. Lecture format will be integrated with slides, active use of Internet web pages, student presentations, work groups, special activity and some field studies.

All classes will begin with a brief review of the key ideas of the previous session. It is assumed that you will come to class well-prepared and are expected to actively participate in class discussions. You must complete the readings before the date for which they are listed in the course outline. Once per semester each student must offer a short presentation to fellow classmates based on the scheduled reading. This summary (15-20 minutes) will sketch out the main arguments contained in the readings. These presentations will have previously been assigned by the course instructor at the beginning of the course. You must attend a pre-presentation tutorial to guarantee the quality of your intervention in class. The course instructor will then use the presentation as a springboard to elaborate further on the material prepared for that class and depending on the session in hand will complement in-class lectures with organized debates, group exercises, student presentations, documentary films, extensive outside readings, and a research paper.

Finally, the course will include experiential learning activities, such as the visit to Barcelona’s ECOPARC, an environmental facility dedicated to comprehensive treatment of solid waste in the metropolitan Barcelona area. ECOPARC is financed by the Cohesion Fund of the European Union, and, therefore, symbolizes the process of environmental modernization of Spain following its accession to the EU.

Please be advised: If you require any special accommodations or have any special learning needs, please inform the instructor and the onsite academic affairs staff on the first day of class.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. However, you must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Workload Expectations: In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

Please be advised: Any grade dispute you encounter in this course must immediately be discussed with the instructor and definitively resolved before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see [CEA Academic Policies](#).

Class Participation 1	5%
Class Participation 2	5%
Field Study Assignment	5%
In-Class Presentation	10%
Quizzes	15%
Final Essay	20%
Midterm Exam	20%
Final Exam	20%

Class Participation 1 & 2 (5% + 5%): You are expected to participate in every class through consistent contributions to debates, and to collaborate in daily class activities related to the topic discussed. You will also participate in small oral presentations along the semester. Active participation is a must in order to pass the class. You should come to class ready to discuss the material, express your opinion and address different questions. Lack of interest or a negative attitude will affect the grade considerably. You are also asked to

participate and complete all exercises in Moodle. Class participation will be assessed and graded at the end of the Midterm and at the end of the course.

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–89.90)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.69)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.90)

In-Class Presentation (10%): The student will be asked to present and introduce to his fellow classmates and to the teacher, at least, one topic from those covered during the course. This ice-breaker presentation will take up to 20-30 minutes and will consist of a power point presentation to be handed to the teacher prior to class. The teacher might intervene during the student’s presentation to expand or amend its content. Both content and form will be taken into account.

Quizzes (15%): There will be 3 take-home quizzes structured as multiple choice tests. Each quiz will be worth 5% of the final grade. Quizzes are set up as partial, in that their scope is limited to those lessons covered in between.

Final Essay (20%): During the second week of the course the student will choose a topic from among the list presented by the teacher, and it will be considered the subject of his/her final essay. Changes in the essay’s topic will only be authorized by the teacher. The teacher will give guidelines on the structure, the content and the sources of the essay. On average, it will contain 3000 words and will be based on academic articles and books, plus whatever other sources are judged congruent by the student (press articles, magazines, websites, etc...).

Mid-Term and Final Exams (20%+20%): The mid-term and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They will test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have

integrated across your study in this course. Both exams are structured in two sections. Section 1 will include a set of 3 short-essay questions concerning topics covered in each of the two parts of the course (i.e. exams are partial). Each answer must be at least one page long, showing that you have grasped the logic underlying the topics examined. The second part of the exam will consist of a list of 10 to 15 multiple-choice questions similar to those of the quizzes.

Field Study Assignment (5%): During your visit to the ECOPARC, you will have the opportunity to understand the efforts to minimize environmental impacts of consumption through recycling and waste treatment. You are expected to read the material provided by the professor prior to the meeting, engage in the debate following the presentation, and write a report on the content of the presentation and the debate, to be handed in the following week.

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 - 93.9%	3.70
B+	8.70	8.99	87.0 - 89.9%	3.30
B	8.40	8.69	84.0 - 86.9%	3.00
B-	8.00	8.39	80.0 - 83.9%	2.70
C+	7.70	7.99	77.0 - 79.9%	2.30
C	7.00	7.69	70.0 - 76.9%	2.00
D	6.00	6.99	60.0 - 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks (4 class sessions) of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two-week period, regardless of the reason for your absence.
- You will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Campus Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Arriving Late for Class: Consistently arriving late is disruptive and shows a lack of respect for instructor and fellow students. For persistent lateness, the instructor deducts percentage points from the total 10% earmarked for Participation as indicated in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor. The instructor will determine if the amount of class time missed constitutes a full or partial absence.

CEACLASSROOM: CEA'S MOODLE CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives.

The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

REQUIRED READINGS

The required course textbooks listed below have been ordered for you and are available at CEA Academic's Office. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy of each. Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class (in Moodle). Other reference books and materials are located on the Academics Office for in-house consultation. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Required Textbook

Chasek Pamela; Downie, David L. and Janet Welsh Brown. *Global Environmental Politics (Dilemmas in World Politics)*. 5th edition, Boulder: Westview Press, 2010.

Additional Required Readings

Axerlrod, Regina; Vandever Stacy D. and David L. Downie, eds. *The Global Environment: Institutions, Law and Policy*. 3rd edition, Washington: CQ Press, 2011 (Ch. 5 "The Role of Environmental NGOs in

- International Regimes”, - p. 92-110; Ch. 4 “Governance through Regimes”, p. 70- 91; Ch. 15 “Consumption, Commodity Chains and the Global Environment”— p. 311- 332).
- Benson David and Andrew Jordan. “Environmental Policy” in Michelle Cini and Nieves Pérez-Solórzano Borrogán, eds. *European Union Politics*. 3rd edition. Oxford: Oxford University Press. 2010: 358- 374.
- Betsill, Michelle M. and Elizabeth Corell, eds. *NGO Diplomacy: The Influence of Non Governmental Organizations in Environmental Negotiations*. Cambridge: MIT Press (Ch. 2, p. 19-42).
- Brown, Lester R. *Plan B 3.0: Mobilizing to Save Civilization*. Earth Policy Institute. New York: W.W. Norton & Company, 2008 (ch. 3, “Emerging Water Shortages”, p. 68- 84).
- Conca, Ken and Geoffrey D. Dabelko, eds. *Green Planet Blues: Four Decades of Global Environmental Politics*. 4th edition. Boulders: Westview Press, 2009 (Chs. 1 to 4; Ch. 11; Ch. 15; ch. 16; ch. 17; ch. 20).
- Conca, Ken. *Governing Water: Contentious Transnational Politics and Global Institution Building*. Cambridge: MIT Press (ch. 7 “Invisible Hand, Visible Fist: The Transnational Politics of Water Marketization”, p. 215- 255).
- Cotula, Lorenzo and Sonya Vermeulen. “Deal or no deal: the outlook for agricultural land investments in Africa”. *International Affairs*, Vol. 85(6). 2009:1233- 1247.
- Dolsak, Nives and Elinor Ostrom, eds. *The Commons in the New Millennium: Challenges and Adaptation*. Cambridge: MIT Press, 2003. p. 3-34.
- Hardin, James. “The Tragedy of the Commons”. *Science* (162). (December, 1968): 1243-1248.
- Luft, Gal and Anne Korin, eds. *Energy Security Challenges for the 21st Century: A Reference Handbook*. Santa Barbara: ABC-CLIO, LLC, 2009 (Ch. 1 “Energy Security: In the Eyes of the Beholder”, p. 1- 17; Ch. 4 & 5, p. 44-78).
- Montgomery, Scott L. *The Powers That Be: Global Energy for the 21st century and Beyond*. Chicago: University of Chicago Press, 2010 (Chapters 1 to 10 –p. 1 to 162; ch. 13 –p. 213- 241; ch. 15 –p. 264- 285).
- O’Neill, Kate. *The Environment and International Relations*. Cambridge: Cambridge University Press, 2009 (Ch. 1 – p. 1-23; Ch. 4 –p. 71- 103).
- United Nations Environmental Program. “[Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication, A Synthesis for Policymakers](#)”, 2011, p. 1-52.

RECOMMENDED READINGS

Complementary references—books thematic articles and reviews—will be selected and assigned throughout the semester. Many of the following primary and secondary materials, articles and readings are located in the CEA office resource center. The instructor will guide you on these readings.

- Baker, Susan. *Sustainable Development*. New York: Routledge, 2006 (Ch. 2 “The Concept of Sustainable Development”, p. 17- 48).

- Biermann, Frank. "Reforming Global Environmental Governance: From UNEP Toward a World Environment Organization", in *Global Environmental Governance: Perspectives on the Current Debate*. Center for UN Reform Education, 2007, p. 103-123. (Downloadable at <http://centerforunreform.org/node/251>).
- Burger, Joanna and Michael Gochfeld, M. "The Tragedy of the Commons: 30 Years Later" *Environment*, Vol. 40(10). 1998: 4-27.
- Citi Investment Research & Analysis. [New Nuclear – The Economics Say No](#). Retrieved 9- 11- 2009.
- Clapp, Jennifer and Peter Dauvergne. *Path to a Green World: the Political Economy of the Global Environment*. 2nd edition. Cambridge: MIT Press (Ch. 1 "Peril or Prosperity? Mapping Worldviews of Global Environmental Change", p. 1-14"; Ch. 2 "The Ecological Consequences of Globalization", p. 19-42"; Ch. 8 "Path to a Green World? Four Visions for a Healthy Global Environment", p. 227- 245).
- Dalbeko, Geoffrey D. "An Uncommon Peace: Environment, Development and the Global Security Agenda". *Environment*, Vol. 50(3). 2008: 32- 45.
- Dalby, Simon. "Anthropocene Security", Paper for presentation to Session "Facing Global Environmental Change: Climate Change, Food Sovereignty, and Security in the Anthropocene" at the International Studies Annual Convention, New York, 2009: 1-20.
- Dauvergne, Peter."The Problem of Consumption". *Global Environmental Politics*, Vol. 10(2). 2010: 1-10.
- Dunlap, Riley E. and Aaron M. McCright. "Climate Change Denial: Sources, Actors and Strategies" in Lever-Tracy, Constance, ed. *Routledge Handbook of Climate Change and Society*, New York: Routledge. 2010:240-260.
- Gulbrandsen, Lars H. "Overlapping Public and Private Governance: Can Forest Certification Fill the Gaps in the Global Forest Regime?". *Global Environmental Governance Politics*, Vol. 4(2). 2004: 75-99.
- Haas, Peter (1992). "Introduction: Epistemic Communities and International Policy Coordination". *International Organizations*, Vol. 46(1). 1992: p. 1-35.
- Haas, Peter. "When does power listen to truth? A constructivist approach to the policy process". *Journal of European Public Policy*, Vol. 11(4), p. 569- 592.
- Halle, Mark. "[Life After Rio: A Commentary](#)". International Institute of Sustainable Development, retrieved 22-06-2012.
- Helm, Dieter. "The Assessment: The New Energy Paradigm". *Oxford Review of Economic Policy*, Vol. 21(1). 2005: 1-18.
- International Energy Agency. "World Energy Outlook". *Executive Summary*, 2011. (Ch. 2 "Energy Projections to 2035", p. 69- 102).
- Ivanova, Maria. "UNEP in Global Environmental Governance: Design, Leadership, Location". *Global Environmental Politics*, Vol. 10(1). 2010: 30-59.

- Kahl, Colin H. "Demography, Environment, and Civil Strife", in Brainard, L. and Chollet, D. eds. *Too Poor for Peace?* Washington D.C.: The Brookings Institution 2007: 60-72
- Kanie, Norichika. "Governance with Multilateral Environmental Agreements: a Healthy or Well-equipped Fragmentation?" in *Global Environmental Governance: Perspectives on the Current Debate*, Center for UN Reform Education, 2007: 67-86 (downloadable at <http://centerforunreform.org/node/251>).
- Keohane, Robert O. and Victor David G. "The Regime Complex for Climate Change". *Perspectives of Politics*, Vol. 9(1). 2011: 7-23.
- Krugman, Paul. "Building a Green Economy", *New York Times*, 7-4-2010.
- Moniz, Ernest. "[Why We Still Need Nuclear Power: Making Clean Energy Safe](#)". *Foreign Affairs*. November/December 2011: 1-8.
- Morris- Suzuki, Tessa and al. "[Lessons from Fukushima: Executive Summary](#)", *Greenpeace International*, 2012.
- Naylor, Rosamond L. and al. "The Ripple Effect: Biofuels, Fuel Security and the Environment" *Environment*, Vol. 49(9), (November, 2009): 30-43.
- Oberthür Sebastian. "The role of the EU in global environmental and climate governance", in Mario Telò, ed. *The European Union and Global Governance*. New York: Routledge. 2009: 192-209.
- Pittock, Barrie. "The Science of Climate Change: knowledge, uncertainty and risk", in Lever- Tracy, Constance, ed. *Routledge Handbook of Climate Change and Society*, New York: Routledge, 2010: 13-33.
- Schaffer, Barbara. *Energy Politics*. Philadelphia: University of Pennsylvania Press, 2009 (Ch. 1, "Energy and Regime Type", p. 19- 27; Ch. 2, "Foreign Policy", p. 28- 46).
- Van Marrewijk, Marcel. "Concepts and Definitions of CSR and Corporate Sustainability: Between Agency and Communion". *Journal of Business Ethics*, Vol. 44 (2/3): 95- 105.
- Wackernagel, Mathis. "Natural Capital Accounting with the Ecological Footprint Concept" *Ecological Economics*. Vol. 29 (83), p. 375-390.
- Zeitoun, Mark and Jeroen Warner. "Hydro- hegemony – A Framework for Analysis of Transboundary Water Conflicts". *Water Policy*, Vol. 8. 2006: 435- 460.

ONLINE REFERENCE & RESEARCH TOOLS

Institutional Internet Links

[United Nations Environmental Program](#)

[United Nations Division for Sustainable Development](#)

[Global Environmental Facility](#)

[Rio+20: UN Conference on Sustainable Development](#)

[World Business Council for Sustainable Development](#)

[World Trade Organization and the Environment](#)

[Convention on Biological Diversity](#)

[Stockholm Convention on Persistent Organic Pollutants](#)

[Basel Convention on the Control of Transboundary Movement of Hazardous Wastes and their Disposal](#)

[Convention on International Trade in Endangered Species of Wild Fauna and Flora](#)

[UNEP: Ozone secretariat](#)

[United States: Environmental Protection Agency](#)

[United States: Department of Energy](#)

[European Union: Environment](#)

[European Union: Energy](#)

[United Nations Framework Convention on Climate Change](#)

[International Energy Agency](#)

[World Energy Council](#)

[The People's Republic of China: Ministry of Environmental Protection](#)

Academic Journals and Think Tanks:

[Global Environmental Policy](#) (MIT Press Journal)

[Environment and Planning C](#)

[MIT Energy Initiative](#)

[International Institute for Sustainable Development](#) (IISD)

[International Institute for Environment and development](#) (IIED)

[Stockholm Environment Institute](#)

[World Resource Institute](#)

[Yale Environment 360](#)

[Council on Foreign Relations](#) (Energy/Environment)

[Institute for New Economic Thinking](#)

[Post Carbon Institute](#)

[Earth Policy Institute](#)

[Institute for Environmental Security](#)

[Energy Policy](#) (Elsevier)

[European Sustainable Development Network](#)

Popular (and useful) websites

[Grist: A beacon in the Smog](#)

[Think Progress, Climate Progress](#)

[Dot Earth \(NYT Blog\)](#)

[Green: A blog about energy and environment \(NYT Blog\)](#)

[The Guardian \(environment coverage\)](#)

[The Globalist](#)

[Greenpeace International](#)

[Green Growth Leaders](#)

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
1	<p>Introduction</p> <p>Presentation of the Syllabus</p> <p>Course Structure & Learning Objectives</p>	<p>General overview of course framework & bibliography</p> <p>Personal & Academic Presentations</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Acquire and skim course textbook and key readings <p>Tasks:</p> <ul style="list-style-type: none"> • Distributions of tasks for student activities
2	<p>A Conceptual Overview</p> <p>The Global Environment</p> <p>Definition of International Environmental Problems</p>	<p>Lecture & Discussion</p> <p>Presentation of the main findings of three influential environmental assessment reports</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Millennium Ecosystem Assessment (2005): Ecosystems and Human Well-Being, Summary for Decision makers (p. 1-24) • Global Environmental Outlook- 4 (UNEP, 2007): Overview, Environment for Development (p. 6-36) • O'Neill, Ch. 2 (p. 24-47)
3	<p>Framing</p> <p>Relations Among States:</p> <p>An Overview of International Relations Theories</p>	<p>Lecture & Discussion</p> <p>Realism, Liberalism, Constructivism & Critical Theory: Different takes on the Environment</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Chasek, Ch. 1 (p. 1-50) • O'Neill, Ch. 1 (p. 1-23)

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
4	<p>Global Environmental Politics</p> <p>From Stockholm in 1972 to Rio in 2012</p>	<p>Lecture & Discussion</p> <p>Overview of the major international conferences on Environment & Development</p> <p>Debate</p> <p>Disillusionment after Rio 2012: The end of Global Environmental Multilateralism?</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Conca, Ch. 1 (p. 25-30) and Ch. 2 (p. 31- 38) • Halle (article) <p>Submit:</p> <ul style="list-style-type: none"> • Final Essay Topic
5	<p>Framing the Global Environment:</p> <p>Alternative Paradigms</p>	<p>Lecture & Discussion</p> <p>Is There a Tragedy of the Commons? From Hardin to Ostrom</p> <p>Group Reflection</p> <p>Analysis of the list of ‘global commons’ & privatized resources students have identified</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Conca, Ch. 3 (p. 38- 45) and Ch. 4 (p. 46-54) • Dolsak, N. and Ostrom, Ch. 1 (p. 3-34) • Hardin, J. (see recommended readings) <p>Prepare:</p> <ul style="list-style-type: none"> • List of environmental ‘global commons’ and privatized resources you use over the year <p>Quiz:</p> <ul style="list-style-type: none"> • 1st quiz distributed

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
6	<p>Environment & Development: Squaring the Circle or a Bitter Divorce?</p>	<p>Lecture & Discussion</p> <p>The Contested Concept of Sustainable Development (SD): Analytical a operational shortcomings</p> <p>Comparison of Results of Personal Research Activity:</p> <p>Analysis of students' findings on SD strategies in their constituencies</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Baker (p. 17-48) • Clapp, J. & Dauvergne (p. 227-245) <p>Assignment:</p> <ul style="list-style-type: none"> • Write a short note (2-3 pages) on what are the strategic goals of your city/county/region/country in order to achieve SD
7	<p>The Green Economy: Another Intellectual Fad or the Next Economic Model</p>	<p>Lecture & Discussion</p> <p>Is the Triple Crisis (Finance, Development and Environment) leading to a new global consensus?</p> <p>Class Debate:</p> <p>Is Green Economy just a clever way to clear our conscience while maintaining BAU intact?</p> <p>Group Reflection:</p> <p>What has the result of your ecological footprint test taught you?</p>	<p>Readings:</p> <ul style="list-style-type: none"> • United Nations Environmental Program • Krugman (see recommended readings) • Wackernagel, M. (see recommended readings) <p>Assignment:</p> <ul style="list-style-type: none"> • Work out your ecological footprint <p>Quiz:</p> <ul style="list-style-type: none"> • 1st quiz deadline

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
8	<p>The Sovereign State: The Tottering Gate-Keeper</p>	<p>Lecture & Discussion</p> <p>The national interest & its determinants</p> <p>Traditional & alternative interpretations of sovereignty</p> <p>The domestic political context</p> <p>North-South politics & the global environment</p> <p>Answers to 1st quiz</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Chasek, Ch. 2 (p. 53- 114) • O’Neill, Ch. 3 (p. 71-103)
9	<p>A Challenge to the State: Competing Environmental, Social & Economic Interests</p>	<p>Lecture & Discussion</p> <p>The role of environmental NGOs & transnational corporations as political actors</p> <p>Class Debate:</p> <p>The 2010 Gulf Oil Spill:</p> <p>Actors’ interaction & balance of power</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Chasek, Ch. 2 (p. 53-114) • O’Neill, Ch. 3 (p. 71-103) • Van Marrewijk, M. (see recommended readings) • Betsill, M & Corell, E. (p. 19-42) <p>Assignment:</p> <ul style="list-style-type: none"> • Collect information about the aftermath of the 2010 Gulf of Mexico oil spill, focusing on the position of the Federal and State Government, EPA, Courts, BP, NGOs and local communities.

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
10	<p>Speaking Truth to Power?</p> <p>Science & Knowledge</p>	<p>Lecture & Discussion</p> <p>Science, knowledge & expertise in international environmental politics</p> <p>Discussing Your Findings:</p> <p>The 5th IPCC AR</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Haas (1992) (see recommended readings) • Haas (2004) (see recommended readings) • O'Neill, Ch. 3 (p. 48-70) <p>Assignment:</p> <ul style="list-style-type: none"> • Write a short note (2 pages) on the IPCC AR: why is it considered the blueprint for science/politics interaction?
11	<p>The Global Institutional Architecture I:</p> <p>International Organizations & the Global Environment</p>	<p>Lecture & Discussion</p> <p>Channels of influence of IGOs in global environmental politics</p> <p>UNEP & the UN system</p> <p>GEF & Multilateral Financial Institutions</p> <p>Class Debate:</p> <p>Pros & Cons of a World Environmental Organization</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Conca, Ch. 11 (p. 143- 160) • Ivanova (see recommended readings) • Biermann (see recommended readings) <p>Quiz:</p> <ul style="list-style-type: none"> • 2nd quiz distributed

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
12	The Global Institutional Architecture II: International Regimes for Environmental Protection	Lecture & Discussion Competing Theories of Regime Formation Components of environmental treaty regimes Obstacles to Effective Global Environmental Policy	Readings: <ul style="list-style-type: none"> • O'Neill, Ch. 4 (p. 71-103) • Axelrod, Ch.4 (p. 70-91) • Chasek, Ch. 6 (p. 271-318) • Kanie (see recommended readings)
13	Environmental Regimes I	Lecture & Discussion Trans-boundary Air Pollution Hazardous Wastes & Toxic Chemicals Comparison of Findings: on e-waste	Readings: <ul style="list-style-type: none"> • Chasek, Ch. 3 (p. 117-161) Assignment: <ul style="list-style-type: none"> • Listen: After Dump, What Happens To Electronic Waste? • Explore the concept of e-waste
14	<i>Midterm Exam</i>	<i>Midterm Exam</i>	Assignment: <ul style="list-style-type: none"> • Review all Class Readings & Course Materials

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
15	Environmental Regimes II	<p style="text-align: center;">Lecture & Discussion</p> <p style="text-align: center;">Ozone Depletion Regime</p> <p style="text-align: center;">Review</p> <p style="text-align: center;">Answers to 2nd quiz</p> <p style="text-align: center;">Review of general midterm exam performance:</p> <p style="text-align: center;">Strength & Weakness</p> <p style="text-align: center;">Individual tutorship after class</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Chasek, Ch. 4 (p. 163-202)
16	Natural Resources, Species & Habitats I	<p style="text-align: center;">Lecture & Discussion</p> <p style="text-align: center;">Whaling, International Trade in Endangered Species, Biodiversity</p> <p style="text-align: center;">Overview of the 'letter to my government'</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Chasek, Ch. 5 (p. 203-269) • Read the Global Environmental Outlook-Biodiversity and write a letter to your government to demand action on this issue
17	Natural Resources, Species and Habitats II	<p style="text-align: center;">Lecture & Discussion</p> <p style="text-align: center;">Fishing Regimes, Desertification, Forests</p> <p style="text-align: center;">Class Discussion:</p> <p style="text-align: center;">The role of private certification in forest protection (i.e. FSC)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Chasek, Ch. 5 (p. 203-269) • Gulbrandsen, L.H. (see recommended readings) <p>Assignment:</p> <ul style="list-style-type: none"> • Get information about the FSC

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
18	<p>The European Union: A Green Leader?</p>	<p>Lecture & Discussion</p> <p>The Domestic Agenda: 50 years of environmental policy-making.</p> <p>The International Agenda: Promoting a new paradigm & leading by example</p> <p>The Europeanization of Spain</p> <p>Group Discussion:</p> <p>A Transatlantic divide on environmental and energy policies?</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Benson (p.358- 374) • Oberthür (p. 192-209) <p>Assignment:</p> <ul style="list-style-type: none"> • Write a short note (2-4 pages) on the differences that you have noticed while in the EU on the approach to environmental protection, energy consumption and people's attitudes (also confronting your impressions variance across on Europeans cities you might have visited). <p>Quiz:</p> <ul style="list-style-type: none"> • 2nd quiz deadline

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
19	Environment & Security	<p style="text-align: center;">Lecture & Discussion</p> <p style="text-align: center;">The environmental security paradigm</p> <p style="text-align: center;">Environmental conflict</p> <p style="text-align: center;">Resource abundance vs. scarcity</p> <p style="text-align: center;">Environmental security</p> <p style="text-align: center;">Ecological Security</p> <p style="text-align: center;">Group Discussion:</p> <p style="text-align: center;">Darfur Conflict: a harbinger of 21st century conflict?</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Kahl, C. (2007) • Dalbeko, G.D. (2008) • Dalby, S. (2009) (see recommended readings) <p>Assignment:</p> <ul style="list-style-type: none"> • Investigate: the Darfur Conflict
20	The Material Basis of Energy The Outlook for the Future	<p style="text-align: center;">Lecture & Discussion</p> <p style="text-align: center;">Lessons from our Energy Past</p> <p style="text-align: center;">The Meaning of Global Trends</p> <p style="text-align: center;">Shared Possibilities & Vulnerabilities</p> <p style="text-align: center;">Comparison of your investigation findings</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Montgomery, Ch. 1 (p. 1-14) • International Energy Agency “World Economic Outlook”, (see recommended readings) <p>Assignment:</p> <ul style="list-style-type: none"> • Investigate the relative contribution of energy sources in electricity generation in your state/country.

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
21	Hydrocarbons: Oil, Natural Gas & Coal	Lecture & Discussion Oil, how much is left? The Natural Gas Revolution (and its dangers) The Comeback of Coal Class Discussion: Shale Gas: The new revolution	Readings: • Montgomery Chs. 4 to 7 (p. 53-111) Assignment: • Investigate: Fracking in your country.
22	The Geopolitics of Energy	Lecture & Discussion Energy Security Resource Wars: Looming reality or Obsolete Scenario?	Readings: • Luft & Korin (Ch. 1, p. 1-17; Ch. 4, p. 44-65; Ch. 5, p. 66-77)

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
23	Toward a Low-Carbon World: Renewable Energy	Lecture & Discussion Technological & economic constraints: Assessing REN potential Biofuels: clean energy & environmental trade-offs Class Debate: REN promotion in USA and EU	Readings: <ul style="list-style-type: none"> • Montgomery, Chs. 9 & 10 (p. 149-183) • Naylor, R. et al. (see recommended readings) Assignment: <ul style="list-style-type: none"> • Investigate: Promotion of REN in your state/country and in the EU.
24	The Uncertain Future of Nuclear Energy: Renaissance or Decline?	Lecture & Discussion A Safe energy source? The Conundrum of Waste Disposal The Fukushima Accident Fallout	Readings: <ul style="list-style-type: none"> • Montgomery, Ch. 8 (p. 127-148) • Morris- Suzuki, T. & al. (see recommended readings) • Monitz, E. (see recommended readings)
25	Climate Change I: Overview of the Science in Support of Policy-Making	Lecture & Discussion Complexity, confidence & uncertainty in climate modeling & projections Analysis of Climate Change Denial	Readings: <ul style="list-style-type: none"> • Dunlap, R. E. & McCright, A. M., (2010) • Pittock, B. (2010) (see recommended readings) Quiz: <ul style="list-style-type: none"> • 3rd quiz distribution

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
26	Waste Management & Recycling Cultural Approaches	Field Study: Study Excursion to Barcelona ECOPARC Vital infrastructure to recycle BCN's waste Innovative systems BCN waste recycling strategy	Assignment: • Take notes and write a 5-page report on this experience, adding a comparison b/w BCN solid waste recycling and the city where you live.
27	Climate Change II: International Climate Change Policy	Lecture & Discussion Treaty Making Process & Multi-level global climate governance	Readings: • Chasek, Ch. 4 (p. 179-200) • Keohane, R. & Victor D. (see recommended readings) Assignment: • Final Essay Deadline
28	Research & Investigation Documentary Evidence of Resources Depletion	Screening & Discussion: Documentaries Darwin's Nightmare The Cove Food Inc.	Assignment: • Take notes on documentary. Each of the documentaries to be shown highlights harmful practices at the local/global level: broader reflection on the value of film industry and independent reporting on creating awareness. Quiz: • 3 rd quiz deadline

International Relations & Natural Resources: Conflict & Cooperation

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
29	<p>Course Review</p> <p>Learning Objectives</p> <p>Q&A</p> <p>Reflection Exercise</p>	<p>Course Review</p>	<p>Assignment:</p> <ul style="list-style-type: none"> • Prepare questions and doubts in view of the Final Exam. <p>Quiz:</p> <ul style="list-style-type: none"> • Answers to 3rd quiz <p>Field Study</p> <ul style="list-style-type: none"> • Field Study Report Due
30	<p><i>FINAL EXAM</i></p>	<p>Final Exam</p>	<p>Assignment:</p> <ul style="list-style-type: none"> • Review all Class Readings & Course Materials