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](#).

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<tr>
<th>Assessment Category</th>
<th>Weight</th>
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<tr>
<td>Class Participation 1</td>
<td>5%</td>
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<td>Class Participation 2</td>
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<td>Field Study Assignment</td>
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<tr>
<td>In-Class Presentation</td>
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<td>Quizzes</td>
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<td>Final Essay</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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**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.

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<tr>
<th>Criteria for Assessing Class Participation</th>
<th>Grade</th>
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<tr>
<td>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.</td>
<td>A+ (9.70–10.00)</td>
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<td>You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.</td>
<td>A-/A (9.00–9.69)</td>
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<td>You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.</td>
<td>B/B+ (8.40–8.90)</td>
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<td>You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.</td>
<td>C+/B- (7.70–8.39)</td>
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<td>You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.</td>
<td>C (7.00–7.69)</td>
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<td>You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.</td>
<td>D (6.00–6.69)</td>
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<td>You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.</td>
<td>F (0–5.90)</td>
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**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.

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<th>CEA Grading Scale</th>
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<tr>
<td><strong>Letter Grade</strong></td>
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<td><strong>Low Range</strong></td>
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<td>A+</td>
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**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


Additional Required Readings

Axelrod, Regina; Vandeveer Stacy D. and David L. Downie, eds. The Global Environment: Institutions, Law and Policy. 5th 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).


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).


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.


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
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<th>SESSION</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
<th>STUDENT ASSIGNMENTS</th>
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</table>
| 1       | Introduction | General overview of course framework & bibliography | Readings:  
• Acquire and skim course textbook and key readings  
Tasks:  
• Distributions of tasks for student activities |
|         |       | Personal & Academic Presentations |  |
| 2       | A Conceptual Overview | Lecture & Discussion | Readings:  
• 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) |
|         | The Global Environment | Presentation of the main findings of three influential environmental assessment reports |  |
|         | Definition of International Environmental Problems |  |  |
| 3       | Framing Relations Among States: | Lecture & Discussion | Readings:  
• Chasek, Ch. 1 (p. 1-50)  
• O’Neill, Ch. 1 (p. 1-23) |
<p>|         | An Overview of International Relations Theories | Realism, Liberalism, Constructivism &amp; Critical Theory: Different takes on the Environment |  |</p>
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<td>Lecture &amp; Discussion</td>
<td>Readings:</td>
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<td>4</td>
<td>Global Environmental Politics</td>
<td>Overview of the major international conferences on Environment &amp; Development</td>
<td>• Conca, Ch. 1 (p. 25-30) and Ch. 2 (p. 31-38)</td>
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<td>Submit:</td>
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<td>• Final Essay Topic</td>
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<td>5</td>
<td>Framing the Global Environment: Alternative Paradigms</td>
<td>Lecture &amp; Discussion Is There a Tragedy of the Commons? From Hardin to Ostrom</td>
<td>Readings:</td>
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<td>Group Reflection Analysis of the list of ‘global commons’ &amp; privatized resources students have identified</td>
<td>• Conca, Ch. 3 (p. 38-45) and Ch. 4 (p. 46-54)</td>
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<td>• Dolsak, N. and Ostrom, Ch. 1 (p. 3-34)</td>
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<td>• Hardin, J. (see recommended readings)</td>
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<td>Prepare:</td>
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<td>• List of environmental ‘global commons’ and privatized resources you use over the year</td>
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<td>Quiz:</td>
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| 6       | Environment & Development: Squaring the Circle or a Bitter Divorce? | Lecture & Discussion  
The Contested Concept of Sustainable Development (SD): Analytical a operational shortcomings  
Comparison of Results of Personal Research Activity: Analysis of students’ findings on SD strategies in their constituencies | Readings:  
• Baker (p. 17-48)  
• Clapp, J. & Dauvergne (p. 227-245)  
Assignment:  
• 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       | The Green Economy: Another Intellectual Fad or the Next Economic Model | Lecture & Discussion  
Is the Triple Crisis (Finance, Development and Environment) leading to a new global consensus?  
Class Debate: Is Green Economy just a clever way to clear our conscience while maintaining BAU intact?  
Group Reflection: What has the result of your ecological footprint test taught you? | Readings:  
• United Nations Environmental Program  
• Krugman (see recommended readings)  
• Wackernagel, M. (see recommended readings)  
Assignment:  
• Work out your ecological footprint  
Quiz:  
• 1st quiz deadline |
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<td>8</td>
<td><strong>The Sovereign State:</strong> The Tottering Gate-Keeper</td>
<td><strong>Lecture &amp; Discussion</strong>&lt;br&gt;The national interest &amp; its determinants&lt;br&gt;Traditional &amp; alternative interpretations of sovereignty&lt;br&gt;The domestic political context&lt;br&gt;North-South politics &amp; the global environment&lt;br&gt;Answers to 1st quiz</td>
<td><strong>Readings:</strong>&lt;br&gt;• Chasek, Ch. 2 (p. 53-114)&lt;br&gt;• O’Neill, Ch. 3 (p. 71-103)</td>
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<td>9</td>
<td><strong>A Challenge to the State:</strong> Competing Environmental, Social &amp; Economic Interests</td>
<td><strong>Lecture &amp; Discussion</strong>&lt;br&gt;The role of environmental NGOs &amp; transnational corporations as political actors&lt;br&gt;<strong>Class Debate:</strong>&lt;br&gt;The 2010 Gulf Oil Spill:&lt;br&gt;Actors’ interaction &amp; balance of power</td>
<td><strong>Readings:</strong>&lt;br&gt;• Chasek, Ch. 2 (p. 53-114)&lt;br&gt;• O’Neill, Ch. 3 (p. 71-103)&lt;br&gt;• Van Marrewijk, M. (see recommended readings)&lt;br&gt;• Betsill, M &amp; Corell, E. (p. 19-42)&lt;br&gt;<strong>Assignment:</strong>&lt;br&gt;• 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.</td>
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| 10      | Speaking Truth to Power?  
Science & Knowledge | Lecture & Discussion  
Science, knowledge & expertise in international environmental politics  
Discussing Your Findings: The 5th IPCC AR | Readings:  
- Haas (1992) (see recommended readings)  
- Haas (2004) (see recommended readings)  
- O’Neill, Ch. 3 (p. 48-70)  
Assignment:  
- Write a short note (2 pages) on the IPCC AR: why is it considered the blueprint for science/politics interaction? |
| 11      | The Global Institutional Architecture I:  
International Organizations & the Global Environment | Lecture & Discussion  
Channels of influence of IGOs in global environmental politics  
UNEP & the UN system  
GEF & Multilateral Financial Institutions  
Class Debate:  
Pros & Cons of a World Environmental Organization | Readings:  
- Conca, Ch. 11 (p. 143-160)  
- Ivanova (see recommended readings)  
- Biermann (see recommended readings)  
Quiz:  
- 2nd quiz distributed |
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<tr>
<td>12</td>
<td>The Global Institutional Architecture II:</td>
<td>Lecture &amp;</td>
<td>Readings:</td>
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<td>International Regimes for Environmental</td>
<td>Discussion</td>
<td>• O’Neill, Ch. 4 (p. 71-103)</td>
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<td>Protection</td>
<td>Competing Theories of Regime Formation</td>
<td>• Axelrod, Ch.4 (p. 70-91)</td>
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<td>Components of environmental treaty regimes</td>
<td>• Chasek, Ch. 6 (p. 271-318)</td>
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<td>Obstacles to Effective Global Environmental</td>
<td>• Kanie (see recommended readings)</td>
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<td>Policy</td>
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<td>13</td>
<td>Environmental Regimes I</td>
<td>Lecture &amp;</td>
<td>Readings:</td>
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<td></td>
<td></td>
<td>Discussion</td>
<td>• Chasek, Ch. 3 (p. 117-161)</td>
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<td>Trans-boundary Air Pollution</td>
<td>Assignment:</td>
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<td>Hazardous Wastes &amp; Toxic Chemicals</td>
<td>• Listen: After Dump, What Happens To Electronic Waste?</td>
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<td>Comparison of Findings:</td>
<td>• Explore the concept of e-waste</td>
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<td>on e-waste</td>
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<td>14</td>
<td>Midterm Exam</td>
<td>Midterm Exam</td>
<td>Assignment:</td>
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<td></td>
<td>• Review all Class Readings &amp; Course Materials</td>
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<td>SESSION</td>
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| 15      | Environmental Regimes II | Lecture & Discussion  
Ozone Depletion Regime  
Review  
Answers to 2nd quiz  
Review of general midterm exam performance:  
Strength & Weakness  
Individual tutorship after class | Readings:  
• Chasek, Ch. 4 (p. 163-202) |
| 16      | Natural Resources, Species & Habitats I | Lecture & Discussion  
Whaling, International Trade in Endangered Species, Biodiversity  
Overview of the ‘letter to my government’ | Readings:  
• 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 | Lecture & Discussion  
Fishing Regimes, Desertification, Forests  
Class Discussion:  
The role of private certification in forest protection (i.e. FSC) | Readings:  
• Chasek, Ch. 5 (p. 203-269)  
• Gulbrandsen, L.H. (see recommended readings)  
Assignment:  
• Get information about the FSC |
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</table>
| 18      | The European Union: A Green Leader? | Lecture & Discussion  
The Domestic Agenda: 50 years of environmental policy-making.  
The International Agenda: Promoting a new paradigm & leading by example  
The Europeanization of Spain | Readings:  
• Benson (p.358-374)  
• Oberthür (p. 192-209)  
Assignment:  
• 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).  
Quiz:  
• 2nd quiz deadline |
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<tr>
<td>19</td>
<td>Environment &amp; Security</td>
<td>Lecture &amp; Discussion</td>
<td>Readings:</td>
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<tr>
<td></td>
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<td>The environmental security paradigm</td>
<td>• Kahl, C. (2007)</td>
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<td>Resource abundance vs. scarcity</td>
<td>• Dalby, S. (2009) (see recommended readings)</td>
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<td>Environmental security</td>
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<td>Ecological Security</td>
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<td>Group Discussion:</td>
<td>Assignment:</td>
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<td>Darfur Conflict: a harbinger of</td>
<td>• Investigate: the Darfur Conflict</td>
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<td>21st century conflict?</td>
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<p>| 20      | The Material Basis of Energy   | Lecture &amp; Discussion             | Readings:           |
|         | The Outlook for the Future     | Lessons from our Energy Past    | • Montgomery, Ch. 1 (p. 1-14) |
|         |                                | The Meaning of Global Trends    | • International Energy Agency “World Economic Outlook”, (see recommended readings) |
|         |                                | Shared Possibilities &amp; Vulnerabilities |                     |
|         |                                | Comparison of your investigation findings | Assignment:         |
|         |                                |                                  | • Investigate the relative contribution of energy sources in electricity generation in your state/country. |</p>
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</table>
| 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

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</table>
| 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:**  
- Montgomery, Chs. 9 & 10 (p. 149-183)  
- Naylor, R. et al. (see recommended readings)  
**Assignment:**  
- 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:**  
- 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:**  
- Pittock, B. (2010) (see recommended readings)  
**Quiz:**  
- 3rd quiz distribution |
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<tr>
<td>26</td>
<td>Waste Management &amp; Recycling</td>
<td>Field Study: Study Excursion to Barcelona ECOPARC</td>
<td>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.</td>
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<td>Cultural Approaches</td>
<td>Vital infrastructure to recycle BCN’s waste Innovative systems BCN waste recycling strategy</td>
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<td>28</td>
<td>Research &amp; Investigation Documentary Evidence of Resources Depletion</td>
<td>Screening &amp; Discussion: Documentaries Darwin’s Nightmare The Cove Food Inc.</td>
<td>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: • 3rd quiz deadline</td>
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| 29      | Course Review | Course Review | Assignment:  
• Prepare questions and doubts in view of the Final Exam. |
|         | Learning Objectives |                | Quiz:  
• Answers to 3rd quiz |
|         | Q&A |                | Field Study  
• Field Study Report Due |
|         | Reflection Exercise |                | |
| 30      | **FINAL EXAM** | Final Exam | Assignment:  
• Review all Class Readings & Course Materials |