

## E535/V710/E710: International Environmental Policy Fall 2008

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**Class Number:** 12899/13020/15422

**Class time:** M, W. 4:00 - 5:15 PM

**Instructor:** Tatyana B. Ruseva

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**Classroom:** PV 273

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**Office hours:** M. 5:30-6:30 pm,  
or by appointment

**Secretary:** Jennifer Mitchner

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**Prospectus:** In 2002, ten years after the historic 1992 Earth Summit in Rio de Janeiro, world leaders assembled in Johannesburg to appraise the state of the earth. Most participants observed that there was little evidence of a planet “on the mend”, but much evidence of continued global environmental degradation since the Earth Summit. While virtually all delegates agreed that stepped-up environmental protection efforts were needed to repair the planet’s health, some urged that a grave crisis was upon us, already. Among the comments made:

- 1.3 billion people have no access to clean water; only half have access to sanitation;
- About one in every two people in the world lives on less than \$2/day;
- Atmospheric concentrations of key greenhouse gases have increased around 25 % since the beginning of the industrial revolution;
- Stable chlorinated organic contaminants, like dioxin, are found in areas and in biota once thought to be pristine including the Arctic.

As to the accomplishments of the 2002 World Summit, an Oxfam official grumbled: “What we’ve come up with is absolutely zero, absolutely nothing”.

Environmental diplomats’ hand-wringing over the declining health of the earth began long before either the Johannesburg meeting or the summit in Rio. In 1972, in Stockholm, countries large and small, rich and poor promised to do more to fight regional and global environmental ills. Particularly at the global level, the record of accomplishments is, at best, a short list of partial successes. Why is this the case? In his book, “Earth in Balance”, former Vice President Al Gore contends that “we can and we must” change our current behavior patterns to save the planet, and thereby save ourselves. How, in practice, do we satisfy this tall order?

We explore these questions and others in International Environmental Policy. Our inquiry is guided by four, interrelated course units: 1) international environmental law; 2) international political order; 3) the environment and global markets; and 4) sustainable development and the policy sciences. By the end of the course you should be competent to discuss, analyze, and offer explanations on a range of issues of international environmental affairs.

### Course Requirements:

First Exam (Take-home):	Covers Part I . The exam includes (i) a 2-3 page paper applying concepts from readings to a problem in international environmental affairs, and (ii) one or two essay questions (20% of final grade).
Darfur Group-led Project:	(15% of final grade).
Second Exam (In-class):	Covers Part II and III (20% of grade): includes two-three essay questions.
Final Two-Hour Exam:	Covers Units I, II, III, and IV (30% of grade).
Class participation:	Introducing a reading (10%); Participation in discussions and other class activities (5% of grade) (Total: 15% of grade).

### Exams and Assignments

The exams will draw heavily on readings and discussions, and will contain one or more essay questions. Application of core concepts from the readings will be tested. Additional instructions regarding the assignments will be provided in class. Written assignments and exams are due at the beginning of the class on the specified due date. If you anticipate a major conflict that prevents you from completing an assignment on time, please come to my office hours (Monday 5:30-6:30 pm), or contact me by email ([truseva@indiana.edu](mailto:truseva@indiana.edu)) or phone (812-857-8379).

### Group-led Project

Scholars of international environmental policy first posited the possibility of violent conflict over scarce natural resources in the early 1990s. Today, mainstream news outlets have taken up this question, positing that climate change, overuse and destruction of resources like water and agricultural soils, and inequitable distribution of these resources are causing conflict. We will consider the purported problem of environmental conflict with attention to the tragedy in Darfur, Sudan. Students divided into groups of no more than three to five will examine different facets of this problem and present their results over the course of two class sessions. More details on this assignment will be provided in class (See, Darfur project preview on page 6).

### Class Participation

Students will be responsible for introducing a reading once during the semester. This asks that you become familiar with the text (its key arguments and relevance to the rest of the assigned material), and present a short 5-minute overview of the authors' main points. This assignment will be tackled by pairs of students (See, handout "*List of readings introduced by students*" on Oncourse). Each pair will develop three questions for the class to consider, and post them on Oncourse ahead of time so that classmates have time to prepare answers. Questions are to be posted on the Oncourse Forum pages. Please, indicate your interest in a particular reading (via email) no later than 09/08.

There will be a couple of classroom assessment activities throughout the semester, such as: *a one-minute response to a question*, *concept maps*, *classroom opinion polls*, and others. Your participation in and contribution to these activities is central to the course quality and overall learning process. Participation in class discussions is highly encouraged. There are few precise answers in environmental policy problem-solving, but lots of room for creative thinking and application of core concepts gleaned from this class and from other policy, management, and natural science classes.

### **Readings**

A course packet containing the reading assignments for this class is available at the IU Bookstore and/or T.I.S. (1302 E. 3<sup>rd</sup> Street). The reading packet is: "E535/E710/V710: International Environmental Policy". The instructor may send other readings to students by email or via Oncourse. Naturally, the readings are integral to the course; they are the basis of lectures and discussions.

### **Class Format**

International Environmental Policy is a seminar, albeit a fairly large one! There are simply too many unsolved riddles and enduring problems in international environmental affairs to allow one person (me) to do all the talking. Hence, for each class I (and/or your peers) will present some key themes from the readings and set up a framework for discussion.

Here is the menu for the semester:

## Course Content

\* Indicates a reading introduced by students. Please, consult questions posted by classmates on Oncourse.

### Part I: International Environmental Law

#### 9/3 Introduction and Course Overview

Readings: Syllabus

#### 9/8 Sources of International Environmental Legal Order

Readings: Declaration of the United Nations Conference on the Human Environment; Perrez

#### 9/10 Theories of State Environmental Rights

Readings: Perrez; \*Linden, Lovejoy, and Phillips; "Some International Legal Vocabulary"

#### 9/15 General Principles of International Environmental Law

Readings: Soto, "General Principles of International Environmental Law"

#### 9/17 Enforcing International Environmental Law

Readings: \*O'Connell, "Enforcement and the Success of International Environmental Law"

#### 9/22 Breakdown of International Environmental Legal Order

Readings: \*Sand, "International Cooperation: The Environmental Experience"; Shenon, "U.S. Doubles Offshore Zone Under Its Law"

**Assignment: Take-Home Exam Distributed**

#### 9/24 **Take-Home Exam (no class); Post your final exam on Oncourse by 6 PM on 9/24**

### Part II: International Environmental Politics

#### 9/29 Securing the Commons through Regimes

Readings: Young; \*Sprinz and Vahtoranta

**Assignment: Darfur Crisis Group-led Project**

#### 10/01 Case: Global Climate Change as Troubled Regime

Readings: \*Sandler

#### 10/6 International Environmental Conflict

Readings: Homer-Dixon; UNEP “Environmental Conflicts” (Map and Tables); “Some Philippine Hostages Threaten Suicide”

**10/8 Case: Environmental Scarcity and the Rwandan Crisis**

Readings: \*Percival and Homer-Dixon.

**10/13 Darfur Crisis Presentations: A Tragedy Rooted in Scarcity?**

Readings: UNEP, Sudan Post-Conflict Environmental Assessment, <http://www.unep.org/sudan>; De Montesquiou, A. “Darfur Conflict Worsens Environment”

**10/15 Darfur Crisis Presentations Continued: A Tragedy Rooted in Scarcity?**

Readings: UNEP, Sudan Post-Conflict Environmental Assessment, <http://www.unep.org/sudan>; De Montesquiou, A. “Darfur Conflict Worsens Environment”

**10/20 Guest Lecture: Pam Jagger**

Readings: TBA/ Tentative topic: “Livelihood impacts of a forest sector governance reform in Uganda”

**10/22 Experts Role in International Environmental Cooperation**

Guest Presenter: Shane Day, Public Policy Candidate

Readings: \*Haas; Susskind

**Part III: The Environment and Global Markets**

**10/27 Trade of Endangered Wildlife: The case of African Elephants**

Readings: Ostrom; Wolf; Adetunji.

**10/29 Trade and Environmental Bads**

Readings: \*Baghati; \*Daly; “Trade Fight Spills Over into Handbags, Coffee Makres”; CNN Interactive.

**11/3 Case: Trade and Agriculture**

Readings: Rice & Smith; WSJ; Weisman & Barrionuevo; Castle & Bradsher.

**11/5 Pollution Havens: Evaluating the Evidence**

Readings: \*Jaffe et al.; Chao & Oster.

**11/10 Green Indicators of Business Performance**

Readings: McDonough and Braungart

**11/12 Second Exam (Units II and III) (in class)**

## Part IV: Policy Sciences and Sustainable Development

### 11/17 Human Values and Sustainable Development

Readings: Policy Sciences Frameworks (section on “Values”); \*Nagpal

### 11/19 The Triple Appeal Principle

Readings: Lasswell

### 11/24 Mass Poisoning in Bangladesh: Analysis Using Policy Sciences Frameworks

Readings: Policy Sciences Frameworks; “Decision Process and the Premises of Power”; Bearak.

**\*\*\* Thanksgiving recess 11/26 – 11/30 \*\*\***

### 12/1 Sustainable Development: The Curse of Natural Resources

Readings: \*Sachs & Warner; Ross “Blood Barrels”

### 12/3 Foreign Aid and Sustainable Development: Equatorial Guinea Case

Readings: Shenon; \*Auer

### 12/8 Measuring Human Well-being

Readings: UNDP; The Economist “McCurrencies”

### 12/10 Course Wrap-up and Review

### 12/17 FINAL EXAM (covers Units I, II, and III) - 5:00-7:00 PM, Room PV 273

#### IU Policy on Academic Honesty and Plagiarism:

Academic dishonesty and misconduct will be treated according to current IU regulations contained in the *Code of Student Rights, Responsibilities, and Conduct* (<http://www.dsa.indiana.edu/Code/index1.html>). Each student should understand his/her rights and responsibilities under the *Code*. Plagiarism and other forms of academic misconduct will be dealt with under the terms provided for under IU policy. *Plagiarism* is using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the *Code of Student Rights, Responsibilities, and Conduct*, a student must give credit to the work of another person when he/she does any of the following:

- Quotes another person’s actual words, either oral or written;
- Paraphrases another person’s words, either oral or written;
- Uses another person’s idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

### **Darfur Projects Preview:**

It has been suggested that competition for scarce natural resources (like arable land), caused in part by drought and desertification, are long-term or “ultimate” drivers of armed conflict and genocide in the Darfur region of Sudan. Does empirical evidence support this hypothesis? In teams of no more than 3 to 5, compose a five page analysis, driven by both quantitative and qualitative arguments, that considers the “environmental scarcity as conflict driver” hypothesis for Darfur.

Each group will examine a particular angle of this problem. We will strive to integrate each perspective as we move forward through the different presentations. All of the groups should pay attention to a key variable that authors have been discussing: diminishing rainfall and drought conditions. Then, groups should consider other environmental and non-environmental variables that may interact with rainfall/drought. Particular groups will consider:

- 1) Demographic and ethnic data: history or relations among ethnic groups; role, if any, of religion and religious differences;
- 2) Domestic and international economic data such as GDP per capita; economic and social impacts of World Bank or IMF lending practices or other foreign aid activities;
- 3) Agricultural variables: crop yields and cereal prices; trends governing livestock;
- 4) Food and nutrition: rates of malnutrition and disease;
- 5) Integration group: this group “brings it all together” – they will integrate data (quantitative and qualitative) that the other groups have developed and strive to offer a coherent explanation of the relative importance of the environmental variables in promoting violence in Darfur. Research by this group should cover the gamut, though much of the group work will depend on the group’s understanding of other groups’ research outputs.

Each of the groups should send their draft research outputs to group #5 no later than 10/15.