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Stanford University

Syllabus for INTLPOL 275 (ENVRES 224): International Environmental Governance

Fall 2021

Monday & Wednesday, 9:45-11:15am

3-4 units

Classroom: Green Earth Sciences 134

Canvas link: <https://canvas.stanford.edu/courses/144920>

Instructor information

Gus Greenstein, PhD candidate, E-IPER (he/him)

- Email: ggreenst@stanford.edu
- Office hours: Wednesdays, 1:15-3:15 PM (PST). Location: Encina Hall 10B. Please book office hours appointments at least 24 hours in advance using this [Calendy link](#). If you would like to discuss something but cannot attend office hours, please email.

Gemma Smith, PhD candidate, E-IPER (she/her)

- Email: Gemma: gsmith16@stanford.edu
- Office hours: Mondays, 12:00 - 2:00PM (PST). Location: Encina Hall 10B. Please book office hour appointments using this [Calendy link](#) or via email.

Course Description

What kinds of rules, agreements, organizations, and processes (both formal and informal) underpin the global community's efforts to address environmental challenges? How do these institutions arise and interconnect, and how can we design them more effectively? We will explore these questions through a reading of foundational theory, attention to real-world policy dilemmas, and engagement with individuals on the front line of environmental policymaking and implementation. Drawing on the instructors' active research areas, we will emphasize forest and river basin management challenges in Latin America, though students are encouraged to contribute experiences from a range of geographies and policy arenas with which they are familiar.

In the first half of the course, we will study the making and composition of international environmental agreements. We will then use the theoretical tools gained from this to analyze a case study of the La Paz Agreement and engage with a public official with extensive experience in international environmental policy. In the second half of the course, we will examine the hurdles that policymakers and other public officials must navigate as they seek to implement international agreements in their own domestic contexts. In this portion of the class we will consider the role of domestic political cycles, bureaucratic capacity, and non-government stakeholders in comparative perspective, focusing on policy dilemmas in the Brazilian Amazon Rainforest and Tijuana River Basin.

Throughout the class, we will iteratively develop a theoretical framework for conceptualizing international environmental governance based on new insights gained from each weeks' readings

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and discussion. This exercise will help us all consolidate key learnings from each week and build our understanding of connectivity between different theories and cases. We hope that by the end of the quarter, this framework will be a valuable living document for students to apply as they move forward in their study of environmental governance challenges.

This course aims to provide students with a thorough grounding in theories of environmental institutions, with an eye toward effectiveness. Having gained an understanding of the diversity of environmental institutions in use today and promises and challenges associated with each, students will be better-equipped for careers and/or further study related to environmental challenges or other policy fields.

Course enrollment is limited to 15. If enrollment exceeds 15, admittance is by instructor approval with priority given to Masters in International Policy (MIP) and E-IPER students.

Learning Goals

- Gain familiarity with key international environmental institutions and political challenges over the past century, with an emphasis on the past 30 years.
- Understand key types of environmental institutions (environmental policies, government agencies, international organizations, community-based environmental institutions, among others) and their intersections, functions, and dysfunctions, with an international comparative perspective.
- Contextualize and apply concepts, theories, and case studies covered in class through attention to current policy debates and engagement with guest speakers at the front lines of policy development and implementation.
- Hone research and policy communication skills through a final research project.

Course Structure

- This class will consist of in-person class sessions (2x/week), short weekly reading responses, brief presentations on course readings, and a final paper and presentation. Students will also be asked to generate questions for guest speakers before each visit. (See the 'Assignments' section toward the end of the syllabus for more information on each type of assignment.) In-person class sessions will include a large amount of time for discussion, class debates, engagement with guest speakers, and some lecturing.

Course Materials

- Reading materials will consist of journal articles, book sections, news/media articles, international environmental agreements, and case studies.
- All journal articles and several books from which we'll read excerpts are available online through Stanford Searchworks.
- We've provided direct links to most readings in the class schedule below.
- The following materials are not available online and are instead available on reserve in Green Library (Media and Microtext Center). We encourage you to visit the library and scan these documents early on in the term, to prevent too much demand on a limited number of copies close to the class in which each will be discussed.
 - [Gridlock: Why Global Cooperation Is Failing When We Need It Most](#), Hale et al.
 - [Implementation](#), Pressman and Wildavsky
 - [Bureaucracy: What Government Agencies Do And Why They Do It](#), Wilson

Communication logistics

- Canvas will be our go-to resource for communication. The syllabus will live there (please check regularly; we will likely update it throughout the quarter and will do our best to notify the class when we do).
- We will give announcements via the ‘announcement’ function on Canvas. These will be delivered to students via e-mail.
- Please e-mail us if you have any questions, comments, or concerns outside of class time/office hours.

Communication and mutual respect

This course is heavily discussion-based (both during class sessions and on the canvas discussion forum where you will post responses to reading questions.) It is also a course which covers material that may elicit widely varying reactions. We therefore ask all students to help create an atmosphere of mutual respect and sensitivity, and also to be sensitive to the notion that not all students will experience the same topics in the same ways.

It also means that students may sometimes say things in class discussion that might be offensive to some, particularly if quoted out of context. To avoid this, your participation in this class requires, in addition to the general Stanford Honor Code, another point of honor: your respect of “[Chatham House rules](#)”, both during the course and going forward.

A note on laptops

Since this is a heavily discussion-based course, and we’ll spend most of our time talking with and listening to one another, we’d prefer if students avoid using laptops in class. That said, we understand some people are much more comfortable taking notes on laptops, so we defer to your judgment on this.

Submitting assignments

- Please submit all of your assignments (reading question responses, final paper, etc.) via the appropriate page/folder on Canvas.

Coursework and Grading Scheme

- This class will be graded on a letter basis only (no pass/fail option).
- Please see the rubrics below for more information on how each type of assignment will be graded.
- No extra credit will be granted.
- The table below summarizes the kinds of work you will be asked to do and their contributions to your course grade:

Category	% of course grade	Policies on absences and late work
Attendance and participation in	40%	<ul style="list-style-type: none">● You are allowed two absences without penalty, so long as you email us at least 12 hours before

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class		<p>class.</p> <ul style="list-style-type: none"> • Absences without prior notification or beyond the allowable two will reduce your attendance and participation grade proportionally to the number of sessions you are required to attend. • Arrival more than 15 minutes late counts as an absence. • There will be no way to make up for unexcused absences or absences beyond the maximum number allowed.
Reading responses, reading presentations, and questions for guest speakers	30%	<ul style="list-style-type: none"> • Reading responses and questions for guest speakers are due by 12pm the day before the class in which they'll be discussed. • Late responses/questions will be docked 50%. Questions and responses submitted more than one week after the deadline will receive no credit.
Final paper and presentation	30%	<ul style="list-style-type: none"> • Late final papers will be penalized: 2 points (after a grace period of one hour) in the first 24 hours, and 1 additional point for each additional 24 hours or part thereof. Due to grade submission deadlines, we will not be able to accept any papers after 11:59pm on Sunday 12/12. Please anticipate the likelihood of computer crashes, printer problems, and short illnesses. Start working on your papers early.

- This course uses the following grading scale:

Grade	Description	Percent
A	Excellent	93% - 100%
A-	Excellent	90% - 92%
B+	Good	87% - 89%
B	Good	83% - 86%
B-	Good	80% - 82%
C+	Satisfactory	75% - 79%
C	Satisfactory	73% - 76%

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C-	Satisfactory	70% - 72%
D	Minimal pass	60% - 69%

Other Course policies (policies on absences and late work above)

The Honor Code

You are expected to cite sources and individuals from whom you have learned and borrowed as a display of academic, intellectual, and creative integrity. Failure to do so is a violation of Stanford’s Honor Code and is a serious offense, even when the violation is unintentional. Conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them unpermitted collaboration and representing others’ work as one’s own. Please review [Stanford’s Honor Code](#), [these recommendations](#) from the Office of Community Standards, and [documentation and citation resources](#) from the Hume Center for Writing and Speaking. Please come talk to us with any questions.

We encourage you to discuss assignments and ideas with your course mates and others. However, any material submitted should be your own work.

Extended absences

If a student requires an extended absence before more than 70% of coursework is completed, there may be opportunities to withdraw from the course, or develop a schedule for making up and submitting coursework later in the quarter. Students in this situation should talk to us soon as possible.

If a student requires an extended absence after at least 70% of coursework is completed at a passing grade or higher, students may request an [Incomplete](#). Incompletes do not award any credit and can drop students below the minimum required unit load. This could negatively impact academic progress, graduation, NCAA and Veteran’s certifications, and financial aid. Students in this situation should talk to the instructors to discuss options.

Course Privacy Statement

As noted in the University’s [recording and broadcasting courses policy](#), students may not audio or video record class meetings without our permission (and that of guest speakers, when applicable). If we grant permission or post any videos ourselves, students may keep recordings only for personal use and may not post recordings on the Internet, or otherwise distribute them. These policies protect the privacy rights of instructors and students, and the intellectual property and other rights of the university. Students who need lectures recorded for the purposes of an academic accommodation should contact the [Office of Accessible Education](#).

Academic Accommodations

We are committed to making this class accessible to all students, including upholding all university disability policies:

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Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://oae.stanford.edu>).

Even if you do not have a documented disability, variability in how people learn is a documented phenomenon. Staff at the [Schwab Learning Center](#) can meet with you individually and help you identify your learning strengths, as well as areas for growth, and connect you to available support.

Student athletes who anticipate challenges in being able to submit assignments on time should speak to us as soon as possible about available accommodations. In general, please feel free to come to us to discuss necessary accommodations.

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Class Schedule

Week and theme	Daily topics	Readings (*required; other readings are optional/recommended)	Assignments
Module 1: Intro to International Environmental Agreements			
9/20 (Wk 1/ Lec 1)	Course introduction and overview; what is an institution?	NA	Complete your class bio in Canvas
(Wk 1/ Lec 2)	<p>What are international environmental agreements? How do we know if they're "working?"; How can they fall flat?</p> <p>Introduction to our "class framework" of international environmental governance</p>	<p>*Mitchell, Ronald B. 2003. "International Environmental Agreements: A Survey of Their Features, Formation, and Effects." <i>Annual Review of Environment and Resources</i> 28: 429–61.</p> <p>*Jones, Benji. 2021. "Why the US Won't Join the Single Most Important Treaty to Protect Nature." <i>Vox</i>. (link)</p> <p>Milhorance, Flavia. 2020. "A Weakened Brazil Will Be Part of the Biodiversity COP." <i>China Dialogue</i>. (link)</p> <p>Mitchell, Ronald B. et al. 2020. "What We Know (and Could Know) About International Environmental Agreements." <i>Global Environmental Politics</i> 20(1): 103–21.</p>	Respond to study questions by 12pm the day before class.

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09/27 (Wk 2/ Lec 1)	<p>Challenges in international environmental cooperation since the '92 Rio Earth Summit: higher/lower-income country divides, globalization, institutional fragmentation, and more; Ostrom and collective action; introduction to forest governance.</p>	<p>*Hale, Thomas, David Held, and Kevin Young. 2013. "Chapter 4: Environment." In <i>Gridlock: Why Global Cooperation Is Failing When We Need It Most</i>, Polity Press. (You are only required to read pp. 189-193, 226-251, and 269-272. You are welcome to read the rest, but it will not be covered in class.)</p> <p>Nicole, Wendee. 2014. "Tipping the Scale-How a Political Economist Could Save the World's Forests." <i>Mongabay</i>. (link)</p> <p>Ramachandran, Vijaya. 2021. "Blanket Bans on Fossil-Fuel Funds Will Entrench Poverty." <i>Nature</i> 592(7855): 489–489</p>	<p>Complete sign-up for presentation slots</p> <p>Respond to study questions by 12pm the day before class.</p>
(Wk 2/ Lec 2)	<p>The role of international aid in international environmental policymaking</p> <p>Second iteration of class framework development</p>	<p>*Fairman, David, and Michael Ross. 1996. "Old Fads, New Lessons: Learning from Economic Development Assistance." In <i>Institutions for Environmental Aid</i>, eds. Robert O. Keohane and Marc A. Levy. MIT Press, 29–51.</p> <p>*Harvey, Fiona. 2021. "Move Faster to Cut Emissions, Developing World Tells Rich Nations." <i>The Guardian</i>. (link)</p> <p>Spring, Jake, and Volcovici, Valerie. 2021. "Brazil governors meet with U.S. envoy Kerry in appeal for climate aid." <i>Reuters.com</i>. (link)</p>	NA

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10/4 (Wk 3/ Lec 1)	Managing domestic and international politics during international agreement formation	<p>*Putnam, Robert D. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." <i>International Organization</i> 42(3): 427–60. <u>Read pages 433 - 460.</u></p> <p>*Tollefson, Jeff. 2016. "Obama's science legacy: climate (policy) hots up." <i>Nature</i> 536(387). (link)</p> <p>*Tollefson, Jeff. 2017. "Trump pulls United States out of Paris climate agreement." <i>Nature</i> 546(198). (link)</p>	1st set of student reading presentations
(Wk 3/ Lec 2)	<p>Case Study: The La Paz Agreement</p> <p>Third iteration of class framework development</p>	<p>*The La Paz Agreement (<u>Read pages 1 - 3 of the Agreement and skim the Appendices</u>) (link).</p> <p>*Mumme and Collins (2014). "The La Paz Agreement 30 Years On." <i>Journal of Environment & Development</i>, 23(3): 303 - 330.</p>	Respond to study questions by 12pm the day before class.
10/11 (Wk 4/ Lec 1)	Class debate on the La Paz Agreement	Read your country prep sheet for class debate (distributed during previous class)	<p>Be prepared for in-class debate on the La Paz Agreement, based on previous class discussion and any independent research you find necessary</p> <p>Post 2-3 questions for Wednesday's guest speaker by 12pm 10/10 (ideally drawing on readings assigned for that day)</p>

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(Wk 4/ Lec 2)	Guest speaker: Aideé Saucedo, Technical Officer to International Organizations and Multilateral Affairs, Embassy of Mexico in the U.K.	<p>*“UN Body Adopts Climate Change Strategy for Shipping.” 2018. <i>United Nations International Maritime Organization</i>. (link)</p> <p>*Adamopoulos, Anastassios. 2020. “Marshall Islands Adds Voice to IMO Decarbonisation backlash.” <i>Lloyd’s List</i>. (link)</p>	<p>Come prepared to engage with the guest speaker</p> <p>Post short reflection on guest speaker and case study/ debate activities by 4pm 10/15</p>
Module 2: Achieving Domestic Implementation of International Agreements			
10/18 (Wk 5/ Lec 1)	Domestic implementation: government agencies as organizations.	<p>*Wilson, James Q. 1989. <i>Bureaucracy: What Government Agencies Do and Why They Do It</i>, Basic Books. Chapter 1: “Armies, Prisons, and Schools” and Chapter 2: “Organization Matters.” (Book is on reserve in Green Library, Media and Microtext Center.)</p> <p>*Pressman, Jeffrey L., and Aaron Wildavsky. 1984. “Preface to First Edition.” (<i>Note: not Preface to the Third Edition, which is also contained in the book, though you are of welcome to read that as well.</i>) In <i>Implementation</i>, University of California Press. (On reserve in Green Library, Media and Microtext Center.)</p>	<p>Respond to discussion questions by 12pm the day before class.</p> <p>2nd set of student reading presentations</p>

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		*Kaufman, Herbert. 1960. "Preface." In <i>Forest Ranger: A Study in Administrative Behavior</i> , , xxvii–xxx.	
(Wk 5/ Lec 2)	Bureaucracy part 2: A government's effort to reduce deforestation in the Brazilian Amazon Fifth iteration of class framework development	*Jackson, Rachel. 2015. "A Credible Commitment: Reducing Deforestation in the Brazilian Amazon, 2003-2012." Princeton University, Innovations for Successful Societies. (link) Hochstetler, Kathryn, and Margaret E. Keck. 2007. "Chapter 4: Amazonia." In <i>Greening Brazil: Environmental Activism in State and Society</i> , Duke University Press.	<i>Come to class prepared to speak for 1-2 minutes about the topic you are working on for the final assignment (extended op-ed).</i> Post 2 -3 questions for Dr. Claudio Maretti (joining us next Monday) by Thursday at 12pm
10/25 (Wk 6/ Lec 1)	Guest speaker: Dr. Claudio Maretti, former President, Chico Mendes Institute for Biodiversity Conservation (Brazil's federal protected areas agency); current Regional Vice Chair for South America, IUCN World	Read one or both of the following 2 items. See this document for Dr. Maretti's recommendations for specific pieces to focus on and his recommendations for further reading. Maretti, Cláudio C. 2014. Amazon: There Is Hope! If We All Do 'the Right Thing'... Deforestation, Protected Areas and Indigenous	Come prepared to engage with the guest speaker

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	Commission on Protected Areas.	<p>Territories: Past, Evolution And... Which Future? WWF Living Amazon Initiative.</p> <p>Maretti, Cláudio C. 2019. "Marine and Coastal Protected and Conserved Areas Strategy in Brazil: Context, Lessons, Challenges, Finance, Participation, New Management Models, and First Results." <i>Aquatic Conservation: Marine and Freshwater Ecosystems</i> 29(S2): 44–70.</p>	
(Wk 6/ Lec 2)	<p>Managing multi-stakeholder politics in policy implementation: introduction to multilevel and collaborative governance models</p> <p>Sixth iteration of class framework development</p>	<p>*Ansell, Chris, and Alison Gash. 2008. "Collaborative Governance in Theory and Practice." <i>Journal of Public Administration Research and Theory</i> 18(4): 543–71.</p> <p>Bodin, Orjan. 2017. "Collaborative environmental governance: Achieving collective action in social-ecological systems." <i>Science</i> 357(6352).</p>	<p>Respond to discussion questions by 12pm the day before class.</p> <p>3rd set of student reading presentations</p>
11/1 (Wk 7/ Lec 1)	Multi-stakeholder governance in domestic and international contexts: subnational and nonstate actors in climate policy	<p>*Hale, Thomas. 2016. "All hands on deck': The Paris Agreement and nonstate climate action." <i>Global Environmental Politics</i> 16(3): 12-22.</p> <p>*Fuhr, Harald, Thomas Hickmann and Kristine Kern. 2017. "The role of cities in multi-level climate governance: local climate policies and the 1.5C target." <i>Current Opinion in Environmental Sustainability</i> 30: 1-6.</p>	Post 2-3 questions for Dr. Saleem Huq and Nathan Thanki (sending us videos from COP 26) by Wednesday 11/3 at 5pm

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<p>(Wk 7/ Lec 2)</p> <p>Engagement with COP 26 (UN Climate Change Conference, Glasgow)</p>	<p>Living Case Study: COP26</p> <p>International climate governance since Paris: who has kept their commitments? What are our predictions for COP 26?</p>	<p>*The Paris Agreement (skim)</p> <p>*Statement of the COP26 President to All Parties to the UNFCCC</p> <p>*The UN Climate Summit, Glasgow 2021. <i>Friends of the Earth Scotland.</i></p>	<p>Choose a country that is party to the Paris Agreement and come to class prepared to discuss this country's position as COP 26 begins.</p> <p>You may want to consider: 1) the country's defined national contributions under the Paris Agreement 2) its progress on implementation thus far 3) its positions on key issues leading into COP 26 4) Predictions concerning how the country delegates may seek to influence proceedings at COP 26</p> <p>4th set of student reading presentations</p>
<p>11/8 (Wk 8/ Lec 1)</p>	<p>COP 26: How's it going? What are the impacts likely to be?</p> <p>Potential guest speaker (COP 26 participant) - TBD</p> <p>Seventh iteration of class framework development</p> <p>Writing Op-Eds: mini-workshop for final</p>	<p>Open reading assignment: explore news coverage of COP26 proceedings thus far and come to class prepared to discuss emerging issues, points of debate, and whether our predictions from the previous class appear to be accurate or not.</p>	

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	projects		
Module 3: Going Beyond the State: Hybrid and Private Governance			
(Wk 8/ Lec 2)	<p>The role of the private sector; placing private sector initiatives in perspective alongside hybrid and regulatory governance approaches</p> <p>Eighth iteration of class framework development</p>	<p>*O'Neill, Kate. 2012. "Chapter 7: Non-State Global Environmental Governance." In <i>The Environment and International Relations</i>, Cambridge University Press. (You are only required to read pp. 173-187.)</p> <p>*Green, Jessica F., and Graeme Auld. 2017. "Unbundling the Regime Complex: The Effects of Private Authority." <i>Transnational Environmental Law</i> 6(2): 259–84.</p> <p>*Marx, Paris. 2020. "Jeff Bezos' Climate Change Philanthropy Has Quite A few (Hidden) Strings Attached." <i>NBC News</i>.</p>	<p>Respond to discussion questions by 12pm the day before class.</p> <p>Post 2 -3 questions for Jim Leape (Monday's guest speaker) by 12pm tomorrow (11/11)</p> <p>5th set of student reading presentations</p>
11/15 (Wk 9/ Lec 1) Private governance, pt. 2 + class wrap-up	<p>Guest speaker: Jim Leape, former Director General of the World Wildlife Fund, currently William and Eva Price Senior Fellow in the Stanford Woods Institute for the Environment and Co-director of the Stanford Center for</p>	<p>*Langert, Bob. 2016. "Greenpeace, McDonald's and the Power of Collaboration." <i>GreenBiz</i>. April 18.</p> <p>*Langert, Bob. 2016. "5 Ways That NGOs Stunt Sustainability." <i>GreenBiz</i>. April 26.</p>	<p>Come to class prepared to engage with guest speaker.</p>

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	Ocean Solutions		
(Wk 9/ Lec 2)	Reflections on learnings from the quarter Class discussion of the final “class framework” for international environmental politics we have developed throughout the quarter	NA	Post a short reflection on the quarter the day before class (see Canvas for prompt).
<i>11/22</i> <i>Thanksgiving break</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>
11/29 (Wk 10/ Lec 1) Final presentations	First half of student presentations on their final projects	NA	NA
(Wk 10/ Lec 2)	Second half of student presentations on their final projects	NA	NA

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	<i>End-of-quarter reception today (12/1) from 1:30-3pm, Y2E2 3rd floor terrace!</i>		
12/6	Finals week	NA	<i>Final assignment due on Wednesday 12/8 at 11:59pm. Late penalties will apply after this deadline. Papers received after Sunday 12/12 at 11:59 will receive a 0.</i>

Assignments

Short Assignments (30%)

Throughout the course, you will have a number of short assignments to complete (approximately one per week) outside of class time to help you engage with the week's reading material and class discussions. Each week, the short assignment will be one of the following:

- **Written reading responses (250 – 350 words):** Post a short response to one of the assigned discussion questions, on canvas no later than 12pm the day before class.
- **Presentation reading response (beginning in week 3):** Students will prepare a short (~5 minute) presentation to be given at the start of the class session, summarizing one of the week's readings or some aspect of the reading that they found of particular interest. The goal of this assignment is to develop students' oral communication skills, as well as their ability to clearly communicate complex research topics in a succinct and accessible way. All students will sign up for at least one in-class presentation slot, and may sign up for more than one slot depending on the number of students. **If you are a presenter in a given week, you do not need to complete that week's written reading response.**
- **Questions for guest speakers (2 – 3 questions minimum):** We will have a number of guest speakers in class who are working at the cutting-edge of current international environmental policy. For these sessions, all students must submit a minimum of 2 – 3 questions they have for the guest speaker no later than 12pm the day before class.
- **Class activity reflections (250 – 350 words):** We will use a number of interactive class activities throughout the quarter to gain more practical familiarity with international environmental policy challenges (e.g. guest speaker sessions, case studies, class debates). After these sessions, students will post a short personal reflection on their learning outcomes to canvas. The goal of this assignment is to help students consolidate their learning from these activities and reflect meaningfully on their development throughout the course. Activity reflections are due no later than 12pm the day before class.

We believe that thoughtful and reflective engagement with class materials and discussions is extremely important to achieve the learning outcomes of this course. These short assignments are designed so as to not substantially add to your workload each week, but encourage you to spend some time thinking critically and reflecting on the readings and discussions we engage with as a class. As such, the completion of these short assignments is weighted as 30% of the final grade. All assignments are expected to be completed. One point will be deducted for an assignment that is delivered late, but within one week of the deadline. Assignments submitted after this point will receive a score of 0. Extensions should be discussed and agreed with the instructors as far in advance of the deadline as possible.

Detailed grading rubrics for each type of short assignment are outlined below:

Written Reading Responses (0 – 2)

2	<p>Response provides evidence that you have engaged with a reading on your own terms and can relate it to things outside the reading. This might include one or more of the following:</p> <ul style="list-style-type: none">● Providing a detailed example of some element of the reading. This could relate the example to the reading in a specific way that provides some insight.● Relating concepts and theories from one reading to another, either from readings contained within the syllabus or from your own readings. This could explore the specifics of the two readings and bring them together in a way that is not obvious.● Relating the reading to your own work or academic experience. This could include a substantial connection between particular elements of the reading and specific elements of your experience.● Challenging a reading or going beyond the author's point of view to raise new questions or draw new insights. <p>While a response of this quality will likely exceed the 250-word minimum, it should still be a relatively brief post (a few paragraphs at most). In this context the phrases "substantial" and "detailed" are meant to mean "some substance" and "a few details." You should say enough so that the reader senses that there is something substantial there and that you could (given time) say more.</p>
1	<p>Response provides evidence that you have engaged with the reading and made sense of it "on its own terms." This might include a thoughtful summary of what you consider to be key points in the reading, with perhaps some brief comments.</p>
0	<p>Response is shorter than 250 words. It mentions the readings but provides no evidence of in-depth reading or analysis.</p>

Presentation Reading Responses (0 – 2)

2	<p>Presentation clearly summarizes the main points of a reading or examines some aspect of the reading in depth, as well as critical reflection on the reading that shows evidence of independent thought.</p> <p>If summarizing the whole reading, details of the study background, methodology (or key theory), and results should be included, although an in-depth understanding of the methodology is not required.</p> <p>If examining a particular aspect of the reading, this could be, for example, explaining a key figure in the paper and suggesting ways to improve it; examining how the authors came to a particular result and critiques of their approach; or exploring the background of a particular theory that is key to the argument of the paper.</p> <p>For either approach, evidence of thoughtful selection of the material to include and how to communicate it clearly, engagingly, and succinctly to the audience should be evident.</p>
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1	Presentation clearly summarizes the main points of a reading or examines some aspect of the reading in depth, as detailed above, but without evidence of critical reflection. Presentation is logically organized and clearly communicated.
0	Key points of the reading are missed or incorrectly presented. Presentation is not logically organized and communication is unclear.

Questions for guest speakers

Graded as complete/ incomplete.

Class Activity Reflections (0 – 2)

2	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, examples and viewpoints presented in the class activities that are the subject of the reflection, drawing on other learnings from the course or the student's own experiences where appropriate to provide meaning. Viewpoints and interpretations are insightful and well supported with appropriate literature and/or clear, detailed examples, as applicable.
1	Response demonstrates a general reflection and with supported viewpoints and interpretations, but not enough to meet the criteria for a grade of 2.
0	Response is shorter than 250 words. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.

Final paper and presentation (30%)

Paper due Wednesday 12/8 at 11:59pm; presentations will take place the week of 11/29.

Throughout the term, we will be building a toolkit for understanding environmental governance challenges. The final assignment challenges you to express your own analysis and opinion about a current environmental issue of your choice in the form of an extended opinion editorial (op-ed).

Your op-ed should focus on recommending a particular course of action with respect to a specific government entity or environmental institution. In other words, you will be arguing that a particular government entity should take a specific course of action, or that a particular environmental institution should be reformed in some way (or created or dissolved.) Government entities can include international organizations, national governments, government agencies,

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politicians, and more. Environmental institutions can include international environmental agreements, national or subnational laws or policies, or other types of governance procedures.

With a solid effort, we believe that many of you will be able to put together a meaningful and potentially impactful piece. We therefore highly encourage all of you to approach this assignment as if you were going to publish this in a widely read media outlet and eventually pitch it for publication. However, submitting your piece for publication is not a requirement of the assignment.

Style: Since you will be expressing your opinion, the style of the paper can be thought of as similar to an op-ed that you might see in a major newspaper (e.g. NY Times, Wall Street Journal, etc.). However, your paper will be longer and more carefully researched than a typical op-ed in these outlets. *You should carefully back-up and cite any facts, figures, analysis, or arguments that you use.*

Length: No more than 2,000 words. If you decide to pitch the piece to a media outlet, you may have to create a shorter version.

The paper should include:

- A brief summary of the general issue you are addressing. What is the environmental problem at hand? What are the key facts? Who are the key actors? What progress has been made in this area? What are remaining areas of concern?
- Your opinion and specific recommendation on the issue. For instance, if your paper is about a proposed new multilateral environmental agreement, you could argue that the draft agreement is deficient in some way. You could recommend that signatories add an additional goal or monitoring mechanism. Or you could focus on a particular country that has not yet joined the agreement and argue that it is in their best interest (and the planet's) to do so.
- The reasoning that justifies your recommendation (most of your words should be devoted to this; you need to provide arguments and cite evidence to support your opinion). This is where the toolkit you'll be developing this course will be most useful. Specifically, it should help you consider the institutional landscape characterizing the policy area under consideration, understand the political interests at play, identify potential areas of consensus, and weigh the comparative advantages of different solutions. In our opinion, the most effective op-eds arguing for institutional change are ambitious, realistic, and pragmatic. They propose a bold course of action but in doing so demonstrate why the recommendation is promising one given constraints at hand, and address potential threats to implementation.
- At least 10 cited references.

Final presentation: In the final week of the course, you will give a short (5 min) presentation of your argument, so everyone gets to see what you have been working on. **(Please keep to the 5-min timeline to allow a couple of minutes for questions.)** The presentation should include key points from your paper; the rest of the format is up to you. This will be graded mainly on a completion basis. We hope and expect that you will deliver a professional presentation, but the final assignment grade will primarily depend on the written op-ed.

Grading criteria:

- Fulfills the assignment (20%): Is an institutional recommendation clearly indicated? Does the piece contain all of the required components (listed above)?
- Analysis (40%): Is the recommendation well-supported by convincing arguments based on sound logic and evidence? Does the piece consider the landscape of political interests at play, other policy options, and potential challenges to implementation?
- Organization and clarity (20%): Does the op-ed have a clear organizational theme, logical coherence, and well-argued discussion? Does the content of each section match the headings?
- Creativity (10%): Does the op-ed reflect original thinking, engagement with concepts discussed in the course, or other elements of creativity?
- Mechanics (10%): Can the memo be clearly read? Spelling or grammar mistakes?

Mid-quarter check-ins: On 10/18, we will take a few minutes for everyone to share the general topic they are working on. Please be prepared to speak for a minute or two about the policy issue you are addressing and any preliminary arguments, if you have them.

Some resources to help get you started:

Media and other publications

- [Mongabay](#)
- [Climate and Environment Desk](#), *New York Times*
- [Environment Desk](#), *The Guardian*
- [Grist](#)
- [Yale E360](#)

Think tanks

- [Stockholm Environment Institute](#)
- [Potsdam Institute for Climate Impact Research](#)
- [The Breakthrough Institute](#)

Major nonprofits

- [Resources for the Future](#)
- [World Resources Institute](#)
- [World Wildlife Fund](#)

Government and international organizations

- [United Nations Environment Program](#)
- [US EPA](#)
- [Global Environmental Facility](#)
- [World Bank Environment Global Practice](#)
- [International Union for Conservation of Nature](#)