

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2015
Discipline: International Relations
PLIR 3500-102: Global Environmental Politics
Division: Upper
Faculty Name: Howard R. Ernst, Professor of Political Science (U.S. Naval Academy)
Credit Hours: 3; Contact Hours: 38

Pre-requisites: none

COURSE DESCRIPTION

This political science course explores how competing ideas regarding environmental protection and conflicting interests impact global environmental politics. The course gives special attention to the foundations of environmental conflict, including the root economic and social factors that drive resource depletion and environmental degradation. The course addresses existing environmental laws and international agreements, as well as the processes by which binding environmental rules are enacted. A major focus of the course is to explore how policy processes at the local, national, and international level work to address global environmental problems. Some of the environmental problems addressed include: management of trans-boundary pollution, the challenge of climate change, the pursuit of renewable energy alternatives, management of endangered species, waste management systems, large-scale ecosystem restoration efforts, resource scarcity and international conflict, and others. As a political science course, the class gives special attention to the diverse factors that promote political action for environmental protection.

COURSE OBJECTIVES

- 1) Understand how competing philosophical perspectives and worldviews influence environmental conflicts among political actors and environmental stakeholders.
- 2) Understand the determinants of environmental behavior and environmental orientations at the individual level.
- 3) Understand how international and local market failures and market pressures influence environmental degradation and resource exploitation.
- 4) Understand the local, regional, and international management tools that are available for promoting environmental protection and resource management.
- 5) Apply lessons regarding environmental ethics, environmental psychology, environmental economics, and environmental policy to the regions of the world and nations visited during the Spring 2015 Voyage.
- 6) Work as a team member to complete a detailed sustainability assessment report of the Semester at Sea ship.

REQUIRED TEXTBOOK

AUTHOR: Pamela S. Chasek, David L. Downie, and Janet Welsh Brown)
TITLE: Global Environmental Politics (Dilemmas in World Politics),
PUBLISHER: Westview Press
ISBN #: 978-0813348964
DATE/EDITION: 2013/Sixth Edition

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 7:

PART ONE: ACTORS, ENVIRONMENTAL WORLDVIEWS, AND GLOBAL ENVIRONMENTAL POLITICS

A1- January 9: **Topic:** Syllabus Review and Class Discussion Regarding “What is Nature, Where Does It Start, Where Does It Stop, What Is Its Value...?”

Reading Assignments (read prior to class):

1) *Global Environmental Politics*, “Emergence of Global Environmental Politics” (Ch. 1, pp. 1-46)

A2-January 11: **Topic:** Introduction to Actors in the Environmental Arena and Their Competing Worldviews (Part 1): Cornucopians and Anthropocentrism

Reading Assignments (read prior to class):

- 1) Ernst. “Environmental Conflict: A Clash of Values” (in packet, pp. 1-4).
- 2) Ernst interpretation of Jefferson's “The Earth Belong to the Living” (letter to James Madison) (in packet, pp. 1-5).
- 3) *Global Environmental Politics*, “Actors in the Environmental Arena” (Ch. 2, pp. 49-72)

A3- January 13: **Topic:** Actors in the Environmental Arena and Their Competing Worldviews (Part 2): Deep Ecology, Biocentrism, and Radical Environmental Thought

Reading Assignments (read prior to class):

- 1) Aldo Leopold, “The Land Ethic” (excerpt in packet, pp. 42-48)
- 2) Arnes Naess, “The Shallow and the Deep, Long-Range Ecology Movement: a Summary” (in packet, pp. 49-53)
- 4) *Global Environmental Politics*, “Actors in the Environmental Arena” (Ch. 2, pp. 72-105)

Field Assignment #1, Environmental Worldview Mini Essay (due January 22):

While in port (Hilo), students are responsible to take a series of pictures that visually represent four competing environmental worldviews (e.g., cornucopian, anthropocentrism, biocentric and radical). Upon returning to the ship, students are assigned to draft a one page explanation for each of the four worldviews, relating the photos they captured in Hilo to the relevant class readings and class discussions about environmental worldviews. References to the readings (using APA style citations) are a requirement of the assignment. The photo essays should also include a brief introduction (explaining the importance of understanding competing environmental worldviews) and a conclusion in which students describe which worldview is closest to their own environmental perspective. Total page length

including images, 5 pages.

Hilo: January 14

A4-January 16: **Topic:** Exploring the Psychological and Cultural Determinants of Environmental Concern and Environmentally Responsible Behavior

Reading Assignment (read prior to class):

- 1) McFarlane and Boxall, "The Role of Social Psychological and Social Structural Variables in Environmental Activism." (in packet, pp. 79-87)

PART TWO:

MARKETS AND GLOBAL ENVIRONMENTAL POLITICS

A5-January 18: **Topic:** Environmental Politics of Japan (Part 1): Exploring Japan's Commercial Whaling Industry.

Reading Assignment (read prior to class):

- 1) Mills and Ernst. 2012. "Maritime Eco-Extremism Reconsidered: Understanding Fourth Generation Eco-Warriors in the Modern Media Age." (in packet, pp. 205-215)
- 2) *Global Environmental Politics*, "The Development of Natural Resource Regimes: Natural Resources, Species, and Habitat" (Whaling, pp. 188-195).

Study Day: January 20

A6- January 22: **Topic: Field Assignment #1, Environmental Worldview Mini Essay Due:** Student Presentations of Environmental Worldview Photo Essays (Photo essays are due at the beginning of class. Late essays will be downgraded one point for every hour they are late).

A7-January 24: **Topics:** Environmental Politics of Japan (Part 2): 1) Understanding the Causes and Consequences of the Fukushima Daiichi Nuclear Disaster and 2) Green Policy Initiative in Yokohama (Japan's Model Green City)

Reading Assignments (read prior to class):

- 1) BBC News (July 5, 2012), Fukushima Report: Key Points in Nuclear Disaster Report (in packet, pp. 1-5).
- 2) Ernst, Primer on Environmental Politics of Japan (in packet, pp. 1-20)

Yokohama: January 26-27

In-Transit: January 28

Kobe: January 29-31

A8- February 1: **Topics:** Introduction to Environmental Politics of China: 1) An Exploration of the Coal Power Industry in China and 2) Shanghai's Water Scarcity Problem

Reading Assignments (read prior to class):

- 1) Ernst, Primer on Environmental Politics of China (in packet, pp. 1-20)

Shanghai: February 3-4

In-Transit: February 5-6

Hong Kong:7-8

Field Lab And Lab Quiz (Sunday, February 8th): The Saffron Junk will take us to the west side of Hong Kong to learn about marine debris, what it means to the ecosystem. Quiz upon Completion of Field Lab.

A9- February 9:

Topics: Introduction to Environmental Politics of Vietnam: 1) The Problem of Waste Management in Ho Chi Minh City, and 2) Natural Resource Management of the Mekong River Delta.

Reading Assignments (read prior to class):

- 1) *Global Environmental Politics*, “Environmental Politics and Sustainable Development” (Ch. 6, pp. 283-319).
- 2) Ernst, Primer on Environmental Politics of Vietnam (in packet, 1-20)

Ho Chi Minh: February 11-16

A10- February 17:

Topics: Introduction to Environmental Politics of Burma: 1) Burma’s Deforestation Problem and 2) Construction of the Yadana Natural Gas Pipeline

Reading Assignments (read prior to class):

- 1) *Global Environmental Politics*, “Effective Environmental Regimes: Obstacles and Opportunities” (Ch. 5, pp. 237-281).
- 2) Ernst, Primer on Environmental Politics of Burma (in packet, pp. 1-20)

Singapore: February 19-20

Study Day: February 21

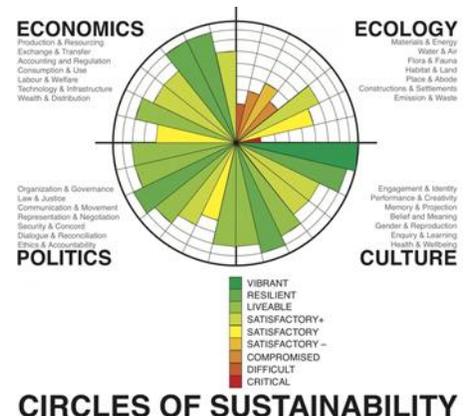
A11-February 22:

Topic: Midterm Exam (covers all readings, assignments and discussions to date). The midterm will be equally divided between selected response questions, identification questions, and short answer questions.

Rangoon: February 24-March 1

A12-March 2:

Topic: Field Assignment #2 (Shipboard Sustainability Assessment, Group Project). In this field assignment, students will work in four research teams to conduct a four-part sustainability assessment of *MV Explorer* (Semester at Sea Ship). To complete this project,



students will implement an assessment tool designed for the United Nation's Global Compact Cities Programme known as "Circles of Sustainability." The 'Circles of Sustainability' process measures the sustainability of an urban area (in our case a ship) based on four primary criteria (ecology, economics, politics, and culture). Student research teams will be assigned one of the four aspects of sustainability to study. Our sustainability assessment will be based on information collected through elite interviews of the ship's crew and Semester at Sea administrators. The structured interviews will take place during our regular class time. Research teams will make use of this information to create a collective visual representation of ship's sustainability efforts (similar to the sample image listed above). Moreover, each research team will write a four page analysis of their results. Our findings are intended for educational purposes only and will not be published in any form.

A13- March 4: **Topics:** Introduction to Environmental Politics of India: The Environmental Impact of Tourism in Cochin and 2) Scarcity of Potable Water

Reading Assignments (read prior to class):

- 1) Ernst, Primer on Environmental Politics of India (in packet, pp. 1-20)

Cochin: March 6-11

A14-March 12: **Topic: Field Assignment #2, Group Analysis Session.** In this session students will work in small groups to complete the analysis of the information collected in the Shipboard Sustainability Assessment (Circles of Sustainability). Student research teams will create a summative graph of their findings.

Study Day: March 14

A15-March 15: **Topic:** Markets and Environmental Policy (Part 1): Introduction to Market Failures and Environmental Protection

Reading Assignments (read prior to class):

- 1) Ernst, "Environmental Economics 101" (in packet, pp. 27-33)
- 3) *Global Environmental Politics*, "The Development of Natural Resource Regimes: Natural Resources, Species, and Habitat" (Ch. 4, pp. 175-236)

A16- March 17: **Topic:** Markets and Environmental Policy (Part 2): Continuation of Market Failures and Environmental Protection

Reading Assignments (read prior to class):

- 1) *Global Environmental Politics*, "The Development of Environmental Regimes: "Chemicals, Waste, and Climate Change" (Ch. 3, pp. 106-174)

Port Louis: March 18

A17-March 20: **Topic:** Markets and Environmental Policy (Part 3): Policy Options for Correcting Market Failures

Reading Assignments (read prior to class):

- 1) Dasgupta, et al., “Confronting the Environmental Kuznets” Curve (in packet, pp. 147-168)
- 2) Ernst, “Who Will Tell the People: The Rise and Fall of Environmental Journalism” (in packet, pp. 51-74)

Study Day: March 21

A18- March 23: **Topics:** Introduction to Environmental Politics of South Africa: 1) Cape Town’s Move from Coal Burring Power Plants, and 2) Africa’s Disappearing Rhinos

Reading Assignments (read prior to class):

- 1) Ernst, Primer on Environmental Politics of South Africa (in packet, pp. 1-20)

Field Assignment #3, Market Failure Mini Essay (due April 14)

In our next two countries (South Africa and Namibia), students are responsible to take a series of pictures that visually represent each of the environmental market failures covered in class (e.g., tragedy of the commons, negative externalities, weak property rights of public spaces, and insufficient information). While on the ship, students are assigned to draft a one page explanation for each of the market failures, relating the photos they captured in port to the relevant class readings and class discussions about environmental market failures. References to the readings (using APA style citations) are a requirement of the assignment. The photo essays should also include a brief introduction (explaining the importance of understanding market failures).

Cape Town: March 25-30

PART THREE:

THE GLOBAL ENVIRONMENTAL POLICY PROCESS

A19-March 31: **Topic: Environmental Politics (Part 1):** A Discussion Regarding the Elements of a Legitimate Decision Making Process for Environmental Policy (AKA, “How Do We Decide When We Do Not Agree?”)

Reading Assignments (read prior to class):

- 1) Ernst “Mismanaging the Commons: Economic Realities, Bureaucratic Scoundrels, and Political Deception” (in packet, pp. 25-30).

Walvis Bay: April 2-6

A20-April 7: **Topic: Environmental Politics (Part 2):** Institutional Models, Process Models, and Group Models (Pluralist and Elite)

Reading Assignments (read prior to class):

- 1) Thomas R. Dye. 1998. *Understanding Public Policy*. Ch. 2, pp. 17-27 (excerpt in packet).
- 2) Steel et al., "Interest Groups in the Environmental Policy Process," in *Environmental Politics*. (in packet, pp. 145-150)

A21- April 9: **Topics:** Introduction to Environmental Politics of Namibia: Sewage, Trash and Poverty.

Reading Assignments (read prior to class):

- 1) Ernst, Primer on Environmental Politics of Namibia (in packet)

Study Day: April 10

A22-April 12: **Topic:** Public Choice Models, Incremental Models, and Systems Models

Reading Assignments (read prior to class):

- 1) Thomas R. Dye. 1998. *Understanding Public Policy*. Ch. 2, pp. 27-38 (excerpt in packet).
- 2) Howard Ernst. 2003. *Chesapeake Bay Blues*, Ch. 2, pp 31-49 (in packet).

Study Day: April 14

A23: April 15: **Topic: Field Assignment #3, Market Failure Mini Essay Due:** Student Presentations of Environmental Market Failure Photo Essays (Photo essays are due at the beginning of class. Late essays will be downgraded one point for every hour they are late).

A24: April 17: **Topics:** Introduction to Environmental Politics of Morocco and London: 1) Desertification in Morocco and 2) The Struggle to Restore London's Thames River.

Reading Assignments (read prior to class):

- 1) *Global Environmental Politics*, "Future of Global Environmental Politics (Ch. 7, pp. 321-335).

Casablanca: April 18-22

April 24: Global Lens Exams and Study Day

A25: April 25: A Day Finals FINAL EXAM

April 29: Arrive in Southampton

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

FIELD LAB

According to the United Nations Environment Program, more than 4,000,000 tons of garbage reach the marine environment every year, and about 80% of that is from sources on land. The plastic waste that does not sink is broken down into tiny pieces by sunlight and wave action, forming a 'plastic soup' in the center of oceans. The North Pacific Gyre (the 'Plastic Vortex') is estimated to be greater than three times the size of Spain and Portugal combined.

The Saffron Junk will take you to the west side of Hong Kong to learn about marine debris, what it means to the ecosystem. In addition to visual sampling you will trawl for plastic debris with a sampling net, before hearing a presentation about plastic debris in the ocean, its effects on Hong Kong, and what we can do to make a difference.

This educational junk trip is an exceptional opportunity to learn from the experts and to see parts of Hong Kong that are not often visited. Doug Woodring co-founder of the Ocean Recovery Alliance, as a 2010 participant in the Clinton Global Initiative's "Rethinking Waste" program and is working to form collaborations dedicated to solving the ocean plastic debris problem. The group's mission includes studying the trends and causes of water pollution, leading the coordination of large-scale clean-up initiatives in the ocean, and proactively educating citizens on prevention and conservation.

FIELD ASSIGNMENTS:

Field Assignment #1, Environmental Worldview Mini Essay (due January 22):

While in port at Hilo, students responsible for taking a series of pictures that visually represent competing environmental worldviews (e.g., cornucopian, anthropocentrism, biocentric and radical). Upon returning to the ship, students are assigned to draft a one page explanation for each of the worldviews, relating the photos they captured in Hilo to the relevant class readings and class discussions about environmental worldviews. References to the readings (using APA style citations) are a requirement of the assignment. The photo essays should also include a brief introduction (explaining the importance of understanding competing environmental worldviews) and a conclusion in which students describe which worldview is closest to their own environmental perspective.

Field Assignment #2, Shipboard Sustainability Assessment, Group Project (due March 2) In this field assignment, we will work in four research teams to conduct a four-part sustainability assessment of *MV Explorer* (Semester at Sea Ship). To complete this project, we will implement an assessment tool designed for the United Nation's Global Compact Cities Programme known as "Circles of Sustainability." The 'Circles of Sustainability' process measures the sustainability of an urban area (in our case a ship) based on four primary criteria (ecology, economics, politics, and culture). Student research teams will be assigned one of the four aspects of sustainability to study. Our sustainability assessment will be based on information collected through elite interviews of the ship's crew and Semester at Sea administrators. The interviews will take place during our class.

We will make use of this information to create a collective visual representation of ship's sustainability efforts. Moreover, each research team will write a four page analysis of their results. Our findings are intended for our educational purposes only and will not be published in any form.

Field Assignment #3, Market Failure Mini Essay (due April 14)

During our country visits to South Africa and Ghana, students are responsible for taking a series of pictures that visually represent each of the environmental market failures covered in class (e.g., tragedy of the commons, negative externalities, weak property rights of public spaces, and insufficient information). While on the ship, students are assigned to draft a one page explanation for each of the market failures, relating the photos they captured in port to the relevant class readings and class discussions about environmental market failures. References to the readings (using APA style citations) are a requirement of the assignment. The photo essays should also include a brief introduction (explaining the importance of understanding market failures).

GRADE DISTRIBUTION (METHODS OF EVALUATION)

20%: **Midterm Exam**

The midterm exam covers all material (class discussions, readings, and assignments) since the beginning of the semester. The midterm will be equally divided between selected response questions, identification questions, and short answer questions.

10%: **Field Assignment #1, Environmental Worldview Mini Essay**

Essays will be evaluated based on the following criteria: 1) The extent to which the author's writing is free from grammatical mistakes and typos; 2) The extent to which the author applies the photos to the assigned worldview readings and class discussions; 3) How effectively the author's introduction explains the importance of worldviews to environmental politic; 4) And the extent to which the author explains their personal environmental worldview in the conclusion.

10% **Field Assignment #2, Shipboard Sustainability Assessment, Group Project**

For this group project, grades will be assigned to research teams (all team members receiving a common grade for the group project). Teams will be evaluated based on the following criteria: 1) Effectiveness in conducting elite interviews; 2) Ability to use of the elite interview findings to generate a graphic representation of ship's sustainability efforts in their research area; 3) And a four page analysis of their results.

10% **Field Assignment #3, Market Failure Mini Essay**

Essays will be evaluated based on the following criteria: 1) The extent to which the author's writing is free from grammatical mistakes and typos; 2) The extent to which the author applies the photos to the assigned market failure readings and class discussions; 3) And how effectively the author's introduction explains the importance of market failure to global environmental politic.

20% **Field Lab, Energy Tour and Lamma Island (Hong Kong's Power Plant)**

Participation in the Field Lab is a requirement of the course. Failure to participate in the lab will reduce your overall grade by 20 percent. Upon completion of the Field Lab, students will take a short quiz regarding the material covered during the lab. The field lab grade is derived from quiz grade.

20% **Final Exam**

The Final Exam will cover all readings, class discussions, and assignments since the midterm exam (it is not cumulative). The final exam will have the same format as the midterm exam. It will be equally divided between selected response questions, identification questions, and short answer questions.

10% **Class Participation (includes participation in field lab)**

Students will be graded on the quality of their participation. Attending all class sessions is a basic component of class participation. Consequently, each unexcused absence from class will result in a 3 point reduction in the student's overall class grade (10 point maximum reduction). The class participation grade is based on the quality of each student's participation. Quality participation is defined as participation that: 1) respects the opinions of others; 2) reflects mastery of the assigned readings; and 3) advances an overall exchange of ideas.

ELECTRONIC COURSE MATERIALS

The course packet for this course can be found on the instructor's intranet page and is available from your personal computer or in the computer lab.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

BIBLIOGRAPHY OF WORKS IN COURSE PACKET

BBC News (July 5, 2012), Fukushima Report: Key Points in Nuclear Disaster Report (in packet, pp. 1-5). <http://www.bbc.com/news/world-asia-18718486>

Dasgupta, et al., "Confronting the Environmental Kuznets." *Journal of Economic Perspectives*, 16 (2002) 147-168.

Thomas R. Dye. *Understanding Public Policy*. Pearson/Prentice Hall. 2012. Ch. 2, pp. 17-49. ISBN: 0205238823.

Ernst, Howard R. "Environmental Conflict: A Clash of Values" in *Fight for the Bay* (Rowman & Littlefield), 2010, pp. 1-4. ISBN: 0742563243.

Ernst, Howard R. "Environmental Economics 101" in *Fight for the Bay* (Rowman & Littlefield), 2010, pp. 27-33. ISBN: 0742563243.

Ernst, Howard R. "Mismanaging the Commons: Economic Realities, Bureaucratic Scoundrels, and Political Deception," in *Fight for the Bay* (Rowman & Littlefield), 2010, pp. 25-30. ISBN: 0742563243

Ernst, Howard R. "Who Will Tell the People: The rise and Fall of Environmental Journalism" in *Fight for the Bay* (Rowman & Littlefield), 2010, pp. 51-74. ISBN: 0742563243.

Ernst, Howard R. "Ernst Interpretation of Jefferson's The Earth Belong to the Living" (work in progress, unpublished), pp. 1-5.

Leopold, Aldo, "The Land Ethic" in Michael Boylan's *Environmental Ethics* (Prentice Hall), 2001, pp. 42-48. ISBN: 0137763867.

McFarlane and Boxall, "The Role of Social Psychological and Social Structural Variables in Environmental Activism." *Journal of Environmental Psychology*, 23 (2003) 79-87.

Mills, Brendon J. and Howard R. Ernst. "Maritime Eco-Extremism Reconsidered: Understanding Fourth Generation Eco-Warriors in the Modern Media Age." In *Maritime Private Security: Market Responses to Piracy, Terrorism, and Waterborne Security Risks in the 21st Century*, edited by Patrick Cullen and Claude Berube. (Routledge) 2012, pp. 205-215. ISBN: 0415688620.

Naess, Arnes, "The Shallow and the Deep, Long-Range Ecology Movement: a Summary" in Michael Boylan's *Environmental Ethics* (Prentice Hall), 2001, pp. 49-53. ISBN: 0137763867.

Steel et al., "Interest Groups in the Environmental Policy Process," in *Environmental Politics and Policy: A Comparative Approach*. McGraw Hill. 2003 (in packet, pp. 145-150). ISBN: 0072392266.

Global Environmental Politics. Textbook Out of Print. Series: Dilemmas in World Politics. By: Pamela S Chasek(Author), David L Downie(Author), Janet Welsh Browne(Author). 350 pages, B/w photos, figs.Â For more than twenty years, Global Environmental Politics has provided an up-to-date, accurate, and unbiased introduction to the world's most pressing environmental issues, and this new edition continues the tradition. With new material on the latest international environmental regimes, the 2012 UN Conference on Sustainable Development, the challenges of regime implementation, and the impact of the global economic crises on the global environment, the authors offer a comprehensive overview of the environment and international politics.