



# INTERNATIONAL UNIVERSITY IN GENEVA

## MODULE SPECIFICATION AND ASSESSMENT BRIEFS

### SECTION A: DEFINITIVE MODULE SPECIFICATION

*Proposed changes must be submitted to the Head of Department for approval*

MODULE ID	<i>POL 621</i>	MODULE NAME	<i>Global Environmental Politics</i>
CREDITS		MODULE LEVEL	<i>Graduate</i>
PRE-REQUISITES	<i>None</i>	TRIMESTER/QUARTER	<i>Winter</i>
ACADEMIC YEAR	<i>2019/2020</i>	CLASS DAY/TIME	<i>Thursday 6:30-9:30 pm</i>
MODULE LEADER	<i>Dr. Joachim Monkelbaan</i>	CLASS ROOM	
FACULTY EMAIL	<i>jmonkelbaan@iun.ch</i>	OTHER MODULE STAFF	

#### SHORT MODULE DESCRIPTION:

The graduate course aims to develop the skills required to engage with international environmental politics and policy. It will provide an in-depth understanding of the design and effectiveness of international environmental regimes. The course will take into account the larger political economic context of environmental policies. The course will address the specific issues of climate change, biodiversity, oceans, land use, economic systems, and trade and reveal how transnational cooperation may shape global environmental governance. As such, it will cover the substance, the processes, and the theory behind global environmental politics. This course offers opportunities both for students that are new to the topic of global environmental politics and for those that seek to expand their extant knowledge.

#### MODULE AIMS:

1. To introduce students to key global environmental problems and their consequences examining the underlying science;
2. To familiarize students with major concepts used in the study and practice of global environmental politics and to grounding this understanding by letting students interact with practitioners;
3. To familiarize students with the negotiation, evolution and performance of multilateral environmental agreements and institutions;
4. To develop critical thinking on the analysis of global environmental problems, and their causes, and solutions (including modes of governance and competencies that students need).

**Learning Outcomes :** At the end of the course, students will be able to:

*LO1: describe the various processes, actors, institutions, and key factors explaining why and how international environmental regimes formed as well as to identify key challenges in their implementation (including its relationship with other international regimes--- especially trade and investment regime);*

*LO2: demonstrate advanced knowledge of global environmental politics applying the relevant specialized language, develop and advocate for informed and appropriate action to address global environmental challenges.*

*LO3: conduct research in an academically sound way and provide a critical analysis of global environmental politics, drawing on diverse theoretical insights from International Relations.*

*LO4: understand modes and tools of governance in global environmental politics, demonstrate diplomatic and negotiation skills and apply ethical arguments to global environmental challenges*

*LO5: work with others (teamwork) giving constructive feedback to peers and doing effective critical thinking.*



## INTERNATIONAL UNIVERSITY IN GENEVA MODULE SPECIFICATION AND ASSESSMENT BRIEFS

ASSESSMENT OVERVIEW			
Type	Percentage of Module Grade	Type	Percentage of Module Grade
Examination	50%	Course work (including class participation, writing and presentation of paper)	50%

### SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Head of Department.*

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Weekly Class (9 x 3 hours)	27	<i>These classes will use a range of methods including the delivery of key content, discussion and debate, and case-study analysis (including short videos). In addition, group activities will be proposed during the course to stimulate active participation and learning. Each class is attended by one or more practitioners (from various international organizations and governments) that gives a brief presentation and discusses his/her experience with the students and answers their questions.</i>
Assessment	3	
Guided independent study (Additional reading/self-directed study/Independent Learning)	100	<i>Students will be directed to key readings and other sources of information in the classes.</i>
<b>Total</b>	<b>130</b>	

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E		50%	LO1: describe the various processes, actors, institutions, and key factors explaining why and how international environmental regimes formed as well as to identify key challenges in their implementation (including its relationship with other international regimes--- especially trade and investment regime); LO2: demonstrate advanced knowledge of global environmental politics applying the relevant specialized language, develop and advocate for informed and



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				<p>appropriate action to address global environmental challenges.</p> <p>LO4: understand modes and tools of governance in global environmental politics, demonstrate diplomatic and negotiation skills and apply ethical arguments to global environmental challenges</p>
Coursework (class participation, team essay)	CW		50%	<p>LO1: describe the various processes, actors, institutions, and key factors explaining why and how international environmental regimes formed as well as to identify key challenges in their implementation (including its relationship with other international regimes--- especially trade and investment regime);</p> <p>LO2: demonstrate advanced knowledge of global environmental politics applying the relevant specialized language, develop and advocate for informed and appropriate action to address global environmental challenges.</p> <p>LO3: conduct research in an academically sound way and provide a critical analysis of global environmental politics, drawing on diverse theoretical insights from International Relations.</p> <p>LO4: understand modes and tools of governance in global environmental politics, demonstrate diplomatic and negotiation skills and apply ethical arguments to global environmental challenges</p> <p>LO5: work with others (teamwork) giving constructive feedback to peers and doing effective critical thinking.</p>

For additional information on assessment, exams, marking and associated policies see the [IUG website](#)

<p><b>Updated by:</b> Date: 14/10/2019</p>	<p><b>Approved by:</b> Aline Baillat Date: 22/10/2019</p>
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## MODULE SPECIFICATION AND ASSESSMENT BRIEFS

### 1. Final examination brief

#### ASSESSMENT DESCRIPTION AND INSTRUCTIONS

This examination is worth: 50% of the total module marks.

The scheduled date of this assessment is: 20 February 2020

The exam will have three parts: Multiple choice questions and an essay question.

#### LEARNING OUTCOMES ASSESSED

- LO1: describe the various processes, actors, institutions, and key factors explaining why and how international environmental regimes formed as well as to identify key challenges in their implementation (including its relationship with other international regimes--- especially trade and investment regime);
- LO2: demonstrate advanced knowledge of global environmental politics applying the relevant specialized language, develop and advocate for informed and appropriate action to address global environmental challenges.
- LO4: understand modes and tools of governance in global environmental politics, demonstrate diplomatic and negotiation skills and apply ethical arguments to global environmental challenges

#### MATERIAL ALLOWED

None

#### ASSESSMENT CRITERIA & MARKING SCHEME:

- The first part (30%) of the exam will be a multiple-choice questionnaire: to assess knowledge about the course (readings and slides)

**Grading criteria:** right or wrong

- The second part (30%) of the exam will consist in two exercises where students will be asked to comment the documents provided (40%). The objective of this exam's section is to assess student's understanding of key concepts and their practical applications.

**Grading criteria:** students' ability to apply theories, concepts seen in class to the specific case, logic of analysis and critical thinking.

- The third part (40%) of the exam will be an essay question to be chosen out of 2 or 3 questions. Usually a broad topic. The objective of this section is to assess students' reflection on their learning, synthesis and discussion skills. An average essay should be around 3 pages long.

**Grading criteria** include mentioning, explaining and discussing relevant concepts of global environmental studies, making explicit references to relevant readings, making strong arguments supported by examples, data or cases (discussion and materials seen in class). As well as the ability to structure and organize the essay and to write clearly and logically (wordiness is to be avoided).



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## MODULE SPECIFICATION AND ASSESSMENT BRIEFS

### 2. Coursework brief

This assignment is worth: 50% (class participation 30%, paper 70%)

The hand in date for this assignment is **different for each student team (teams of 2-3 students present their joint paper every week)**. The objective of the assignment is to give students the opportunity to digest and reflect on the readings, develop their critical thinking, and their ability to conduct research on one topic more in-depth.

#### **Learning Outcomes assessed through this assignment: Students should be able**

LO1: describe the various processes, actors, institutions, and key factors explaining why and how international environmental regimes formed as well as to identify key challenges in their implementation (including its relationship with other international regimes--- especially trade and investment regime);

LO2: demonstrate advanced knowledge of global environmental politics applying the relevant specialized language, develop and advocate for informed and appropriate action to address global environmental challenges.

LO3: conduct research in an academically sound way and provide a critical analysis of global environmental politics, drawing on diverse theoretical insights from International Relations.

LO4: understand modes and tools of governance in global environmental politics, demonstrate diplomatic and negotiation skills and apply ethical arguments to global environmental challenges

LO5: work with others (teamwork) giving constructive feedback to peers and doing effective critical thinking.

#### **Topic of the assignment: depends on the topic of the class where students present their paper.**

Your report should be around 2000 words, 5 single-spaced pages or 9/10 double-spaced pages, Times New Roman 12. Assignments are to be submitted in paper format at the beginning of the session in which students present their paper (with the signed assignment cover sheet) (no electronic version).

Your assignment should provide a discussion of *the specific topic of that class* using empirical evidence from a variety of cases and sources. It is highly important that your discussion includes explicit references to the assigned readings and material seen in class. Your discussion should also include an analysis of related environmental problems not seen in class (of your choice and in consultation with the lecturer).

1. Submit a first draft one week before the presentation: the first draft should have a short introductory paragraph stating your thesis and a detailed outline of key ideas (500 words)
2. Submit your final version the day of the class presentation (2000 words)
3. Present your paper (15 min) and participate in class debate

#### **Marking Scheme:**

- Participation in class debates 25% of total coursework mark: Clarity of expression, curiosity, participation in discussion, topic knowledge, and convincing communication
- First draft of paper: 25% of coursework mark: thesis statement, quality of reasoning and organization, originality, level of details of the outline
- Final version of the assignment: 50% of coursework mark
  - ✓✓ Ability to reflect and establish linkages among the material seen in class and the assigned readings
  - ✓✓ Quality of the research (quantity and quality of sources)
  - ✓✓ Thesis statement (main idea, strongly and thoroughly supported throughout)
  - ✓✓ Strong reasons (strong analysis and conclusions based on the research)
  - ✓✓ Paper organization, structure of paragraph, mechanics, transitions
  - ✓✓ Formatting and citations
  - ✓✓ Inclusion of professor's feedbacks into the final paper

See the IUG website for the University's rules on examinations and assessment.



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## TEACHING SCHEDULE

SESSION	DATE	THEME/TOPIC	REQUIRED READING
<u>1</u>	28/11	<p>1. <b>Intro:</b> overview of course, skills and competencies trained, learning objectives, discuss expectation and wordcloud</p> <p>2. <b>Global environmental challenges:</b> Anthropocene, climate change, biodiversity, planetary boundaries, and ecosphere (water, ecosystems, atmosphere)</p> <p><i>Guest: Arthur Dahl (President of Int Env't Forum)</i></p>	O'Neill, 2017 Ch. 1-4
<u>2</u>	5/12	<p><b>Climate change and energy: regime formation, UNFCCC, Paris Climate Agreement</b></p> <p><i>Guest: Maria Mendiluce (director of climate and energy, WBCSD)</i></p>	Pattberg and Widerberg, 2018 Hulme, 2009
<u>3</u>	12/12	<p><b>Biodiversity</b></p> <p><i>Guest: Sonia Pena (IUCN)</i></p>	Arjumend et al., 2016 IPBES, 2019 TEEB, 2010
<u>4</u>	09/01	<p><b>Oceans /fisheries/global commons</b></p> <p><i>Guest: David French or David Vivas</i></p>	Grip, 2017 Parmentier, 2019 Ostrom, 2010
<u>5</u>	16/01	<p><b>Land use: forestry and desertification – interests of developing vs. developed countries</b></p> <p><i>Ivo Mulder (UNEP Finance Initiative)</i></p>	Wiersum et al., 2013 Timko et al., 2018. Lambin and Meyfroidt, 2011 IPCC, 2019
<u>6</u>	23/01	<p><b>Economic models and paradigms: role of corporations, growth and circular economy as a new economic model, EPI</b></p> <p><i>Guest: Finland diplomat</i></p>	O'Neill, 2017 Ch. 6,8 Hickel, 2018 Circle, 2019
<u>7</u>	30/01	<p><b>Trade, investment and environment: two-way interactions</b></p> <p><i>WTO (Env't Division) or Carolyn Deere (expert)</i></p>	WTO-UNEP, 2009 Helble, 2017 IISD and UNEP, 2014
<u>8</u>	06/02	<p><b>Governance for the SDGs - modes of governance, governance actors</b></p> <p><i>Guest: Kali Taylor (SDG Lab)</i></p>	Monkelbaan, 2019 Ch 1-3 Hajer et al., 2015
<u>9</u>	13/02	<p><b>Ways forward for global environmental politics: drivers and barriers of change; flashback Nexus, science-policy interface</b></p> <p><i>Guest: Arthur Dahl (President of Int Env't Forum)</i></p>	Monkelbaan, 2019 Ch 5-7 Pattberg and Widerberg, 2015
<u>10</u>	20/02	Final exam	



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### TEXT BOOK & RECOMMENDED READINGS

1. Intro 28/11 Total: 78 pp.	<ul style="list-style-type: none"> <li>- O'Neill, K. 2017. <i>The Environment and International Relations</i>, Cambridge, UK: Cambridge University Press. Chapters 1-2</li> <li>Optional:</li> <li>- Dauvergne, P. and Clapp, J. 2016. <i>Researching Global Environmental Politics in the 21st Century</i>.</li> </ul>
2. Climate change 5/12 Total: 44 pp.	<ul style="list-style-type: none"> <li>- Pattberg, P. and Widerberg, O. 2018. The Climate Change Regime. In: <i>Oxford Research Encyclopedia of Climate Science</i>. Oxford University Press, UK.</li> <li>- Hulme, M. 2009. <a href="#">Why we disagree about climate change</a>.</li> <li>- <a href="https://www.edf.org/blog/2015/12/15/report-back-paris-what-new-climate-deal-means-and-where-we-go-here">https://www.edf.org/blog/2015/12/15/report-back-paris-what-new-climate-deal-means-and-where-we-go-here</a></li> <li>- <a href="https://e360.yale.edu/features/why_paris_worked_a_different_approach_to_climate_diplomacy">https://e360.yale.edu/features/why_paris_worked_a_different_approach_to_climate_diplomacy</a></li> </ul>
3. Biodiv 12/12 Total: 100 pp.	<ul style="list-style-type: none"> <li>- Arjijumend, H., Koutouki, K. and Alam, S. 2016. Evolution of international governance of biodiversity. <i>Journal of Global Resources</i>: 1-15</li> <li>- Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES). 2019. <i>Global Assessment Report on Biodiversity and Ecosystem Services</i>. -&gt; look at website, summary for policymakers, and chapters, and read <a href="https://www.nature.com/articles/d41586-019-01448-4">https://www.nature.com/articles/d41586-019-01448-4</a></li> <li>- TEEB. 2010. <i>Mainstreaming the Economics of Nature: A Synthesis of the Approach, Conclusions and Recommendations of TEEB</i>.</li> </ul>
4. Oceans 9/1 Total: 46 pp.	<ul style="list-style-type: none"> <li>- Grip, K. 2017. International marine environmental governance: A review. <i>Ambio</i>. Vol 46, issue 4, pp. 413-427</li> <li>- Hardin, G. The tragedy of the commons. 1968.</li> <li>- <a href="https://www.greeneuropeanjournal.eu/oceans-in-crisis-gambling-with-our-future/">https://www.greeneuropeanjournal.eu/oceans-in-crisis-gambling-with-our-future/</a></li> <li>- Parmentier, R. 2019. <i>WTO Fisheries Negotiations: Failure Is Not An Option</i></li> <li>- Ostrom, E. 2010. Polycentric systems for coping with collective action and global environmental change. <i>Global Environmental Change</i> 20, 550–557</li> <li>- DeSombre, E. Changing issue structure to avoid free riders: protecting the ocean environment. In: Dauvergne, P. 2012. <i>Handbook of Global Environmental Politics</i> (2<sup>nd</sup> Edition).</li> </ul>
5. Land use 16/1 Total: 30 pp.	<ul style="list-style-type: none"> <li>- Wiersum et al. 2013. International forest governance regimes: reconciling concerns on timber legality and forest-based livelihoods. <i>Forest Policy and Economics</i> 32: 1-5</li> <li>- Timko et al. 2018. A policy nexus approach to forests and the SDGs: tradeoffs and synergies. <i>Current Opinion in Environmental Sustainability</i>. Vol. 34, Pages 7-12</li> <li>- Lambin, E. and Meyfroidt, P. 2011. <a href="#">Global land use change, economic globalization, and the looming land scarcity</a>. In: PNAS.</li> <li>- Have a look at IPCC. 2019. <a href="#">Climate Change and Land: an IPCC special report on climate change, desertification, land degradation, sustainable land management, food security, and greenhouse gas fluxes in terrestrial ecosystems</a>.</li> <li>-&gt; and read <a href="https://www.nature.com/articles/s41558-019-0575-9">https://www.nature.com/articles/s41558-019-0575-9</a></li> <li>- Bastin, J-F. 2019. <a href="#">The global tree restoration potential</a>. In: <i>Science</i>. Vol. 365, Issue 6448, pp. 76-79.</li> <li>- Creutzig, F. 2017. <a href="#">Govern land as a global commons</a>. In: <i>Nature</i>.</li> </ul>
6. Eco-Nomics 23/1 Total: 90 pp.	<ul style="list-style-type: none"> <li>- O'Neill, K. 2017. <i>The Environment and International Relations</i>, Cambridge, UK: Cambridge University Press. Chapters 6 and 8</li> <li>- Hickel, J. 2018. <a href="#">Why Growth Can't Be Green</a>. In: <i>Foreign Policy</i>.</li> <li>- Have a look at Circle. 2019. <a href="#">The circularity gap report 2019</a>.</li> <li>- Have a look at <a href="#">Environmental Performance Index</a> and <a href="#">SDG Index</a> (in 2019 Sustainable Development Report)</li> <li>- Schroeder, P. 2019. <a href="#">The Relevance of Circular Economy Practices to the Sustainable Development Goals</a>. In: <i>Journal of Industrial Ecology</i>. Volume 23, Issue 1, February 2019. Pages 77-95.</li> </ul>
7. Trade 30/1 Total: 107 pp.	<ul style="list-style-type: none"> <li>- Take a look at <a href="https://www.wto.org/english/tratop_e/envir_e/envt_intro_e.htm">https://www.wto.org/english/tratop_e/envir_e/envt_intro_e.htm</a></li> <li>- Helble, M. and Shepherd, B. 2017. <i>Win-Win: How International Trade Can Help Meet the Sustainable Development Goals</i>. Chapters 9 and 10</li> <li>- IISD and UNEP. 2014. <i>Trade and Green Economy: A Handbook</i>. Chapters 1 and 3</li> </ul>
8. SDG Gov 6/2 Total: 54 pp.	<ul style="list-style-type: none"> <li>- Monkelbaan, J. 2019. <i>Governance for the Sustainable Development Goals: Exploring and integrative framework of theories, tools, and competencies</i>. Singapore: Springer. Chapters 1-3</li> <li>- Hajer et al. 2015. Beyond Cockpit-ism: Four Insights to Enhance the Transformative Potential of the Sustainable Development Goals. <i>Sustainability</i> 2015. Volume 7, Pages 1651-1660</li> </ul>
9. Ways forward 13/2 Total: 119 pp.	<ul style="list-style-type: none"> <li>- Monkelbaan, J. 2019. <i>Governance for the Sustainable Development Goals: Exploring and integrative framework of theories, tools, and competencies</i>. Singapore: Springer. Chapters 5-7</li> <li>- Pattberg, P. and Widerberg, O. 2015. Theorising Global Environmental Governance: Key Findings and Future Questions. In: <i>Millennium: Journal of International Studies</i>. Volume: 43 issue: 2, Pages: 684-705</li> </ul>



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### Proposed agenda for each class:

1. Flashback to previous class(es) – 10 mins
2. Video to illustrate topic – 10mins max.
3. Lecture – 45 mins. Max
4. Class discussion – 20 mins.
5. Break – 15 mins
6. Students' presentation + discussion – 30 mins
7. Practitioner's reflections + student's questions – 40 mins
8. Harvest learnings – 10 mins

### GRADING SCALE

GRADUATE MASTER			
GRADE	PERCENTAGE	GPA	
A	93 - 100	4.00	Outstanding
A-	90 -92	3.70	
B+	87 – 89	3.30	
B	83 – 86	3.00	Good
B-	80 – 82	2.70	
C+	77 – 79	2.30	
C	73 – 76	2.00	
F	0 - 72	0.00	Failure