

Dr. Brad Martins
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OFFICE HOURS: CCC 472
Mon. & Wed. 11:00am-12:00pm
or by appointment

COURSE DESCRIPTION

International environmental positions are shaped by both broader, global concerns and narrower, domestic ones. Likewise, what type of environmental issue is negotiated constrains what countries are willing to do. This course employs both a comparative and international perspective to help students understand how these levels of politics interact across different types of environmental issues.

LEARNING OBJECTIVES

Students will ...

- explain how national-level politics influence and are influenced by international-level politics.
 - explain how environmental problem type shapes available policy solutions.
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GRADE ALLOCATION

<u>Assignment</u>	<u>Points</u>
Attendance & Participation	250
Research Proposal	50
Research Presentation	100
Research Paper	300
Total	700

A	700 - 651	C+	560 - 541
A-	650 - 631	C	540 - 511
B+	630 - 611	C-	510 - 491
B	610 - 581	D+	490 - 456
B-	580 - 561	D	455 - 421
		F	420 - 0

REQUIRED MATERIALS

TEXT. [purchase] Andreas Duit, editor. *State and Environment: The Comparative Study of Environmental Governance*.

SUPPLEMENTAL MATERIALS. All other materials will be provided in print during class meetings or electronically via UWSP's learning management software.

WEEK	TOPICS	ASSIGNMENTS
09.05-09.08	Introduction	Video: Frontline/PBS “Hot Politics” (2007)
09.11-09.15	Theory	Text: S&E, p. 27-52
09.18-09.22		Text: S&E: p. 53-75
09.25-09.29		Text: S&E: p. 149-172
10.02-10.06	Ecosystem Services	Text: S&E: p. 111-137
10.09-10.13	Unintended Byproducts	D2L: David Vogel, “Chemicals and Hazardous Substances” in <i>The Politics of Precaution</i> . Princeton University Press, 2012: 153-188.
10.16-10.20	C.A.P.s	Text: S&E: p. 293-315
10.23-10.27	International Regimes	D2L: Kate O’Neill, <i>The Environment and International Relations</i> . p. 79-138
10.30-11.03	Domestic Changes	D2L: John Dryzek, et al. “Environmental Transformation of the State: The USA, Norway, Germany and the UK.” p. 659-682.
11.06-11.10	International Model	D2L: Oran Young, “Progressive Development: The Regime for Stratospheric Ozone” p. 23-52.
11.13-11.17	International Challenges	D2L: Henrik Selin and Stacy Vandever, “Multilevel Governance and Transatlantic Climate Change Politics” (336-352) D2L: Patrick Regan, <i>The Politics of Global Climate Change</i> . p. 31-54.
11.20-11.22	<i>Individual Meetings: Research Paper</i>	
11.27-12.01	<i>Research Presentations</i>	
12.04-12.08	<i>Research Presentations</i>	
12.11-12.15	<i>Research Presentations</i>	
12.18-12.22	Research Projects Due	

POLICIES

ACADEMIC MISCONDUCT: All UWSP policies regarding academic misconduct (e.g., plagiarism) are defined in [Chapter 14](#) of *UWSP Community Bill of Rights and Responsibilities*. Violations may result in a failing grade for the course or disciplinary sanctions by the University.

EQUAL ACCESS: If you have a challenge requiring classroom accommodation, please contact UWSP [Disability Services Office](#) with your documentation as early as possible in the semester. They will notify me confidentially of the accommodations.

PARTICIPATION GRADING RUBRIC

	Strong	Needs Development	Unsatisfactory
Listening	<input type="checkbox"/> Actively and respectfully listens to peers and instructor	<input type="checkbox"/> Sometimes displays lack of interest in comments of others	<input type="checkbox"/> Projects lack of interest or disrespect for others
Preparation	<input type="checkbox"/> Arrives fully prepared with all assignments completed.	<input type="checkbox"/> Sometimes arrives unprepared or with only superficial preparation	<input type="checkbox"/> Exhibits little evidence of having read or thought about assigned material
Quality	<input type="checkbox"/> Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	<input type="checkbox"/> Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	<input type="checkbox"/> Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact	<input type="checkbox"/> Comments frequently help move seminar conversation forward	<input type="checkbox"/> Comments sometimes advance the conversation, but sometimes do little to move it forward	<input type="checkbox"/> Comments do not advance the conversation or are actively harmful to it
Frequency	<input type="checkbox"/> Actively participates at appropriate times	<input type="checkbox"/> Sometimes participates but at other times is “tuned out”	<input type="checkbox"/> Seldom participates and is generally not engaged
Grade	Description		
A	<i>Strong</i> in most categories.		
B	<i>Strong</i> in some categories but <i>Needs Development</i> in others.		
C	<i>Needs Development</i> or <i>Unsatisfactory</i> performance in most categories.		
D	<i>Unsatisfactory</i> in multiple categories.		
F	<i>Unsatisfactory</i> in nearly all categories.		

*Adapted from John Immerwahr, Villanova University, 2008.