

DRAFT

ENVS107b: Fundamentals of Global Environmental Diplomacy Fall 2024 - Tuesdays & Thursdays 3:55–5:15pm - Classroom: Mandel G12 Lecturer: Charles C. Chester (“Charlie”)

Course Overview

Teaching Assistants

- Sam Geier - samgeier@brandeis.edu - Office hours: TBD

An important note on course content for 2024–25

Fundamentals of Global Environmental Diplomacy (FGED) is a survey course on the international community’s response to contemporary environmental challenges. While FGED can be taken independently, I teach it in conjunction with my spring semester course, *International Environmental Conflict & Cooperation* (IECC; ENVS118b). Together, FGED and IECC cover the suite of topics that is widely subsumed under the label of “global environmental politics” (GEP). These include:

- Biodiversity loss
- Transboundary watercourses
- Transboundary air pollution
- Migratory species
- Trade in toxic waste
- Stratospheric ozone depletion
- Climate change
- Marine resources, including fisheries
- Many others....

Up until last academic year, my two courses have taught these topics as individual self-contained packages. This is a common approach in the academic field of GEP, and it works well enough—particularly inasmuch as the international community has, to no small degree, tackled these individual challenges in a piecemeal way. Nonetheless, the topics are intertwined, and a fuller understanding of GEP requires an examination of the international community’s response to environmental challenges over time. Accordingly, both FGED and IECC are based on one overarching premise:

In order to effectively respond to today’s global environmental challenges, it is critically important to understand both (1) how the international community has come to facing these challenges in the first place, and (2) to what degree the international community has—and has not—addressed these challenges over time.

So...is this a history course? We will cover a great deal of history, but the history we cover will be directly relevant to today's international environmental challenges. And while I have structured the course to generally flow chronologically from the mid-19th century up to 1992 (a momentous year in GEP), we will by necessity still be looking at particular topics, and for each topic I will be covering "the policy problem confronting the international community today." In short, the ultimate goal of this course is to give students insight into how the international community can effectively respond to today's environmental challenges; the catch is that I believe this insight requires historical knowledge.

Final overarching note: this course "ends" in 1992, the year of the Rio Earth Summit and the signing of five prominent international agreements (including the UN Framework Convention on Climate Change and the Biodiversity Convention). Next spring semester, I pick up again in 1992 and then cover GEP up to the present. My general expectation is that students will be more interested in the latter course on the questionable assumption that recentness is more relevant. While this may not be an unreasonable assumption *prima facie*, I will make the case that it is an incorrect one.

Learning goals

Overall, what should you expect to learn in this course? There are four essential goals:

- First, students will garner a foundational understanding of the complex array of issues subsumed under the rubric of GEP, as well as a solid understanding of the set of core consistent concepts. Specifically, students should conclude the course with a strong understanding of (a) the international community's track record on resolving environmental conflicts, (b) the complex international politics involved in resolving environmental conflicts, and (c) the range of available (and unavailable) options for resolving environmental conflicts.
- Second, each student will choose a particular topic within GEP that is of particular interest. Several projects will revolve around that topic, and by the end of the course, each student will have a rich, in-depth understanding of that particular topic.
- Third, each student will make multiple role-playing "policy briefings" to the class (see Oral Communications section below).
- Finally, because I present the subject of global environmental politics through a historical lens, you will also come away from the course with a well-rounded perspective of the sweep of the past 125 years—albeit a perspective viewed through an admittedly environment-colored lens.

A note on the role of scientific understanding: It is important to emphasize that this course focuses on human conflict and collaboration over environmental resources in the international arena. Neither the readings nor the lectures will spend a great deal of time on the environmental challenges per se, which means that students should not expect to be focusing on the core scientific issues at play. Although we will cover these basics to the degree that time allows, the course focuses on how people—specifically, people living across international borders from each other—have entered into conflict over

environmental conditions and resources, and how they have tried to overcome those conflicts through collaboration.

Course requirements

- Reading and directly commenting on the assigned material is mandatory and a central component of the course (more details on this below).
- Students will choose a topic within the field of GEP that they will examine individually for the full semester. Several assignments, including webpage development and in-class presentations (or “policy briefings”) will be based on this topic.
- Attentiveness and bringing your ADD to class. ADD stands for “Advanced Digital Device,” which can be your laptop, pad, or smartphone (coincidentally, ADD also stands for “attention deficit disorder”...more on that below). I will be using particular forms of classroom technology (Google forms and drawings and interactive tech), and you will not be able to engage in class without these.
- Regular attendance. I do realize that athletics, religious events, medical issues and life in general often legitimately interfere with class, so please just send me an email (preferably ahead of class) explaining your absence.
- Viewing “post-class video lecture wrap-ups” (see relevant section below).
- A Midterm Exam and Final Exam on the lectures.
- The Final Exam period will consist of presentations by each student on their chosen topics.

Oral communications

This course fulfills the Oral Communications (OC) foundational literacy requirement. Over the semester, each student will deliver “policy briefings” on their chosen GEP topic a minimum of three times. Students will have the opportunity to build on and expand their previous presentations, receiving feedback on improving their presentation content and style throughout the semester. In delivering these policy briefings, students will be playing the role of an issue expert who is informing the Executive Director of the United Nations Institute for Training and Research (UNITAR), who in turn will be role-played by the professor. The 3-hour scheduled Final Exam period at the end of the semester will be used for final presentations, and **students will be expected to attend this session in person—so please do not make plans to leave campus before the Final Exam period is scheduled!**

Course statement of expectations

Statement of expectation: Success in this 4 credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week on the readings (including hand-in assignments), preparation for class and exams, preparing “policy briefings,” and other miscellaneous homework assignments.

Course readings

I structure the reading assignments for my courses in a somewhat nontraditional manner. First, I don't assign piles of reading; I aim to limit the total per class maximum number of pages to about 30 (though I'm not strict about it, and I don't count cover pages, reference lists, bibliographies, etc.). Second you don't have to buy any books or subscriptions: all reading assignments will be available in pdf format. Third, for each reading assignment, you won't just be expected to read it and move on: rather, you'll be handing something back in to me and the TAs. Specifically, you will be handing in an *Annotated pdf* (or Apdf). Specifically, using pdf software of your choice (typically Adobe Reader, which is available for free, but there are many others), you will be annotating the pdfs, which means highlighting, underlining, note-taking, and asking questions directly on these pdfs. You will then submit your Apdf on the Course Latte page. These Apdfs will be due the morning before class by 8am (you can, of course, submit them earlier if you want).

Of the approximately 20 Apdfs that you'll be submitting over the semester, you may hand in five of them late (specifically, up to a week late) with no effect on your grade for the assignment. If you miss a deadline, it is still very much worth submitting them very late; you'll get some credit, and some credit is better than no credit. Please note that if you are late with your submissions, you should email your completed assignments directly to the TAs (and not submit them on Latte).

If all of this seems like an elaborate way for me to ensure that students are doing the reading, then...you would be quite perceptive. Again, the readings are an essential foundation both for your learning and for effective class participation, which is why I put so much emphasis on them.

One final note: Although some (definitely not most) of the readings may be highly quantitative and conceptually challenging, no background in environmental science on the part of the student is assumed or required. So if you see chemical stoichiometry or mathematical equations that don't mean much to you, don't panic; it's very likely your professor doesn't fully understand them either. But bear in mind that a scientific grounding is often key to our getting effective solutions in place. Ultimately, when it comes to scientifically complex readings, we will be mostly examining them through the qualitative lens of "how the international community interprets scientific information."

An experiment: Post-class video lecture wrap-ups

Even after two decades of teaching, I still often find myself at the end of class with several presentation slides still to go. In the past, this has left me with the two options of either (1) wrapping things up in a very superficial manner, or (2) leaving the remaining slides for the next class...thereby short-changing time allotted for the subsequently scheduled topic. As one might imagine (and your student predecessors have experienced), this results in some scheduling backlog, and ultimately to a bit of chaos and some topics getting severely short-changed.

To rectify this back problem, I am trying an experiment this semester. After class when I am back home or in my office, I am going to record myself finishing the day's lecture. These videos will then be posted online, and students will be required to watch

them. As an incentive to watch, several questions on the Midterm and Final exams will be weighted toward these video lectures.

Course grading

Course grades are based on the following:

- Annotated pdfs: 20%
- In class presentations: 30%
- Final presentations: 10%
- Class participation, including participation in classroom tech: 10%
- EarthWeb.info webpages: 10%
- Midterm exam: 10%
- Last-class “final” exam: 10%

While it is important that students attend the class consistently, I am also of the belief that one should not let school get in the way of one's education...which is to say that you have the right to miss a small number of classes in order to attend important athletic, religious, professional and certain miscellaneous other activities. However, it is the student's responsibility to inform the instructor of these conflicts as soon as possible. Students should thus review their calendars at the beginning of each term to determine if there are any conflicts between class periods and such events. Students who miss class will be required to complete any work that is missed, and they may be required to submit additional assignments to make up for the missed class time.

Course typology (and a heads-up on what to expect)

This is a survey course in which we cover an expansive breadth of material. Given the first learning goal of garnering a “foundational understanding of the complex array of atmospheric issues subsumed under the rubric of GEP,” we simply do not have the space for a deep dive into any particular topic that we cover. In order to achieve the goal of covering this wide swath of material, I have gone to great lengths to summarize and digest the materials in a way that is, I hope and intend, comprehensive, engaging, insightful, and lasting. The principal format I use, however, is one that many consider mind-numbingly pedantic and pedagogically anachronistic: *the lecture*.

With good reason and empirical evidence on its side, current thinking on best-practices in academia hold that students learn best in “active learning” classrooms...and not by listening to the ramblings of an absent-minded prof such as myself. So why then keep the course locked into an antiquated lecture format? That is a more-than-fair question. The main reason is that I simply have not found a better way of conveying and making sense of the amount of material we cover in this class. It is no exaggeration to say that each topic we cover in a single day in class could be—and, for the most part, is somewhere—a full semester-long course. Consequently, this course moves along at an extremely rapid pace, and if we stop too long to apply our olfactory capacities to the rosaceae (that is, “smell the roses”), we will fail to cover the whole of the course's coverage. While I always welcome questions and am more than happy to engage in

discussions when they spontaneously arise (as you will find out with my lectures tending to run over, I am flexible when it comes to timing), it is important for students to understand this aspect of the course; frustrations can arise if students do not take this into account in their course selection.

While *the lecture* has been thoroughly bashed as a mediocre-at-best approach to learning, I remain a bit suspicious. Personally, and for whatever it's worth, the courses I recall from my college experience that made the strongest impression on me—and that most challenged me to think in new and different ways—were lecture courses (no doubt, I've forgotten many lecture courses I took that made no impression on me whatsoever). I also believe that *sustained listening to learn* may be an innate ability for a chosen few, for the rest of us it is an important acquired skill—one that you will have to use for the rest of your life in both domestic and work settings. Be it 3rd grade or your senior year in college, school turns out to be a pretty good place to practice and hone that skill.

Despite my suspicions, there's no doubt that the word *lecture* carries pejorative connotations for good reason. "Nobody," as they say, "likes to be lectured." In recognition of that near-universal sentiment, here's my commitment to you: in each class, I strive to present the material in a way that both summarizes the day's case study in an academically rigorous manner, yet also in a way that is engaging to a curious audience. I do not expect my lectures to be appealing to a general audience, but I do want and hope that my lectures are helpful to people who care about global environmental challenges. As such, I try to present each case study as a *policy story*, incorporating a variety of images that include maps, photos, and figures, and breaking up my voice with multiple short multimedia (mostly videos) in each class. My aim, in short, is that you leave the end of each topic with a solid overview of how a problem arose, how it was identified, what its effects were, and then the degree to which international cooperation has resolved the problem.

Student-teacher communications

- *Contacting me*: The best way to contact me is by email at cchester@brandeis.edu. I filter incoming email with addresses containing "@brandeis.edu" to a high-priority in-box; consequently, you are likely to get my attention sooner by emailing me from your Brandeis account (though if you prefer a different email address, I will eventually get it added to the same filter).
- Generally speaking, immediacy in email replies is NMT (not my thing), but I strive to respond to your emails within a 24 hour period. If you need to reach me urgently, send me an email with the subject line beginning: "TIME SENSITIVE" (yes, in all-caps). If it's super-duper-now-or-nothing important and I haven't responded to your email(s), you can contact the TAs who have my cell number and can call/text me that you need your email answered.
- As a group, I'll be communicating important course-related information with you through the "Course News & Announcements" function on the course Latte page. You may want to set an email filter that directs or highlights these messages in a way that you'll be sure to see them.
- Finally, students must ensure that they are receiving communications from me on a timely basis. If for any reason you believe you are not receiving emails from me, you should notify me immediately. If your computer crashes or is otherwise

unavailable—a completely understandable and often unavoidable occurrence—it nonetheless remains your responsibility to contact me to let me know that I need to communicate with you via other means.

Office hours

Conversing and chatting with my students is one of the great pleasures of teaching at Brandeis, and so I strongly encourage all students to talk with me at least once (if not many more times) during the semester. In the past, I have typically come into campus in the morning on the days that I'm teaching, but if you would like to talk by zoom on any day of the week even when I'm not on campus, please email me with three times/dates that would work for you. If you want to meet soon, don't hesitate to put that in as your first request (but be reasonable; if you send me an email on Tuesday at 8am asking for a meeting at 9am, I'm likely not even to see your email until after that requested time slot). Since I'm pretty flexible, one of those times you suggest is very likely to work for me...but if none do, then I'll email you back with three options on my end, and we will eventually figure out a time that works for both of us.

Technology requirements & policies

Students must bring with them to every class a laptop computer or ADD with (1) a charged battery, (2) a webcam, and (3) access to the Internet. The course will also require access to Google technology (including Forms, Docs, Sheets, and Drawings). Undergraduate students from SAS with financial need should contact Student Financial Services to discuss options available to purchase equipment and other technology and supply needs. GSAS students should contact Monique Howell in GSAS.

Aside from their use for class purposes, the use of ADDs (advanced digital devices) for any purpose is not allowed in class. Please try to remember to silence them before you come in. It's not a big deal if it goes off during class—as long as you look sheepish and immediately shut it down (I am likely to have this happen to me at least once during the semester).

I welcome the use of laptop computers in class for the purposes of taking notes, but using laptops during class for non-class related work is disrespectful to me and distracting to other students. Texting, emailing, gaming, surfing, and all other uses of your laptop are expressly forbidden in class. You will notice that one of the TAs generally sits in the back of the room during class; I have instructed them to make a note of any students using laptops for non-course-related functions, and your class participation grade for the semester will be reduced as a result of such notations. Is that sufficiently stern? In all seriousness, please remember that it is not only extremely rude to conduct such activities in class, but most often it is also painfully obvious.

Class recordings

Class sessions will be recorded for educational purposes; I will not be using these recordings for any purpose other than usage in this course this semester. You may decline to be recorded; if so, please contact me to identify suitable alternatives for class

participation. These recordings will be deleted within two months after the end of the semester. If you can be personally identified in a recording, no other use is permitted without your formal permission. You may not record classes on your own without my express permission, and may not share the URL and/or password to anyone unaffiliated with this course. Your behavior in these recordings, and in this class as a whole, must fulfill Brandeis standards:

Brandeis University is committed to providing its students, faculty and staff with an environment conducive to learning and working, where all people are treated with respect and dignity (Brandeis Business Conduct Policy p. 2, 2020). You must refrain from any behavior toward members of our Brandeis community, including students, faculty, staff, and guests, that intimidates, threatens, harasses, or bullies (Student Rights & Responsibilities, p. 11, 2020 ed.).

If you have any questions or concerns about this policy please contact your department chair or program director.

Academic honesty

You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the director of academic integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found on the university library website.

Disabilities policy

If you are a student who needs academic accommodations because of a documented disability, please contact me and present your letter of accommodation as soon as possible. Please keep in mind that reasonable accommodations are not provided retroactively.

Course Schedule

Key:

- This page is best viewed by unchecking “Print-Layout” on the Google doc’s View menu.
 - To minimize your having to scroll excessively, I leave the most recent class/event at the top of the schedule where you can conveniently download the day’s materials; for anything before that, I’ve cut-&-pasted it to the bottom of this document.
 - Assignment due dates are in boxes. **Please note that I am currently editing/updating these, so do not put them in your calendars yet!**
 - I update this page after class with both the post-class reading and the day’s lecture slides (both as pdfs). I try to do it soon after class, although it sometimes takes me up to 24 hours.
 - Both the schedule and the readings are subject to change, and **I reserve the right to change readings for any particular class up to a week before the class begins**. So keep checking back to this Course Schedule!
 - Annotated submissions of the *pre-class* pdf-reading are due the morning before class by 8am (viz., Monday and Wednesday mornings).
 - Annotated submissions of the *post-class* pdf-reading for both Monday and Wednesday classes are due at 6pm the following Sunday.
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Class 1: Thursday, August 31

Introduction to the course

- Overview of global environmental politics (GEP)
- What constitutes “global,” “environmental,” and “politics”?
- What constitutes “global environmental politics”?
- 10 Core Consistent Concepts (CCCs)
- Syllabus & class participation

Pre-class reading for today

- None for introductory class

Post-class reading for today

- Biermann, Frank. 2021. The future of ‘environmental’ policy in the Anthropocene: Time for a paradigm shift. Environmental Politics 30, no. 1-2: 61-80. [19 pp.]
 - In answer to the question “what counts as ‘environmental’?”, Biermann has an answer: let’s just drop the term since it’s effectively meaningless. Do you agree?

Lecture slides for today

Class 2: Tuesday, September 5

Thinking topically & thinking chronologically

- Overview of the topics we will cover over the semester
- Explanation of how we will balance topical coverage within a larger “chronological framework”

Pre-class reading for today

- Young, Oran R. 1994. *International governance: Protecting the environment in a stateless society*. Chapter 1. [21 pp.]
 - Oran Young is the éminence grise of GEP. Though this chapter was published in 1994, he's still active and publishing in the field today. We will not be reading a lot of his work in the course...but if I wanted to, I could probably have found something he's written that's relevant to each class period topic this semester!

Post-class reading for today

- Bodansky, Daniel. 2019. Thirty years later: Top ten developments in international environmental law. *Yearbook of International Environmental Law* 30, no. 1: 3-21. [19 pp.]
 - Bodansky is another silverback in GEP. As you read through this, note how little overlap there is between Bodansky's "top ten developments" and my core consistent concepts. Being a silverback, Bodansky is "more right" than me, but it's completely normal for two scholars to see very different perspectives of the elephant (one sees an incredibly sensitive and agile trunk in the middle of ivory tusks, the other sees a little tail and a big...).

Lecture slides for today

Class 3: Thursday, September 7

Marine fisheries

- Marine fisheries as the earliest international "environmental" problem?
- Is overexploitation the "simple" problem of GEP?

Pre-class reading for today

- Candow, James E. 2001. An overview of the Northwest Atlantic fisheries, 1502-1904. In *The sea in European history*, 163-184. Parks Canada's Atlantic Service Centre in Halifax, Nova Scotia. [22 pp.]
 - As you go through this chapter, make note of the details...but don't sweat them. That is, be cognizant of the rich history presented here, but don't worry that you'll have to remember any of the specific historical details. The point is to get a sense of the fact that conflict over fisheries and the threat of "overfishing" have deep origins.

Post-class reading for today (*Topic Reflection* due 6pm on the Sunday following today's class)

- Booth, William, Rick Noack, and Karla Adam. 2021. U.K. sends in the Royal Navy, France threatens to cut off power to Jersey, in post-Brexit spat over shellfish. *Washington Post*, May 6 2021. [5 pages]
 - In class, I showed the headline of this news article to make the point that "at least there's still a fishery to fight over." My implicit assumption in saying this is that the 1839 UK-France Convention was an effective conservation treaty...but I don't know that—I haven't seen any data that would back that claim up. Still, gunboats were launched by both countries, indicating that this is no denuded marine wasteland. While the journalists do note that there is a history of conflict in the region, "history" for them seems to be 2018. As you read this article, consider what Grotius might say about the situation, and what the diplomats who negotiated the 1839 Treaty might have to say.

Lecture slides for today

ue 12pm, Saturday, September 9
r GEP Topic choice: please fill out [this Google Form](#)

Class 4: Tuesday, September 12

1900 & 1902 European wildlife treaties

- 1900 African Wildlife Convention
- 1902 Migratory Bird Convention
- “International Law 101” & making international law out of nothing
- The baggage of neocolonialism in GEP
- To what degree is “biodiversity conservation” an international or “global” concern?
- What are the “tools” with which the international community has collaborated to protect biodiversity?

Pre-class reading for today (Annotated pdf due via Latte by 8am of today’s class)

- Leatham, Albert E. 1900. Preservation of game in Africa [letter]. *Times of London*. (1 page)

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today’s class)

- Ross, Corey. 2015. Tropical nature as global patrimoine: Imperialism and international nature protection in the early twentieth century. *Past & Present* 226, no. suppl_10: 214-239. [26 pages]
 - *This is a very nice overview of the topic of colonialism & “the environment” in Africa. Behind some of the academic language lies a strong critique of colonialism...do you think it’s “strong enough”?*

Lecture slides for today

Class 5: Thursday, September 14

The northern fur seal saga

- Early success in international cooperation for wildlife
- Biological knowledge, economic valuation, and conservation philosophy in international relations
- Thinking about time scales: international environmental issues did not arise recently
- What lessons can we “really” learn from history?
- Overcoming insurmountability, or “what to do about how bad things look from the middle of the cesspool”
- Just because you saved it once doesn't mean you won't have to save it again

Pre-class reading for today (Annotated pdf due via Latte by 8am of today’s class)

- Castree, Noel. 2004. Nature, economy and the cultural politics of theory: The 'War Against the Seals' in the Bering Sea, 1870-1911. In *Reading Economic Geography*, eds. Trevor J. Barnes et al, 175-188. [14 pages]
 - *If you aren't familiar with topics such as "Marxian political-economy," this reading will likely start out as a bit opaque. Don't worry about it. After the first couple pages, there's a nice overview of the northern fur seal saga. For the stuff you don't find familiar, either look it up or highlight it (you can put a note on it along the lines of "I have no idea what the author is talking about"—that's a fair and transparent thing to do). If you really want to follow up on Marx, see either [here](#) (very helpful website on economics education) or [here](#) (something else).*

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- Behrendt, Andrew. 2018. "Remembering the past won't save us from the future." *The Outline*. September 21. [4 pages]
 - *In high school, I had to read William Faulkner's novel, Light in August. I can't say I understood most of his turgid text (don't tell your English professors I said that), but I do remember one notorious line: "Memory believes before knowing remembers. Believes longer than recollects, longer than knowing even wonders." Decades later, I still ponder over what that really means, but there must be some connection here....*

Lecture slides for today

Class 6: Tuesday, September 19

Water & wildlife in North American international relations, 1900-1918 & early efforts to build a global conservation movement

- 1916 Migratory Bird Treaty
- Early international conferences
- Conservation as an elite practice & key figures in conservation history (John James Audubon, George Bird Grinnel, William T. Hornaday, Gifford Pinchot, Theodore Roosevelt)

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- Dorsey, Kurkpatrick. 1998. *The dawn of conservation diplomacy: U.S.-Canadian wildlife protection treaties in the progressive era.* Weyerhaeuser Environmental Books. Introduction. [16 pages]

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- Lanham, J Drew. 2021. What do we do about John James Audubon? *Audubon*. [16 pages]

Lecture slides for today

Class 7: Thursday, September 21

Air pollution, Trail Smelter & the origins of "international environmental law"

- International Joint Commission (IJC)
- Trail smelter
- Principle 21 **Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)**
- McCaffrey, Stephen C. 2006. Of paradoxes, precedents, and progeny: The Trail Smelter arbitration 65 years later. In *Transboundary harm in international law: Lessons from the Trail Smelter arbitration*, eds. Rebecca M. Bratspies, and Russell A. Miller, 34-45. [13 pages]

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- Allum, James R. 2006. "An outcrop of hell": History, environment, and the politics of the Trail Smelter dispute. In *Transboundary harm in international law: Lessons from the Trail Smelter arbitration*, eds. Rebecca M. Bratspies, and Russell A. Miller, 13-26. [14 pages]

Lecture slides for today

Class 8: Thursday, September 28

Whales & whaling

- Who decides what needs to be "saved"?
- What constitutes "conservation"?
- Ethics and morality front and center (though with us the rest of the semester)

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- 1946 International Convention for the Regulation of Whaling [3 pages]

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- Ichijo, Atsuko, and Ronald Ranta. 2016. *Food, national identity and nationalism: From everyday to global politics*. Springer. Chapter 6. [19 pages]

Lecture slides for today

Class 9: Tuesday, October 3

Transboundary & international watercourses, part 1

- Types of international watercourses
- Actual and "rightful" control over water flows (who "owns" a river?)
- What rights does a downstream country have to a river's water?
- International watercourses we may cover: Nile, Colorado, Rio Grande/Bravo, Indus, Ganges, Rhine, the Great Lakes of North America, Great Lakes of East Africa, Lac Lemman, Mekong, North Western Sahara Aquifer System (NWSAS)

- What is “international law”?
- "History" vs. "Political Science"

Pre-class reading for today (Annotated pdf due via Latte by due)

- Sand, Peter H. 2019. Environmental Dispute Resolution 4,500 Years Ago: The Case of *Lagash v Umma*. *Yearbook of International Environmental Law* 30, no. 1: 137-142. [6 pages]

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today’s class)

- McCracken, Melissa, and Aaron T. Wolf. 2019. Updating the Register of International River Basins of the world. *International Journal of Water Resources Development* 35, no. 5: 732-782. [51 pages]
 - *Most of this paper is a table, so although a total of 51 pages, only about 20 are text. There’s a good deal of administrative history here, the details of which are not all that important to remember. The meta-message is that our conceptions of international phenomena such as “river basins” is still very much evolving. Do you agree with their “hope” that increased understanding of river basins will enhance cross-boundary cooperation?*

Lecture slides for today

Class 10: Thursday, October 5

Transboundary & international watercourses, part 2

- See previous class

Pre-class reading for today (Annotated pdf due via Latte by 8am of today’s class)

- Vick, Margaret J. 2013. The Rio Grande as an international river. *Water Matters* 2015, no. 1: 26-21. [6 pages]

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today’s class)

- Rieu-Clarke, Alistair. 2023. Hundreds of rivers and lakes cross international borders: Countries need to commit to sharing the water. *The Conversation*. April 12. [4 pages]

Lecture slides for today

Class 11: Tuesday, October 10

Global population issues

- The threat/problem/challenge of population growth from the perspective of international environmental diplomacy
- The threat/problem/challenge of the threat/problem/challenge of population growth from the perspective of international environmental diplomacy
- The I=PAT equation
- Global conferences on population

- Why no global conferences on affluence and technology?

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- Robertson, Thomas. 2012. *The Malthusian moment: Global population growth and the birth of American environmentalism*. Chapter 2. [23 pages]

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- Mann, Charles C. 2018. The book that incited a worldwide fear of overpopulation. *Smithsonian Magazine*. [7 pages]

Lecture slides for today

Class 12: Tuesday, October 17

Marine pollution: From oil to plastics (so not much has changed...)

- Marine oil pollution
- MARPOL
- Plastic pollution
- Marine garbage patches

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- Boyle, C. L. 1954. Sea pollution: British call for action by all maritime countries. *Oryx* 2, no. 4: 212-215. [5 pages]

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- Rawlinson, Peter. 1971. International problems concerning pollution and the environment. *Natural Resources Lawyer* 4, 804-808. (5 pages)
 - This article summarizes a speech by a British politician who is, naturally enough, concerned about the environmental health of the British islands. However, he nicely frames the significance of oil pollution in regard to the international community's responsibilities. Note the publication date of 1971, which is about four years after the disastrous Torrey Canyon oil spill off the coast of Britain, and just before the 1972 Stockholm Conference.

Lecture slides for today

Class 13: Thursday, October 19

Environmental summitry

- International regime theory
- Global environmental "eras" as defined by international summits:
 - 1968 Biosphere Conference
 - 1972 Stockholm Conference
 - 1992 Río "Earth Summit"
 - 2002 World Summit on Sustainable Development
 - 2012 Rio Summit on Sustainable Development

- Do international “megaconferences” and “global assessments” lead to environmental protection?
- How does the international community come to common understanding of global environmental problems?
- How might “international regime theory” help in understanding international environmental conflict & collaboration?

Pre-class reading for today (Annotated pdf due via Latte by 8am of today’s class)

- Ward, Barbara. 1972. Only one Earth, Stockholm 1972. In *Evidence for hope: The search for sustainable development*, ed. Nigel Cross, 3-9. Routledge. [7 pages]

Post-class reading for today (Topic Reflection due 6pm on TWO SUNDAYS following today’s class, meaning due October 29)

- Suechting, Peter, and Mary E. Pettenger. 2022. International environmental regimes: Formation, effectiveness, trends and challenges. In *Routledge Handbook of Global Environmental Politics*, ed. Paul G. Harris, 118-131. Routledge. (14 pages)

Lecture slides for today

Class 14: Tuesday, October 24

Midterm exam

Class 15: Thursday, October 26

The Polar environment and the growth of international scientific cooperation & the tragedy, drama, and comedy of the Commons as played out on the oceans

- History of international science
- Polar exploration as science
- International Polar Years/International Geophysical Years
- Cultures of science
- Do 'common pool' resources necessarily lead to the “tragedy of the commons”? (...and how about drama and comedy?)
- Effective international fisheries management
- UN Convention on the Law of the Sea

Pre-class reading for today (Annotated pdf due via Latte by 8am of today’s class)

- Nordman, Erik. 2021. *The uncommon knowledge of Elinor Ostrom: Essential lessons for collective action*. Island Press. Chapter 1. (18 pages)

Post-class reading for today (Topic Reflection due via Latte by 8am of today’s class)

- Udall, Stewart L. 1972. Some second thoughts on Stockholm. *American University Law Review* 22, 717. (17 pages)

Lecture slides for today

Class 16: Tuesday, October 31

Bats

- Bat biology
- Bat conservation
- International bat conservation

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- Chester, Charles C., et al. 2022. Using ecosystem services to identify inequitable outcomes in migratory species conservation. *Conservation Letters* e12920. (11 pages)

Post-class reading for today (Topic Reflection due via Latte by 8am of today's class)

- TBD

Lecture slides for today

Classes 17: Thursday, November 2

World Heritage, Ramsar & CITES

- 1971 Ramsar Convention on Wetlands of International Importance especially as Waterfowl Habitat
- 1973 Convention on the International Trade in Endangered Species of Flora and Fauna (CITES)
- International trade in endangered species
- Elephant case study

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- *No pre-class reading for today (catch-up day)*

Post-class reading for today (Topic Reflection due 6pm)

- TBD - Last year's reading: Biedenkopf, Katja. 2022. Hazardous waste: Fragmented governance and aspirations for environmental justice. In *Routledge Handbook of Global Environmental Politics*, ed. Paul G. Harris, 485-497. Routledge.

Lecture slides for today

Class 18: Tuesday, November 7

"Trade vs. the environment"

- The four general ways that trade is an "environmental" issue
- The "Trade vs. the environment" debate

- What economic tools in regard to international trade might be “scaled up” in order to solve environmental problems?

Pre-class reading for today (Annotated pdf due via Latte by 8am of today’s class)

- *Economist*. 1992. Two articles from the month of February.

Post-class reading for today (Topic Reflection due 6pm on)

- TBD - Last year’s reading: Shelley, Louise I. 2018. *Dark Commerce: How a New Illicit Economy Is Threatening Our Future*. Princeton University Press. Chapter 2. (25 pages)

Lecture slides for today

Class 18: Thursday, November 9

The international trade in hazardous materials

- How widespread is the problem of international transfer of hazardous materials?
- Do countries have the right to export hazardous materials?
- Do countries have the right to import hazardous materials?
- What is the role of "economic efficiency" in resolving this problem?
- What economic tools in regard to international trade might be “scaled up” in order to solve environmental problems?

Pre-class reading for today (Annotated pdf due via Latte by 8am of today’s class)

- TBD - Last year’s reading: *Economist*. 1992. Two articles from the month of February.

Post-class reading for today (Topic Reflection due 6pm on)

- TBD - Last year’s reading: Shelley, Louise I. 2018. *Dark Commerce: How a New Illicit Economy Is Threatening Our Future*. Princeton University Press. Chapter 2. (25 pages)

Lecture slides for today

Class 20: Tuesday, November 14

Stratospheric ozone depletion (SOD) - Part I

- Supersonic transport (SST)
- Early climate science

Pre-class reading for today (Annotated pdf due via Latte by 8am of today’s class)

- TBD

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today’s class)

- TBD

Lecture slides for today

Class 21: Thursday, November 16

Stratospheric ozone depletion (SOD) - Part II

- 1985 Vienna Convention
- 1987 Montreal Protocol

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- TBD

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- TBD

Lecture slides for today

Class 22: Tuesday, November 28

Sustainable development to sustainability

- Historical evolution of conservation, sustainable development, and sustainability
- What is the difference between "sustainable development" and "sustainability"?
- How do we measure sustainable development and sustainability?
- Agenda 21
- Millenium Development Goals
- Sustainable Development Goals

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- TBD - Last year's reading: [IUCN. 1980. World conservation strategy: Living resource conservation for sustainable development. Executive Summary & Introduction.](#)

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- TBD - Last year's reading: [Beirich, Heidi, Mark Potok, Janet Smith, and Don Terry. 2014. Agenda 21: The UN, sustainability and right-wing conspiracy theory. Southern Poverty Law Center. \(23 pages\)](#)

Lecture slides for today

Class 23: Tuesday, November 28

Migratory species & International "nature protection"

- Migratory species as posing a classic "transboundary problem"
- How effectively have countries conserved migratory species?
- 1979 Convention on Migratory Species (CMS)

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- TBD

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- TBD

Lecture slides for today

Class 24: Thursday, November 30

Bioprospecting, sustainable use, and the Convention on Biological Diversity

- 1940 Convention on Nature Protection and Wildlife Preservation in the Western Hemisphere
Reconciling 8.7 million species with lists
Defining genetic resource, bioprospecting & biopiracy
- Confluence or collision between agricultural conservation & wildlife conservation
- Pharmaceutical development from “wild resources”
- Plant genetic resources (PGR)
- International Agricultural Research Centers (IARCs)
- Green Revolution
- Scope of the Biodiversity Convention
- Should biodiversity be a common heritage or sovereign right?
- Access & benefit sharing (ABS)
- Relationship between bioprospecting and conservation

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- TBD - Last year's reading: Keune, Hans, et al. 2022. Defining nature. In *Transforming biodiversity governance*, eds. Ingrid J Visseren-Hamakers, and Marcel TJ Kok, 25-42. Cambridge University Press.

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- TBD - Last year's reading: Crist, Eileen, Camilo Mora, and Robert Engelman. 2017. The interaction of human population, food production, and biodiversity protection. *Science* 356, no. 6335: 260-264.

Lecture slides for today

Class 25: Tuesday, December 5

Climate change

Pre-class reading for today (Annotated pdf due via Latte by 8am of today's class)

- TBD - Last year's reading: Keune, Hans, et al. 2022. Defining nature. In *Transforming biodiversity governance*, eds. Ingrid J Visseren-Hamakers, and Marcel TJ Kok, 25-42. Cambridge University Press.

Post-class reading for today (Topic Reflection due 6pm on the Sunday following today's class)

- TBD - Last year's reading: Crist, Eileen, Camilo Mora, and Robert Engelman. 2017. The interaction of human population, food production, and biodiversity protection. Science 356, no. 6335: 260-264.

Lecture slides for today

Class 26: Thursday, December 7

Final Exam