Environmental Issues & International Cooperation

COURSE DETAILS

Course Designator and Number: ENST300
Number of Credits: 3
Language of Instruction: English
Contact Hours: 45
Instructor: On-Site Faculty

COURSE DESCRIPTION

The global environmental crisis is the planet’s biggest existential threat and will have an incalculable impact on all societies and economies. For students interested in environmental policy, social impact, entrepreneurship, risk management, and sustainability, this course will provide a foundational understanding of the environmental policy decisions that will shape their future careers. With a focus on US-China cooperation, the course will provide case studies of specific international accords and local regulations, as well as the latest scientific and technological advances. Upon completion of the course, students should have a grasp of such questions as how to determine the biggest environmental threats and opportunities, how to measure effectiveness of policy and business decisions, and how to conduct thoughtful, inclusive analysis. The curriculum will also include site visits in Beijing and guest lectures from local environmental experts.

Course Objectives

By the end of the semester, students will:

- Become knowledgeable of the key topics, literatures, debates, and scholars in international environmental governance and policy
• Have an understanding of the importance of US-China cooperation in addressing global climate change problems
• Learn of the central policy questions relating to international environmental cooperation, including air and water pollution, climate change, biodiversity, industrial and nuclear waste, and food safety
• Acquire a working knowledge of the international environmental organizations cooperating to draft and enforce globally binding policies

Course Requirements

Students are expected to attend each class and field-based course component, as outlined in the CET Attendance Policy. Active participation is essential. Students are to read all assigned materials before each class session and come prepared to participate thoughtfully in class discussions. Reading assignments average about 50–80 pages per class.

Participant responsibilities

• Complete all required readings in advance of each week’s seminar and come to class with questions and discussion points, as opposed to a summary of the readings
• Actively participate in class discussion
• Present one in-class oral report on a particular topic from the readings
• Complete a midterm five-page paper in response to a specific prompt, to be finalized in consultation with the course faculty
• Conduct a collaborative group project (16–20 pages, 5,000 words) on a topic related to international environmental policy and governance

Required Readings/Materials

• Wapner, Paul and Simon Nicholson (eds.). *Global Environmental Politics: From Person to Planet*. Paradigm Publisher. 2014.
# Grading

## Grading Rubric

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Score or percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60–66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
</tbody>
</table>
### Summary of How Grades Are Weighted

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class</td>
<td>10%</td>
</tr>
<tr>
<td>Contribution to discussions</td>
<td>15%</td>
</tr>
<tr>
<td>In-class oral report</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm five-page paper</td>
<td>20%</td>
</tr>
<tr>
<td>Collaborative final group project</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Overall grade</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
COURSE CONTENT

Unit 1

China & the global environment: Introduction & discussion of key concepts

Unit 2

Theories of international environmental governance: How to conceptualize & measure environmental effectiveness?

Unit 3

Mao’s war against nature: The history of China’s environmental crisis

Unit 4

The rise of China & global climate change

Unit 5

Long-range transboundary air pollution and ozone

Unit 6

The United Nations & international architecture of environmental governance

Unit 7

Water: China’s dams & rivers & sustainable hydropower in Southeast Asia

Unit 8

The Belt & Road Initiative & the environment
Unit 9
US–China cooperation on environmental policy

Unit 10
Biodiversity & sustainability

Unit 11
Environmental security, climate change migration, crisis situations

Unit 12
Can China lead on energy, environment, & climate?

POLICIES

Attendance Policy
Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or
professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

**Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.