

**PO 739—International Environmental Politics
Spring 2006**

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Course Description

This is a research seminar in international environmental politics (IEP). Broadly speaking, this field examines the social, political and economic causes and consequences of global environmental problems as well as strategies for managing the global environment. The seminar is designed to introduce students to the theoretical, methodological and topical debates that inform the analysis of international environmental politics and to develop students' research and writing skills through the production of a publication-quality paper. There is some debate as to whether IEP is a sub-field of international relations (IR) or its own distinct field of inquiry (see a recent debate on "theory and IEP" on the gep-ed e-mail list <<http://www.mail-archive.com/gep-ed%40listserve1.allegheeny.edu/>>). We will take a position somewhere in the middle. We will explore how various IR perspectives have been adapted to the study of the global environment while we also survey a number of non-IR perspectives that inform IEP research. To facilitate this broad approach, the first several weeks of the seminar will be organized around four prominent research themes rather than specific perspectives. Seminar participants (in collaboration with the instructor) will then organize sessions tailored to their specific research interests.

Course Requirements and Evaluation

1. Seminar Participation (20%): Class meetings will follow a seminar format. Regular attendance and thoughtful participation in class discussions will be integral to the success of the seminar. Students are expected to attend all seminar meetings and to complete assignments in a timely manner. In addition, each student will be expected to organize and lead one seminar session. Any exceptions should be cleared with the instructor, preferably in advance.
2. Weekly Précis (20%): Prior to each seminar meeting (for which there are assigned readings), students will prepare a précis of not more than 500 words synthesizing the assigned material. This should NOT be a reading-by-reading summary. Rather, students should identify one or two central themes of the readings and situate the individual readings accordingly, highlighting similarities and differences among the readings and evaluating authors' arguments and methods. Précis should be posted on WebCT (using the discussion tool) no later than 5pm on the day before class. Students are permitted to pass on one précis.
3. Research proposal and presentation (20%): Early in the semester, each student will prepare and present a five-page research proposal. Research projects should engage at least one of the themes introduced in the seminar to analyze a substantive issue chosen by the student (in consultation with the instructor). Proposals should identify the research question(s) and detail how the student will go about answering the question(s) (e.g. a research design). In addition to the five-page proposal, students should also include a one-page outline and working bibliography. The bibliography will be the basis for organizing a subsequent seminar session on the student's research.
5. Research Paper (40%): Each student is expected to produce a major piece of original research. The paper should be 25-30 pages (excluding appendices and bibliography) and should be of at least conference quality. The final seminar session will be devoted to presenting the research and soliciting feedback. Students will then be permitted to make revisions before turning in the final version of the paper.

****MISSING MORE THAN ONE CLASS AND/OR FAILURE TO COMPLETE ANY ASSIGNMENT ARE GROUNDS FOR A FAILING GRADE.**

****ACADEMIC DISHONESTY WILL NOT BE TOLERATED.**

Readings

The following books have been ordered for the seminar and should be available in the bookstore in the Lory Student Center. I have chosen these books because they provide a broad, basic introduction to the field.

Michele Betsill, Kathryn Hochstetler and Dimitris Stevis, eds. 2006. *Palgrave Advances in International Environmental Politics*. Basingstoke: Palgrave/Macmillan.

Ken Conca and Geoffrey A. Dabelko, eds. 2004. *Green Planet Blues: Environmental Politics From Stockholm to Johannesburg*. Boulder: Westview.

The majority of the readings will be journal articles and book chapters (marked with an *). These will be made available

electronically via WebCT. Students planning to continue working in the field of IEP are encouraged to begin collecting books relevant to their specific research interests.

Students are also encouraged to periodically check the archives of the "Teaching Global Environmental Politics" e-mail list <<http://www.mail-archive.com/lists.html#g>>. According to its convener, "Over the years, the list has taken on another purpose too, that being a place where scholars, government analysts, activists, and graduate students can raise questions and broach issues about the state of the field and the events and scholarly resources that inform it."

Tentative Schedule

- 1/20: Overview of the field
- 1/27: Institutions
- 2/3: Ideas
- 2/10: Inequality
- 2/17: Ecology
- 2/24: Research proposal presentations. Proposals due.
- 3/3-4/28: student-organized sessions and/or independent research as needed.
- 3/24: NO MEETING (ISA Convention)
- 5/5: Final paper presentations
- 5/10: Final papers due by 5pm