

**City University of Hong Kong
Course Syllabus**

**offered Department of Asian and International Studies
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title:	International Relations: Conflict and Cooperation on Environment and Resources Problems
Course Code:	AIS4201
Course Duration:	One semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

Drawing primarily on theories and insights from international relations and environmental politics, this course examines the ways in which environmental challenges are being addressed by means of 'global governance'-that is, states, international organizations, and non-state actors face environmental challenges. The course aims to (a) introduce students to the historical context of global environmental governance and current policy making on environmental protection and institutional reform; (b) explore perspectives of the conflict and cooperation on international environment and resources problems as well as the different roles that key actors of global environmental politics (e.g., states, IGO, NGOs, and private corporations) play; (c) foster understanding of why global environmental conflicts and cooperation should be viewed as a process of creating and implementing issue-specific regimes based on diverging interests of actors through a series of case studies (including but not limited to the United Nations climate change negotiations, dam building along the Mekong, and haze in Singapore); (d) improve students' ability to identify obstacles to or pitfalls of the effective creation and implementation of current and future multilateral, regional, or bilateral environmental regimes, and to contemplate options for enhancing creation and implementation of these regimes; (e) equip students with a better understanding of what is embedded in the nature of international environmental conflict and cooperation and enable them to engage more effectively in discussing feasible solutions.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognize the basics and development of global environmental politics.			√	
2.	Critically analyze the legislative and legal perspectives of international environmental conflict and cooperation.			√	
3	Assess how main actors of global environmental politics have played different roles when formulating policies.			√	
4.	Comprehend why environmental actors, especially the government, have negotiated effective regimes to address some global environmental problems such as ozone depletion, but weak arrangements or none at all for others such as climate change.				√
5.	Identify potential barriers to the effective development of current and future international environmental regimes and logically discuss options for it.				√
6	Present possible solutions to various types of global environmental problems				√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning Outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lectures	Deliver basic theories and empirical studies.	√	√	√	√	√		10 weeks
Classroom discussions	Classroom discussion during the lectures	√	√	√	√	√	√	10 weeks
Climate change policy brief	policy paper for which students are required to assess the position of a selected country	√	√	√	√	√		
Term paper	Demonstrate the student's understanding of the theory and empirical cases.		√	√	√	√	√	
Movie review	Watch an environmental documentary and write a brief movie review	√	√	√				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: ____%								
Term paper	√	√	√	√	√	√	25%	
Climate Change Policy Brief	√	√	√	√	√		20%	
Class Participation	√	√	√	√	√	√	15%	
Movie Review	√	√	√				10%	
Final Quiz	√	√	√	√	√	√	30%	
Examination: ____% (duration: _____, if applicable)								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Term paper	To demonstrate the understanding of the theories and cases discussed in the course	Excellent understanding of the theories and cases discussed in the course	Good understanding of the theories and cases discussed in the course	Adequate understanding of the theories and cases discussed in the course	Marginal understanding of the theories and cases discussed in the course	Fail to demonstrate reasonable understanding of the theories and cases discussed in the course
2. Climate change brief	To analyze position of a selected country	Excellent analysis of the country's position	Good analysis of the country's position	Adequate analysis of the country's position	Marginal analysis of the country's position	Fail to analyze the country's position
3. Classroom discussion	To involve in classroom discussion about various environmental topics	Excellent involvement in classroom discussion about various environmental topics	Good involvement in classroom discussion about various environmental topics	Adequate involvement in classroom discussion about various environmental topics	Marginal involvement in classroom discussion about various environmental topics	Fail to get involved in classroom discussion about various environmental topics
4. Movie Review	To present personal reflection of an environmental documentary	Excellent personal reflection of an environmental documentary	Good personal reflection of an environmental documentary	Adequate personal reflection of an environmental documentary	Marginal personal reflection of an environmental documentary	Fail to present personal reflection of an environmental documentary
5. Final exam	To demonstrate the understanding of the theories and cases discussed in the course	Excellent understanding of the theories and cases discussed in the course	Good understanding of the theories and cases discussed in the course	Adequate understanding of the theories and cases discussed in the course	Marginal understanding of the theories and cases discussed in the course	Fail to demonstrate reasonable understanding of the theories and cases discussed in the course

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Global environmental politics; Global environmental conflict and cooperation; Global environmental change; International environmental regime; Natural resource governance; Role of actors in global environmental politics; IGO; NGO; International relations; North-South division; Trade and environment; Common but differentiated responsibilities; Sustainable development; Climate change; UNFCCC; Kyoto Protocol; Montreal Protocol; Global environmental governance; Global environment organization; Transnational politics; International equity; Collective action.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Chasek, Pamela S., David L. Downie, and Janet Welsh Brown. 2016. <i>Global Environmental Politics</i> . Boulder, CO: Avalon Publishing.
2.	Conca, Ken, and Geoffrey Dabelko. 2014. <i>Green Planet Blues: Critical Perspectives on Global Environmental Politics</i> . Boulder, CO: Westview Press.
3.	Conca, K., 2006. <i>Governing Water: Contentious Transnational Politics and Global Institution Building</i> . Cambridge, MA: The MIT Press.
4.	Dessler, Andrew, and Edward A. Parson. 2010. <i>The Science and Politics of Global Climate Change: A Guide to the Debate</i> . Cambridge, UK: Cambridge University Press.
5.	Harris, P. G., ed., 2007. <i>Europe and Global Climate Change: Politics, Foreign Policy, and Regional Cooperation</i> . Cheltenham: Edward Elgar.
6.	Glover, D. & Jessup, T., 1999. <i>Indonesia 's Fires and Haze: The Cost of Catastrophe</i> . Singapore: Institute of Southeast Asian Studies.
7.	Hunter, D., Salzman, J. & Durwood, Z., 2006. <i>International Environmental Law and Policy</i> . 3 ed. New York: Foundation Press.
8.	Conca, K. & Dabelko, G. G., 2004. <i>Green Planet Blues: Environmental Politics from Stockholm to Johannesburg</i> . 3 ed, Boulder, Colorado: Westview Press.
9.	Lipschutz, R., 2003. <i>Global Environmental Politics: Power, Perspectives and Practice</i> . Washington, D.C.: CQ Press.
10.	Miyazaki, N., Adeel, Z., & Ohwada, K., eds., 2005. <i>Mankind and the Oceans</i> . Tokyo: United Nations University Press

Online Resources

(examples of on-line resources used in the course)

United Nation's Framework Convention on Climate Change (UNFCCC) and Paris Agreement.
Available at: <http://unfccc.int/2860.php>

Montreal Protocol on Substances that Deplete Ozone Layer.
Available at: http://ozone.unep.org/Treaties_and_Ratification/2B_montreal_protocol.asp

Convention on Biological Diversity.

Available at: <http://www.cbd.int/>

The Environmental Studies Section (ESS) of the International Studies Association (ISA).

Available at: http://environmental-studies.org/?page_id=2

Resource for Future.

Available at: <http://www.rff.org>

Earth Systems Governance

Available at: <http://www.earthsystemgovernance.org/>

UNEP's Environmental Governance page:

<http://www.unep.org/environmentalgovernance/>