



# POL 397

## Global Environmental Politics

S2 External 2018

*Dept of Modern History, Politics & International Relations*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

Jonathan Symons

[jonathan.symons@mq.edu.au](mailto:jonathan.symons@mq.edu.au)

Contact via [jonathan.symons@mq.edu.au](mailto:jonathan.symons@mq.edu.au)

Hearing Hub, Level 2, South, W 66

Wednesdays 2-3 pm /by appointment

Credit points

3

Prerequisites

39cp at 100 level or above or (6cp in HIST or MHIS or POL units at 200 level including 3cp in POL units)

Corequisites

Co-badged status

Unit description

Environmental issues are gaining prominence in both national and international politics and it is increasingly apparent that human activities are driving significant changes in our planet's environment. This unit provides a critical introduction to the theory and practice of global environmental politics and its interaction with other areas of global governance. Students will be introduced to debates in green political theory, to developing world perspectives on the environmental movement and to the ways in which environmental issues are conceptualised by major theories of international relations. Cases covered will be drawn from both Australian and international contexts. They will include climate change, geoengineering, energy security, biodiversity, human-animal relationships, food security and management of common pool resources such as forests, airsheds and fisheries.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Outline and critically evaluate theoretical and practical debates related to global environmental politics.

Identify and analyse interconnections between environmental issues and broader dynamics in international politics.

Discuss international institutional responses to the claims of environmental movements.

Communicate information accurately and clearly on global environmental issues in oral, written and graphic forms.

Lead and participate in class discussions.

Access a wide range of resources to complete a prescribed research task related to global environmental politics.

Synthesise knowledge to develop an informed perspective on 'environmental citizenship' and individual responsibilities concerning global environmental challenges.

## General Assessment Information

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Reading Quiz Questions</u>	15%	No	Weeks 2-7, 9
<u>Research Essay &amp; Presentation</u>	45%	No	Monday Week 9
<u>Take home examination</u>	30%	No	Week 13
<u>Participation</u>	10%	Yes	Week 4

## Reading Quiz Questions

Due: **Weeks 2-7, 9**

Weighting: **15%**

Multiple quizzes available on ilearn that assess comprehension of assigned weekly readings. Each quiz must be completed before 11pm on the evening before the lecture. You will have 20 minutes from the time you log into the weekly quiz in which to complete it. Each weekly quiz is worth 3% of your total grade for the unit ( $3\% \times 5 = 15\%$ ). Grades will be based on the best of 5 (out of 7) quizzes. This means it is possible to skip two quizzes without penalty. Further information and sample quiz questions will be available from ilearn.

This is a timed assessment and no late submissions will be accepted.

On successful completion you will be able to:

- Outline and critically evaluate theoretical and practical debates related to global environmental politics.
- Identify and analyse interconnections between environmental issues and broader dynamics in international politics.
- Communicate information accurately and clearly on global environmental issues in oral, written and graphic forms.

## Research Essay & Presentation

Due: **Monday Week 9**

Weighting: **45%**

This is a research essay of 2500-3000 words. Essay questions and marking criteria will be provided on iLearn. All students are required to submit their essays via the turnitin link on ilearn. All students must be asked to nominate an essay question they will address by the end of week 4 and post their choice to iLearn (a discussion thread will be provided). Since your class presentation is based on your essay, the timing of your class presentation may be determined by your choice of essay question.

Internal students will be required to give a 5 minute presentation summarising their essay's argument during class, while external students will have the opportunity to present a short summary of their essay's argument on iLearn. These presentations should summarise your argument and identify a question for discussion by the class. Presentations will not be graded separately, but for internal students they are a hurdle requirement for completion of the course.

All students are encouraged to submit an introductory paragraph that outlines the central argument and essay structure to the unit convenor by the end of week 5 (via email: [jonathan.symons@mq.edu.au](mailto:jonathan.symons@mq.edu.au)), so they can receive feedback prior to completing the essay.

On successful completion you will be able to:

- Outline and critically evaluate theoretical and practical debates related to global environmental politics.
- Identify and analyse interconnections between environmental issues and broader dynamics in international politics.
- Discuss international institutional responses to the claims of environmental movements.
- Communicate information accurately and clearly on global environmental issues in oral, written and graphic forms.
- Lead and participate in class discussions.
- Access a wide range of resources to complete a prescribed research task related to global environmental politics.
- Synthesise knowledge to develop an informed perspective on 'environmental citizenship'

and individual responsibilities concerning global environmental challenges.

## Take home examination

Due: **Week 13**

Weighting: **30%**

An end-of-semester take home exam (which will include two short essays) will cover content drawn from the entire unit. The maximum word length will be 2000 words. This is a timed assessment and no late submissions will be accepted.

On successful completion you will be able to:

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- Discuss international institutional responses to the claims of environmental movements.
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- Synthesise knowledge to develop an informed perspective on 'environmental citizenship' and individual responsibilities concerning global environmental challenges.

## Participation

Due: **Week 4**

Weighting: **10%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

**Internal Students:** 10% of internal students' final grade will be based on participation in an in-class activity. The activity is available on iLearn and will be explained in detail in lectures/tutorials. Groups will be formed in week 2 and some time will be allowed for initial preparation in the week 3 lecture/tutorial. The activity will conclude and be graded in the Week 4 tutorial. Submission of a country case study (300-500 words) will be required by 11pm on Thursday 16 August 5pm; you will provide peer review on another student's case study which will be submitted by 11pm Monday 20 August. Your case study plus a 100-200 word reflection on the in-class negotiation must be submitted to turnitin by Wednesday 22 August at 11pm.

Attendance and participation in at least 6 tutorials is a hurdle requirement for completion of the unit.

**External students** will be graded on their participation in discussion on the iLearn website. Discussion will only be graded if contributions are made within 1 week after the lecture on a given topic. Meaningful participation in class discussion on at least 6 topics is a hurdle requirement for completion of the unit.

**Alternative tasks:** Students who fail to meet the attendance hurdle requirement (internal or external) must submit a 500 word critical analysis of the weekly readings for a week in which they did not meet the participation requirement.

Internal students who are unable to participate in the Week 3/4 activity for a valid reason (documented ill health or special circumstances) will be graded on their participation across the unit as a whole and asked to submit a short piece of writing that replicates the country case study.

On successful completion you will be able to:

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- Communicate information accurately and clearly on global environmental issues in oral, written and graphic forms.
- Lead and participate in class discussions.
- Synthesise knowledge to develop an informed perspective on 'environmental citizenship' and individual responsibilities concerning global environmental challenges.

## Delivery and Resources

### Delivery

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

**Internal students** are expected to attend the following classes each week:

Lecture: Wednesday 11 -12.55pm 4 Western Road 335 Tutorial Room

Tutorial: Wednesday 4pm and 5pm.

**NOTE: Tutorials will begin in Week 2.**

**External students:** The lecture is digitally recorded and can be downloaded from the ILearn website shortly after it is delivered. You will also find lecture slides on the ilearn site.

External students are required to participate actively in discussion on the iLearn website (further details are given in the section on Assessment.)

External students are welcome to attend weekly lectures whenever they can.

### Required resources:

There is one required text for this unit which is available for purchase from the Macquarie University Coop Bookstore:

O'Neill, Kate (2016 2nd Edition) The Environment and International Relations. Cambridge, UK;

New York: Cambridge University Press. If you have access to a copy of the first edition (2009) that will also be sufficient.

Access to this text will be necessary in order to complete the reading quizzes. Although the library will have a copy of this text, access through the library cannot be guaranteed. All other unit readings will all be available on ilearn or e-reserve. Students who wish to purchase an additional reference text might consider:

Axelrod Regina et al. (2014, 4th ed) The Global Environment: Institutions, Law and Policy, Washington. D.C.: CQ Press

## Unit Schedule

### **Week 1 - 1 Aug**

Introduction: Green Political Theory, Globalisation and the Anthropocene

### **Week 2 - 8 Aug**

International Relations Theory and Global Environmental Problems

First week of weekly ilearn reading quizzes - available on ilearn and must be completed by Tuesday 11pm each week (the evening before the lecture). Week 3-4 class activity is introduced in the Lecture and Tutorial this week.

### **Week 3 - 15 Aug**

Actors: States, Epistemic Communities, NGOs, Multinational Corporations. Class participation case notes due Thursday 16 August 5pm; peer review feedback due Monday 20 August.

### **Week 4 - 22 Aug**

International Environmental Regimes - Class participation activity concludes in this week's class. Class participation notes to be submitted to ilearn by 11pm 22 August. NB: Please nominate which research question you will address this week via the iLearn discussion forum.

### **Week 5 - 29 Aug**

Intersecting Regimes: Environment, Trade and Security

### **Week 6 - 5 Sept**

Common Pool Resources: Forests, Airsheds and Fisheries

### **Week 7 - 12 Sept**

Global Public Goods: Climate change

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**MID SEMESTER BREAK: 17 September to October 1**

## Week 8 - 3 October

Energy Security

## Week 9 - 10 Oct

Essay due Monday 8 October 5pm Food Security & Agriculture

## Week 10 - 17 Oct

Biodiversity and Human–Animal Relationships

## Week 11 - 24 Oct

Capitalism, Innovation & Growth

## Week 12 - 31 Oct

Conclusion: Further down in the imbroglios.

## Week 13

Take-home exam opens Sunday 4 November 9am, closes Wednesday 8 November 9pm. I estimate most students will spend about 1 day (7-8 hours) on the take home exam.

# Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).



## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### **Learning outcomes**

- Identify and analyse interconnections between environmental issues and broader dynamics in international politics.
- Discuss international institutional responses to the claims of environmental movements.
- Lead and participate in class discussions.

### **Assessment tasks**

- Reading Quiz Questions
- Research Essay & Presentation
- Take home examination
- Participation

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcome**

- Synthesise knowledge to develop an informed perspective on 'environmental citizenship' and individual responsibilities concerning global environmental challenges.

### **Assessment tasks**

- Research Essay & Presentation
- Take home examination
- Participation

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcome

- Access a wide range of resources to complete a prescribed research task related to global environmental politics.

## Assessment task

- Research Essay & Presentation

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Outline and critically evaluate theoretical and practical debates related to global environmental politics.
- Identify and analyse interconnections between environmental issues and broader dynamics in international politics.
- Access a wide range of resources to complete a prescribed research task related to global environmental politics.

## Assessment tasks

- Reading Quiz Questions
- Research Essay & Presentation
- Take home examination
- Participation

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Outline and critically evaluate theoretical and practical debates related to global environmental politics.
- Identify and analyse interconnections between environmental issues and broader dynamics in international politics.
- Communicate information accurately and clearly on global environmental issues in oral, written and graphic forms.

## Assessment tasks

- Reading Quiz Questions
- Research Essay & Presentation
- Take home examination
- Participation

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Identify and analyse interconnections between environmental issues and broader dynamics in international politics.
- Discuss international institutional responses to the claims of environmental movements.
- Communicate information accurately and clearly on global environmental issues in oral, written and graphic forms.
- Access a wide range of resources to complete a prescribed research task related to global environmental politics.

## Assessment tasks

- Reading Quiz Questions
- Research Essay & Presentation
- Take home examination
- Participation

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Discuss international institutional responses to the claims of environmental movements.
- Communicate information accurately and clearly on global environmental issues in oral, written and graphic forms.
- Lead and participate in class discussions.

### Assessment tasks

- Reading Quiz Questions
- Research Essay & Presentation
- Take home examination
- Participation

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Outline and critically evaluate theoretical and practical debates related to global environmental politics.
- Identify and analyse interconnections between environmental issues and broader dynamics in international politics.
- Synthesise knowledge to develop an informed perspective on 'environmental citizenship' and individual responsibilities concerning global environmental challenges.

### Assessment tasks

- Reading Quiz Questions

- Research Essay & Presentation
- Take home examination
- Participation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Communicate information accurately and clearly on global environmental issues in oral, written and graphic forms.
- Synthesise knowledge to develop an informed perspective on 'environmental citizenship' and individual responsibilities concerning global environmental challenges.

### Assessment tasks

- Reading Quiz Questions
- Research Essay & Presentation
- Take home examination
- Participation

## Changes from Previous Offering

This is the fourth time this Unit has been offered. Minor changes have been made to the assessment tasks (the graded participation activity has been altered).

## Changes since First Published

Date	Description
02/08/2018	This guide is identical to the day guide. Since minor edits have been made to the day guide (a date was incorrectly listed) I need to also republish this version.