

ENVS 360 Global Environmental Policy with a Case Study of Brazil

**Professor Pete Lavigne, Environmental Studies and Director of the
Colorado Water Workshop
Taylor Hall 312c Office Hours T–Friday 11:00–Noon or by appointment
970-943-3162 – Mobile 503-781-9785**

Course Policies and Syllabus

ENVS 360 Global Environmental Policy. This multi-media and discussion seminar critically examines key perspectives, economic and political processes, policy actors, and institutions involved in global environmental issues. Students analyze ecological, cultural, and social dimensions of international environmental concerns and governance as they have emerged in response to increased recognition of global environmental threats, globalization, and international contributions to understanding of these issues. The focus of the course is for students to engage and evaluate texts within the broad policy discourse of globalization, justice and the environment.

Threats to Earth's environment have increasingly become globalized and in response to at least ten major global threats—including global warming, deforestation, population growth and persistent organic pollutants—countries, NGOs and corporations have signed hundreds of treaties, conventions and various other types of agreements designed to protect or at least mitigate and minimize damage to the environment. The course provides an overview of developments and patterns in the epistemological, political, social and economic dimensions of global environmental governance as they have emerged over the past three decades. We will also undertake a case study of the interactions of Brazilian environmental policy central to several global environmental threats, including global warming and climate change, land degradation, and freshwater pollution and scarcity. The case study will analyze the intersections of major local, national and international environmental policies.

Prerequisites: ENVS 100, ENVS 200, ECON 201.

**Meets: Mondays 6–8:50 pm Taylor Hall 315 plus
Spring Environmental Symposium March 19–20**

Poetry, music, film, internet resources, photography and paintings, various handouts and assigned readings are all used and are integral to the class discussion. It's a participatory course with high ratings from past students. Evaluation is based on class participation and presentations demonstrating comprehension of the materials, short writing assignments, quizzes, papers and possibly a final exam.

What to expect of me:

- To begin on time.

- To be knowledgeable, prepared, playful, and enthusiastic.
- To listen powerfully and to seek more information if I don't understand something.
- To stress interpretation of readings and class materials, not description.
- To be available for consultation by telephone each week and in person by appointment.
- **To have fun with life.**

What I expect of you, the adult student:

- To attend each class and give it your all.
- To arrive a few minutes before the class to get settled and ready for discussion.
- To participate fully in discussion and analysis of each week's assignments.
- To freely share your expertise, experience and viewpoints in and outside of class.
- To have fun expressing yourself.

Undergraduate study is one of the world's great joys and luxuries. It is a chance to dig into subjects you love and enjoy, to develop critical thinking and presentation skills, as well as to develop a body of substantive knowledge. I encourage you to take full advantage of this privilege and opportunity.

Pete's Bio:

Pete Lavigne is director of the Colorado Water Workshop and Professor of Environmental Studies at Western State College. He is also Senior Fellow in the Executive Leadership Institute's Watershed Management Professional Program, an adjunct associate professor of Public Administration in the Mark O. Hatfield Graduate School of Government, and was the founding director of the Watershed Management Professional Program – all at Portland State University. He is an environmental lawyer and author or co-author of dozens of articles and presentations on environmental and other issues in publications as diverse as the *New York Times*, the *UCLA Journal of Environmental Law and Policy* and *River Voices*. As Director of River Network's national River Leaders Program from 1992–1996 he formed the River Alliance of Wisconsin and helped to start or strengthen over twenty other state and regional river watershed protection groups throughout the United States and Canada. He is co-author of a book on land use and aesthetic preservation, **Vermont Townscape**, and has chapters in the books **Voices for the Watershed: Environmental Issues in the Great Lakes-St. Lawrence Drainage Basin** and **Forest Communities, Community Forests**. He has served as executive director of the Merrimack River Watershed Council, as Northeast Coordinator for American Rivers, executive director of the Westport River Watershed Alliance, as Deputy Director of For the Sake of the Salmon, and as legislative lobbyist for the Vermont Natural Resources Council. He also has extensive experience in political campaigns including several presidential primary campaigns in New Hampshire. He most recently was president and CEO of the Rivers Foundation of the Americas, a public foundation devoted to Clean Water, Biodiversity and Human Health in North, Central and South America. Past jobs include work in construction, various factories, mills, foundries, farms and livestock operations, and stints in editing and publishing, high school teaching, and house painting and repair. He is also an avid reader, sea kayaker and mountain climber.

Attendance Policy:

Attendance and participation are required. Missed quizzes, exams, papers or group work may not be made up. Please see me ahead of time about any planned absences. Failure to show up for

any activity (including exams) will usually result in a zero for that activity. Excused absences are those verified by the Student Affairs Office for death in the family, major illness, car wreck, or attendance at required academic or athletic events. If you miss 1 class or more or often fail to turn in work you may be withdrawn from the course or receive an "F." In this course you will be an equal and active partner in your education. A portion of the grade will be based on your attendance, ability to ask questions, share observations, and listen respectfully to your colleague's questions and observations. A portion of your success in this course is dependent on your attendance, group work and your personal work ethic.

Students with Disabilities:

Western State College of Colorado seeks to provide reasonable accommodations for all qualified persons with disabilities. This College will adhere to all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required, affording equal educational opportunity. It is the student's responsibility to register with the Learning Assistance Center (x7056, UN 201) and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Academic Integrity:

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. You should review the portion of the College Catalog and/or the Student Handbook on academic integrity. The policy states: "Violations of academic integrity may result in the following: an "F" grade or a zero for the assignment, an "F" for the course, withdrawal from the course, or suspension or expulsion from the College. Serious violations of academic integrity will be reported to the Office of Academic Affairs."

Plagiarism: Presenting another person's work as one's own, including paraphrasing or summarizing of the works of another person without acknowledgment and the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. Violations of academic integrity may result in the following: an "F" grade or a zero for the assignment, an "F" for the course, withdrawal from the course, or suspension or expulsion from the college. Serious violations of academic integrity will be reported to the Office of Academic Affairs.

Courtesy and Behavior:

The seminar environment is in part about acquiring professional listening, diagnostic and reasoning skills. Success in policy analysis, discussion and presentation requires your active attention and participation. To bolster these skills **the use of computers, cell phones, iPods or other electronic devices, the use of non class-related reading materials or other distractions are not allowed in the classroom** unless you have a documented notice of accommodation for assistance with a disability.

Because this class requires that students develop an academic community, we must all work to develop good working relationships. Students can undermine that community through disruptive

behavior or through speech that is offensive or disrespectful in the classroom, faculty office or in email communications. If a student undermines the academic community in these ways, the course instructor will remove the disruptive person from the class and the student will receive a "W" or "F."

Email communication

Students using email to communicate with the College faculty and staff are encouraged to use the College-assigned email service. This will minimize the chance that the message will be blocked, filtered, or delayed. Students who send email correspondence to College staff and faculty from addresses other than their College-assigned email accounts must take full responsibility for the consequences that may arise due to missed or delayed messages.

Important Spring 2008 Dates

January 14	Classes begin
January 17	Add Deadline (without instructor permission)
January 18	Disenrollment (drop classes for students who haven't paid)
January 21	Martin Luther King Day (no classes)
January 30	Drop Deadline (full term classes)
February 15–21	Faculty record Progress Reports
February 18	Presidents' Day (no classes)
February 25	Students can view progress reports on their WOL account
February 25–March 7	Student Services contacts students with 3 or more "U" or "N"
March 10–14	Spring Break (no classes)
March 19–20	Spring Environmental Symposium "Living in an Age of Ecological Red" speakers include Carl McDaniel and Dave Foreman ENVS 360 Attendance Required
April 3	Withdrawal Deadline
April 14–18	Continuing Student Registration Week (subject to change)
May 6–May 9	Final Exams Week
May 10	Spring Commencement (10:00 am, Mountaineer Bowl)

Required Texts:

Global Environmental Governance by James Gustave Speth and Peter M. Haas. Island Press, 2006.

Global Environmental Politics, Fourth Edition by Pamela Chasek, David L. Downie, Janet Welsh Brown. Westview Press, 2006.

High Tech Trash: Digital Devices, Hidden Toxics, and Human Health by Elizabeth Grossman. Island Press, 2006.

Green Planet Blues: Environmental Politics from Stockholm to Johannesburg, Third Edition by Ken Conca and Geoffrey D. Dabelko, editors. Westview Press, 2004.

Plan B 3.0 Mobilizing to Save Civilization by Lester R. Brown. Norton, 2009

Paradise for Sale: A Parable of Nature by Carl N. McDaniel and John M. Gowdy.
University of California Press, 2000.

Recommended Works:

In the Way of Development: Indigenous Peoples, Life Projects and Globalization edited by Mario Blaser, Harvey Feit and Glenn McRae. Zed Books, 2004.

Sustainable Planet: Solutions for the Twenty First Century edited by Juliet B. Schor and Betsy Taylor. Beacon Press, 2002.

Implementing Sustainable Development: From Global Policy to Local Action by Philip J. Cooper and Claudia Maria Vargas. 2004.

Greening the Americas: NAFTA's Lessons for Hemispheric Trade edited by Carolyn L. Deere and Daniel C. Esty. 2002.

Global Governance: the battle over planetary power by Kristin Dawkins. 2003.

Recommended Works on Brazil:

The Last Forest: the Amazon in the Age of Globalization by Mark London and Brian Kelly. Random House, 2007.

Traveler's Wildlife Guides Brazil: Amazon and Pantanal by David L. Pearson and Les Beletsky. 2005.

Lonely Planet Brazil, 6th Edition, 2005.

The Brazil Reader: History, Culture, Politics edited by Robert M. Levine and John J. Crocitti, Duke University Press, 1999.

The Amazon: Land Without History by Euclides da Cunha (1909). New translation, 2006.

The Accidental President of Brazil: A Memoir by Fernando Henrique Cardoso with Brian Winter. 2006.

Entangled Edens: Visions of the Amazon by Candace Slater. 2002.

The Pantanal Edited by Frederick A. Swarts. 2000.

Pantanal: South America's Wetland Jewel by Russell A. Mittermeier et al. 2005.

The World Is Burning: Murder in the Rain Forest by Alex Shoumatoff. 1990.

Little Tiny Teeth by Aaron Elkins. 2007. (Fiction – mystery)

Dam the Rivers, Damn the People: Development and Resistance in Amazonian Brazil by Barbara J. Cummings. 1990.

Deep Jungle by Fred Pearce. 2005.

Amazon Beaming by Petru Popescu. 1991.

The Rivers Amazon by Alex Shoumatoff. 1978.

The Amazonian Chronicles by Jacques Meunier and A.M. Savarin, translated by Carol Christenson. 1994.

Recommended Writing Guides:

The Rowman and Littlefield Guide to Writing with Sources by James P. Davis.

The Elements of Style by William Strunk and E.B. White.

Guidelines for Bias Free Writing by Marilyn Schwartz. Indiana University Press.

On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction
by William Zinsser. Collins, 2006.

**Note Style Citation format for papers – follow the guidelines at this
Web site:** <http://www.wisc.edu/writetest/Handbook/DocChicago.html>

ASSIGNMENTS:

**Every Class: Bring in a newspaper or magazine clipping or
other news article on global environmental issues to discuss.**

Class 1 January 14

Poetry Reading at beginning of class

Introductions, Syllabus, Course Outline and Policies

Hot diagnostics exercise

Ungraded diagnostic quiz

Film [Journey to Planet Earth; Who's Counting: Population and Habitat in the New
Millennium](#)

Small Group Exercise

Handouts for Week 2 Writing and Grades; Look from Every Viewpoint; Top Ten No
Sympathy Lines

Professor Lavigne at Colorado Water Congress in Denver January 22–26

Class 2 January 28

Poetry Reading at beginning of class.

News Discussion

Lecture on Structure of International Law and Policy

Reading:

Global Environmental Governance: pp 1–81—Preface and Introduction; Global Scale
Environmental Challenges; First Attempt At Global Environmental Governance.

Film [World in the Balance, Part One](#)

Handouts for Week 3

Class 3 February 4

Poetry Reading

News Discussion

Reading:

Global Environmental Politics: Acknowledgement through p. 94.

Global Environmental Governance: 82–124.

Film [World in the Balance, Part Two: China](#)

Handouts for Week 4

Class 4 February 11

Poetry Reading

News Discussion

Reading:

Global Environmental Politics: pp 97–194.

High Tech Trash: Chapters 1–6.

[Film Journey to Planet Earth, Episode 2: The Urban Explosion](#)

[Handouts for Week 5 Diagnostic Quiz definitions](#)

Class 5 February 25

Poetry Reading

News Discussion

Reading:

Global Environmental Politics: p. 194–end.

High Tech Trash: Chapter 7–9 and appendices.

Green Planet Blues: Preface and Part One.

[Films Exporting Harm and Journey to Planet Earth: Future Conditional](#)

[Handouts for Week 6 \(Brazil chapters\)](#)

Brazil worth wooing by Gail Schoettler, **Denver Post**, 11/7/07.

Lawmakers gather in Brazil to discuss climate change by Lesley Wroughton, **Reuters**, February 19, 2008.

Studies Call Biofuels a Greenhouse Threat by Elisabeth Rosenthal, **New York Times**, February 8, 2008.

'Minister of Ideas' Tries to Put Brazil's Future in Focus by Alexei Barrionuevo, **New York Times**, February 2, 2008.

Both Sides Say Project is Pivotal Issue for Brazil by Larry Rohter, **New York Times**, June 11, 2007.

In the Amazon: Conservation or Colonialism by Larry Rohter, **New York Times**, July 27, 2007.

Chapters from **The Last Forest**: preface and pages 1–46.

Class 6 March 3 CASE Study BRAZIL

Poetry Reading

News Discussion

Reading:

Global Environmental Politics: Chapter 3, The Development of Environmental Regimes: Eleven Case Studies; Chapter 4, Effective Environmental Regimes: Opportunities and Obstacles. Chapters from **The Last Forest**: preface and pages 1–46 (handed out Feb 25) and articles.

[Film: Earth on Edge excerpts, Ch 1 and 2 and 27–end \(Brazil\)](#)

[PL Brazil PowerPoint](#)

[Handouts for Class 10](#)

Class 7 March 17

Poetry Reading

News Discussion

Reading:

Paradise for Sale: A Parable of Nature by Carl N. McDaniel and John M. Gowdy (entire)

[Film: Paradise for Sale](#)

[Handouts for Class 8 & 9, Brazil chapters](#)

Class 8 & 9 March 19-20 Spring Symposium: Living in an Age of Ecological Red — All Sessions Required

Guest Speakers Carl McDaniel and Dave Foreman

Reading: Green Planet Blues: Chapter 2

[Handouts for Class 10](#)

Class 10 March 24 CASE Study BRAZIL

Poetry Reading

News Discussion

Reading: [Handouts TBA](#)

Green Planet Blues: Chapters 6, 7, 8.

The Last Forest: Chapter 5, Natural Wonders of This World; Chapter 6, Voices of Experience; Chapter 7, There's Someone in our garden; Chapter 8, The Legacy of El Dorado.

[Film: Amazonas: No Ritmo Das Aguas](#)

[Handouts for Class 11](#)

Class 11 March 31 CASE Study BRAZIL

Poetry Reading

News Discussion

Reading: [Handouts TBA](#)

The Last Forest: Chapters 8–14.

[Film: O Povo Brasileiro #4 Similarities and Differences](#)

[Handouts for Class 12](#)

Class 12 April 7 CASE Study BRAZIL and Group work

Poetry Reading

News Discussion

Reading:

Green Planet Blues: Part 7, Ecological Justice

The Last Forest: Chapters 15–17 and epilogue

[Film: Large Dams, False Promises](#)

[Handouts for Class 13](#)

Class 13 April 14 CASE Study BRAZIL Pantanal

Poetry Reading

News Discussion

Reading:

Plan B 3.0: Preface, Acknowledgements, About the Author, and Part I (Chapters 1–6).

Pantanal: Handout from Mittermeier; and Swartz: The Pantanal in the 21st Century

[Film: Pantanal Lifewaters](#)

[Handouts for Class 14](#)

Class 14 April 21 Group Work

Poetry Reading

News Discussion

Reading: TBA

Plan B 3.0: Part II, Chapters 7–12.

[Film: Journey to Planet Earth](#)

[Handouts for Class 15](#)

Class 15 April 28

Poetry Reading

News Discussion

[Film: Journey to Planet Earth](#)

Reading: TBA

Plan B 3.0: Part III, Chapter 13.

Finals Week NO Class May 5

**Assignments and Grading ENVS 360 Global Environmental Policy
Spring 2008 Professor Lavigne**

Participation (25%)

Attend class and section and actively participate in discussions. Ask questions, make comments, and challenge the assumptions presented in the readings, by the instructors and by your classmates. Take quizzes and complete short assignments as they come (e.g., the environmental timeline).

Midterm Paper (25%) Due March 3

A 10-page analytic paper (double -spaced, 1” margins, Times New Roman 12 point font) is required that will apply to the readings in **Global Environmental Governance**, **Global Environmental Politics** and **High Tech Trash**. Pick one or two themes or issues common to all three books, and using handouts and other materials used in class, analyze the assumptions, arguments and information presented. Persuade the reader to embrace your arguments. Be certain that your thesis is valid, supportable and interesting. You need not use outside sources to validate your interpretation; your own thoughtful analysis (with footnoted references to any of the assigned materials used) will be sufficient. I am looking for your own ability to reason, write and create.

International Organization/International Agreement Memo (10%) Due March 24

You will be expected to research an international organization or international environmental agreement and write a 2–3-page memo (1.5-spaced, 1” margins, Times New Roman 12 point font) describing the mandate of the organization or treaty in relation with international environmental issues, summarizing the arguments about its effectiveness, and outlining potential lessons for better environmental governance. The memos will be posted on the class Web page and serve as the basis for in-class group work and debate on international organizations/agreements.

Group Work and Presentations (5% each, 10% total) April TBA

You will be engaged in group work on two occasions during the semester. Your individual memos on an international organization/treaty will form the basis for a debate on solving environmental and development problems at the global level. The assignment will be given in class and you will work in groups to devise solutions and present your suggestions.

The second group assignment (at the end of the semester) will involve designing an innovative institutional response to a particular global environmental problem. You will be expected to draw on your knowledge about institutions, organizations, and various actors in global environmental governance and their interests and motivations. However, creativity and resourcefulness are expected. You will work in groups during class and deliver a presentation.

Term Paper (30%) Final Paper Assignment. 20–25 double-spaced pages not including bibliography. Research paper or Creative Portfolio. **Due May 5, 2008 at 6 p.m.**

1 page abstract or outline due March 24, at beginning of class.

LATE ASSIGNMENTS RECEIVE THE FOLLOWING PENALTIES:

DAYS LATE: ONE = 20% OFF; TWO = 35% OFF; THREE = 50% OFF; FOUR = 100% OFF.

Exceptions for documented medical or personal emergencies only.

Hot Tip: Do not use plastic covers, folders or other wasteful products for your paper. Double-sided printing is preferred. Make sure your name and contact info (phone number and email) is included.

Research Paper:

Choose any one topic discussed in class this term. Develop a cogent thesis about the relevant material we have encountered this term along with the material you research relevant to that topic. Persuade your reader to embrace your arguments. Be certain your thesis is valid, supportable and interesting. Using the readings and other references you will find, analyze and synthesize the issue and present your analysis of the topic.

Creative Portfolio:

Discuss ideas for a creative portfolio with the instructor by March 3. To be acceptable they must be directly related to the themes and subjects of the course and be original work created during this term. Past portfolios have included photo essays, fiction, art and architectural analysis.

Creative Portfolios on the final project by permission only. Creative Portfolios must represent at least equivalent time and energy inputs as the traditional research paper.

Research Paper Writing Structure:

Brief Introduction: This should state your purpose, delimit the scope of the paper and provide an intellectual roadmap for the remainder of the paper. The introduction should

answer 1) what is this paper about? and 2) what should the reader expect? **Hot Tip:** It should not say: "This paper is about...."

Background: this section should develop the central analytic framework of your paper. What approach are you taking? How did you develop your explanation? What is your tentative explanation? What elements are going to be the focus of your analysis?

Analysis: Analysis implies separating the complex whole into more basic, component parts. Here is the place to develop the relationships among ideas, to explore the effects of forces at work, and to evaluate the fit among these features. The analysis seeks to answer the questions HOW and WHY. Be sure to describe enough information about your issue so the reader can understand your analysis. How well does the explanation you offer apply? Bring your examples, evidence and theory to bear here.

Synthesis and Conclusion: Synthesis implies adding the parts, the analysis, into a new whole. The conclusion uses this new whole to address the central thesis or claim. Together, the synthesis and conclusion address the question: As a result of the analysis, what new knowledge can I bring to bear on my answer to the question? This section should qualify your analysis. How widely can the reader apply this new understanding? Finally, the conclusion should provide insight for application in the real world policy arena. Include a bibliography and references to interviews, films, etc. Use extensive explanatory footnotes as appropriate.

Hot Tip: Use professional research judgment with Web references—as you would with any books or other written material. Just because it's on the Web or in the library doesn't mean it's useful. Web references should always be cited with the date most recently accessed.

Hot Tip: Proofread! Grading will include presentation, spelling and grammar.

Selected References:

ENVIRONMENTAL TRENDS

Blatt, Harvey, America's Environmental Report Card. Cambridge: MIT Press, 2005

Millennium Ecosystem Report, five volumes, Washington: Island Press, 2005.

www.millenniumassessment.org

Earth Policy Institute (formerly WorldWatch Institute), State of the World (annual). New York: Norton.

Earth Policy Institute (formerly WorldWatch Institute), Vital Signs (biannual). New York: Norton. www.earth-policy.org

World Resources Institute, World Resources Biennial. New York: Oxford University Press. www.wri.org

Pacific Institute, The World's Water (biennial) Washington, Island Press www.islandpress.org

POLITICS/POLICY/LAW

General:

Brown, Peter, Restoring the Public Trust. Boston: Beacon, 1994.

- Brown, Peter, The Commonwealth of Life. Montreal: Black Rose Books, 2001.
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- Caldwell, Lynton K. (ed), Perspectives on Ecosystem Management for the Great Lakes. Albany, SUNY, 1988.
- Chertow, Marian, and Esty, Daniel (eds), Thinking Ecologically: The Next Generation of Environmental Policy. New Haven: Yale University Press, 1997.
- *Cochran, Augustus. Democracy Heading South: National Politics in the Shadow of Dixie. Lawrence: University of Kansas Press, 2001.
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- Epstein Richard, Takings: Private Property and the Power of Eminent Domain. Cambridge: Harvard University Press, 1985.
- Feinman, Jay. Un-Making Law. Boston: Beacon Press, 2004.
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- Freyfogle, Eric, Justice and the Earth: Images for our Planetary Survival. New York: Free Press, 1993.
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- Gordon, Deborah, Steering a New Course: Transportation, Energy, and the Environment. Washington: Island Press, 1991.
- Gore, Al, Earth in the Balance: Ecology and the Human Spirit. Boston: Houghton Mifflin, 1992. An Inconvenient Truth Rodale Press 2006.
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- Milbrath, Lester, Environmentalists: Vanguard for a New Society. Albany: State University Press, 1984. , Envisioning a Sustainable Society. Buffalo: SUNY Press, 1989.

- Mitchell, George J., World on Fire. New York: Charles Scribers and Sons, 1991.
- Ostrom, Elinor, Governing the Commons. New York: Cambridge University Press, 1990.
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- , Environmental Protection in the United States. San Francisco: San Francisco Study Center, 1987.
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- Posner, Richard, Catastrophe: Risk and Response. New York: Oxford University Press, 2004.
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- Riordan, Timothy (ed), The Precautionary Principle. London: Routledge, 1994.
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WATER POLICY AND RIVERS:

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- Bolling, David M., How to Save a River: A Handbook for Citizen Action. Washington: Island Press, 1994.
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LAND AND FORESTS:

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 , Regreening the National Parks. Tucson: University of Arizona Press, 1992.
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