NEW ZOOM LINK (updated 3/25/2020): https://zoom.us/j/916148884.

ESS400: Global Issues in Environmental Policy

Spring 2020

Wednesdays 2-4:30 PM: Physiology 103

Gillian Bowser, PhD

Twitter Handle: @GWSN2012

Natural Resource Ecology Laboratory and Department of Ethnic Studies

Office: B236 NESB Natural Resource Ecology Laboratory

gbowser@colostate.edu

Office hours Wednesday 9-10 AM or appointment

Sarah Whipple

Twitter Handle: @sarahwhipple15

Graduate Degree Program in Ecology

Office: A105 NESB Natural Resource Ecology Laboratory

swhippss@rams.colostate.edu

Office Hours Thursday 8 - 10 AM or by appointment

COURSE DESCRIPTION: This course explores the intersections between ecosystem science, communities and sustainability in the context of the global challenges of climate change. The course focuses on The Paris Agreement, Sustainable Development Goals (SDGs), The Global Environmental Outlook (GEO) and ecological indicators. A firm grasp of ecological processes and ecosystem functions, and an interest in global sustainability is essential. This class focuses on international environmental agreements that inform multilateral policies such as adaptation and mitigation goals, green climate financing, and Nationally Determined Contributions (NDCs). Students work in teams representing countries to navigate the international policy landscape. By the end of the class, students will be familiar with the UN structure, international agreements on climate change, global assessments and international treaties, ecological indicators, and the SDGs.

This class is different from other ESS courses in that we will a) work in teams for much of the semester; b) encourage virtual participation through Zoom lectures, Twitter activity, and reflection papers; and c) require a global, science-driven perspective on international negotiations surrounding climate change issues.

Upon successful completion of this course students will:

- Demonstrate knowledge of ecological sustainability in the context of the global society
- Be familiar with working on teams representing a country's position on international environmental policy from the cultural perspective of that country
- Understand how to link knowledge of ecosystem science with key concepts in sustainable development, ecosystem services and community resilience
- Be familiar with contemporary equity and societal issues, advocacy and political stances presented by different cultures and nation states in relation to environmental and/or societal adaptation and mitigation strategies
- Be familiar with key publications on current international policies on sustainability and ecosystem resources

COURSE STRUCTURE: This course is structured based on actual international agreements or treaties on climate change, biodiversity, and sustainable development. Following the structure of international agreements where countries work in groups with common goals, students will be expected to work on different teams (based on actual UN groupings) and the membership of those teams are in Canvas. Each student will have one leadership role for one team during the semester and will be a participant in three other teams throughout the semester. As the team lead rotates throughout the semester, it is important to check the syllabus carefully for individual assignment dates and check Canvas for your team assignments as they will change with topics. More on this structure will be explained below.

REQUIRED TEXT AND E-READINGS: There is no textbook as this class will follow current events and "live" negotiations. All documents used in the class will be available electronically with few paper handouts. All lectures are available for review in Canvas and on Slack (see more information about platform below), and these will be posted immediately following the actual lecture. **Bring a laptop, tablet or smartphone to class at all times!**

ZOOM LECTURES

https://zoom.us/j/916148884.
Note that this is a "live" link so please only join during class times as another class may be using the link right before our class.

CLASSROOM CONDUCT: Cellphones and iPads will be used in class regularly for exercises or looking up materials as there is NO TEXTBOOK. International policy is negotiated and renegotiated regularly and international agreements move faster than textbook publishing companies. Students are expected to search for documents on the web using UN documents and

websites, UNEPlive, Google Scholar, Web of Science and other scholarly resource sites. Do NOT rely on Wikipedia as that is often not updated fast enough! Social media and blog sites are critical for this class and students are required to learn Twitter as that is where many international conversations are taking place.

Students are expected to respect the classroom setting and the team structure and refrain from inappropriate use cellphone use during classroom sessions. If you are using your cellphone for purposes other than class, please note that this will count as an absence in your participation points.

DAILY LECTURE STRUCTURE: Before the start of each class, the lecture structure will be announced via Twitter, Canvas, and Slack announcements. The lecture structure impacts where you sit within the classroom so **BEFORE YOU SIT DOWN**, you'll need to know which teams are assembling for that lecture. If you are an assigned leader of a team for that day's lecture, it is your responsibility to pick up your team's plaque at the start of class and gather your team within the classroom based on the seating order below. All team assignments are posted on Canvas, as well as in the [Google Sheet](). Please note who is the team lead and communication lead for each of your groups (more on these responsibilities below).

Below are descriptions on the different seating assignments that will be announced via Twitter, Canvas, and Slack PRIOR to class.

1. **Open seating**: No plaques--general lecture or guest lecture format--you can sit wherever you'd like!
2. **Party seating**: sit with your home country (party). Countries are always arranged by alphabetical order based on the English spelling of the party name. The party is your intellectual home throughout the semester and will be the group for your final project (see below).
3. **Major Group seating**: students sit together in an assigned major group. Major groups are arranged alphabetically.
4. **Special Report Group seating:** students sit together in an assigned special report group. There is no order for how students need to sit, so just find your team lead when you come to class!
5. **SDG Group seating:** students sit together in their assigned SDG group. Teams should sit in numerical order (1 at the front of the room, 15 at the back).

What is a home country or party? The assigned home country is your intellectual home for the semester. Each country has a position on ecosystem sustainability, climate change and biodiversity and it is your responsibility to know that country' position which may be very dissimilar to the US. As a representative of that country, your task throughout the semester is to become familiar with the country's positions on critical ecological issues and understand the cultural context with which the country negotiates its positions on various sustainable development goals. There are six students per country team. There is an assigned team leader and country communicator leader (posted on Canvas and the Google Sheet), but you should also define within your team a lead negotiator who presents the country's platforms and a scribe who records all documents and positions to be used for the final presentations. The country leader is

responsible for the timely submission of all country documents because Canvas will **only allow** the team lead to submit assignments. Since everyone on the team gets one grade, it is up to the team to make sure everything gets submitted in a timely fashion. At the end of the semester, your country will compile its position from all the groups into one final product, so it will help to stay on top of those positions and assignments throughout the semester.

What is a team? Each student has been assigned to different teams (including a home country). The team will represent a discussion group at different points during the semester. The teams are defined by actual UN organizations or parties, each with specific positions on ecosystem services, sustainable development, or biological diversity. For each team, you need to know what that organization represents (usually in a mission statement document somewhere), and what its position is in reference to different topics throughout the semester. Teams will regularly present their positions as part of the classroom discussions and you will switch among teams regularly but remember you ALWAYS take the position of your home country on a team. Team leads are responsible for uploading team documents into Canvas to make sure all participants get credit for the team's activities.

What is a team leader? The assigned teams are representative of actual UN bodies, party coalitions or other groups that work on ecosystem sustainability issues at the global scale. As a leader, you are responsible for: (1) developing one statement (3-minute statement) on behalf of the team on the assigned issue--this equally about 3000 words and can include figures or tables developed during class; (2) submitting that statement on Canvas on the behalf of all your team members ON TIME; (3) assigning a presenter during class sessions; and uploading any required media. Grammar and punctuation count as do the correct uses of UN phrases, diplomatic language and other nuances. Include all contributing countries in every statement ("…on the behalf of (name) representing (party), Name, party—etc). All team papers are due the SUNDAY after the class exercise so there are several days to get the documents tidied up. ALL team members need to participate or inform their team leader if absent

Your **communication team leader** will need to set up a mode of communication among your team (Whatsapp, google docs, chat, whatever). You will also need to create a Twitter account for your a) country, b) major group, and c) SDG group. Every team has at least one communications leader (i.e., EVERY STUDENT HAS A LEAD ROLE AT SOME POINT THROUGHOUT THE SEMESTER!!)

Your **secretary lead** will need to organize all files for your team. For your country, this will include the task of printing and setting up your final poster.

What is a team participant? Each student is expected to work together with their team members on all assignments. Since many assignments will be developed during the class period in an afternoon, any absences need to be reported to both the class TA as well as your teammates. Students with excused absences have the opportunity to work with the team towards the final submission (the SUNDAY after the class exercise). Students with unexcused absence or who fail to participate on team reports will receive a zero for that assignment.

What is a team assignment? Assignments are short statements that are the compiled position of the team (country, major group, special report, or SDG) based on the topic of discussion. Each assignment is 2 - 5 pages (a minimum of 3000 words 12-point font single spaced one inch margins) with figures, pictures, or video link included. Teams are encouraged to be creative and use different formats to present their positions. All countries (parties) have a position within the UN structure and it is your responsibility to find out party positions and various negotiating blocks. REMEMBER--we are focused on ecosystem sustainability so parties will negotiate based on common resource positions NOT political positions. While in some cases, these two positions may be the same, this is not always the case so do not assume that all parties will stay within the same groupings. For some major groups, cultural issues and political structure do play a critical role and it is important to know that country's position on some cultural issues such as gender, education, land tenure, and several others. It is your responsibility to look objectively at an issue through the perspective of the party you have been assigned to represent. All assignments will be due to Canvas the Sunday after class meets. If there is not an in-class assignment/presentation, be sure to complete additional readings, quizzes, or assignments posted on Canvas and Slack.

MAJOR ASSIGNMENTS:

1. *Country Projects (four parts for 200 total).* Each country needs to both prepare a poster for public display (50 points for the first draft of poster framework, 80 for final, 20 for twitter from country account) AND come up with a separate creative presentation for class (50 points). The creative cannot be a simple rehash of the poster! More details, including rubrics of such assignments, will become available later in the semester. Make sure to include citations within your project submissions-- this class will use APA format (more information on citations below).

2. *In-class team projects (four parts of 25 points each for 100 points total).* All team project write ups can *mostly* be completed in class, so it is critical that all team members are in class for these assignments. All team assignments are due to Canvas on SUNDAY AT MIDNIGHT. Note that the entire team gets the same grade for the team project, but Canvas will only let the lead position submit the assignment. These assignments may be submitted during class time, so it is critical to check Canvas, Slack, and Twitter for any announcements. Make sure to include citations within your project submissions-- this class will use APA format (more information on citations below).

3. *Individual Twitter points (20 points) + country Twitter points (20 points) for 40 points total.* Many international negotiations happen online these days, especially on Twitter. Whether you like Twitter or not, this is a great way to follow international negotiations, document sharing, and up-to-date news. For the class, you need to tweet about and follow international conversations on sustainability, so think of your Twitter presence as a professional way of communicating your (and your countries) thoughts on relevant negotiations. In order to count your tweets for the class, you must comment on tweets of interest (don't just retweet or like a statement) and tag @gwn2012 and @sarahwhipple15 and always use #ESS400 in your tweets; otherwise, we might not recognize that your tweet is for class credit!! These tweet points can also come from questions to guest lecturers. We expect you to post 10 tweets prior to Spring Break, and 10 tweets after the break. These rules are the same for your country's Twitter account as well.

4. *Reflection papers on guest lectures and external events (10 points x 6 = 60 points total).* Students are encouraged to follow external events and/or watch educational videos (i.e., TED talks) surrounding science, sustainability, and/or policy and can submit up to 6 reflection papers on any event or speaker. Reflection/opinion papers are 1-2 pages single spaced 12-point font 1 inch margins and must include full title of talk, presenter seminar or video on the first page. Reflection papers should be carefully written, demonstrate an understanding of the talk/topic and include personal reflection—do not just summarize the presentation or video. Gillian and Sarah will post event opportunities on Canvas and Slack as they are announced. **Anything reflection paper topics outside of TED talks or campus lectures have to be approved via Slack, Canvas, or email-- anything NOT approved prior to submission will receive an automatic zero.** Additional reflection papers can be substituted for poor performance on the quizzes (you can substitute as many papers as you like but you must at least attempt the quiz or provide an excused absence in advance). Make sure to include citations within your reflection paper submission-- this class will use APA format (more information on citations below).

How does the team structure work? Your home is a country (known as a party within the UN world) that will provide a cultural and political lens throughout the semester. As a member of a party, you will represent that country's interests in all team assignments.

For example, if you are assigned to Papua New Guinea as your home country, you are automatically part of the SIDS (Small Islands and Developing States) coalition with St. Kitts (who often partners with a group of eastern Caribbean islands usually led by Barbados) which represents the interests of small island nations. Your other team assignments (check Canvas!) may include YOUNGO (which is the youth major group), SDG 1 (which is zero poverty), and the IPCC global assessment report on the ocean and cryosphere. Since your home country is Papua New Guinea, you will represent islands on all other teams (there may be more than one country representative on a team in which case you should work together with your "SIDS colleagues"). As a participant on a team, you contribute the perspectives of your home country to the discussion so, for example, if FAO (Food and Agriculture Organization) is presenting their position on fish treaties on responsible consumption, SIDS may be primarily concerned with responsible fisheries management of the Antarctic seas.

ATTENDANCE AND PARTICIPATION: Students are expected to attend all class sessions. Attendance is a significant portion of your grade since this class only meets once per week. If a student cannot attend a class session, **please let Gillian and Sarah know in advance via email. We will have a Zoom video call set-up for class every week, and you are expected to attend!** Students who miss class are responsible for the materials and skills covered during the class and are expected to contribute to any team assignments during class. Students who miss more than six class hours are subject to a lowered letter on their final grade.

The Zoom video link will be available on Canvas and Slack for student access. If you do miss class and are logging on via Zoom, please make sure to (1) mute your microphone and turn off your video so that you are not disrupting class; (2) ask questions via the Zoom chat box; and (3) assist your teammates virtually through Slack, Canvas, or your preferred method of communication. These rules for Zoom participation will be posted on Canvas for your reference.

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In the extreme circumstance that you cannot attend class either in-person or virtually, Gillian and Sarah will discuss make-up options for class time missed.

INFORMATION ON SLACK: Slack is an online platform that helps organize team members, ease file uploads, and allows Gillian and Sarah to see who is actively participating in their teams. Prior to class, you should have received a link to join the Slack page (based on the email you provided!) Please make sure to join so that Sarah can invite you to the correct team channels. Note: we WILL be checking to see who is active on Slack, so please keep in contact with your team members on this platform as this will go towards your class participation grade at the end of the semester!!

CODE OF CONDUCT: By the end of the first class meeting, each team should have a **code of conduct**, signed by every representing member, that reflects agreement on a) communication, b) teamwork, c) respect, and d) additional points of discussion. All teams should abide by CSU's policies on harassment, diversity and inclusion, academic integrity, etc. Failure to abide by your teams' code of conduct or CSU's other academic policies will result in severe consequences to your final grade as a TEAM and an INDIVIDUAL. These codes of conduct need to be uploaded to Slack by **Sunday, January 26, 2020. Failure to do so will result in missed absence(s) for all team members until the code of conduct is submitted.**

HARASSMENT: Colorado State University is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy, and will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all people at our University. Acts of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation will be addressed consistent with this policy. For more information on this policy, please read the university's policy online. **Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking and Retaliation Policy**.

DIVERSITY AND INCLUSION: In an ideal world, science would be objective. However, much of science is subjective and is historically built on a smaller subset of voices. In this class, we will make an effort to approach science from the perspectives of many different countries and learn how different cultures interact with science. I acknowledge that it is possible that there may be both overt and covert biases in much of the science literature, even when exploring another country's approach to environmental issues using literature primarily of a scientific nature. Integrating a cultural lens in understanding how countries respond to environmental challenge is a core objective of this class along with gaining some insights to why a country may respond to different issues such as equity or inclusion during international environmental policy discussions.

I would also like to create an active learning environment for all students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). An active learning environment means working in teams, and this can be challenging. Teams need to have mutual respect to be successful, but they also need full participation from all team members.

I believe the process of learning about diverse perspectives and identities is inspiring. Perspectives on the environment often have strong cultural underpinnings, such as the term *Mother Earth* for the Country of Bolivia. Be inspired by your assigned country team—I chose countries that are lesser known and probably ones that most of you have never visited. Enjoy the opportunity to learn about a new culture. However, we also have to be respectful of the many cultural heritages within our own class, so if something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it or send an email with your concerns. Lastly, as a participant in a course that is built on team projects and group discussions, you should also strive to honor the diversity and cultural heritage of your classmates, especially as we discuss different cultural positions with respect to gender, equity, and identity.

Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials. If you have a name and/or set of pronouns that differ from those that appear in your official CSU records, please let me know by email or by coming up after class.

ACADEMIC INTEGRITY: We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as his or her own. The CSU writing center defines plagiarism this way: Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due." If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the [CSU General Catalog](#).

Plagiarism is defined as the use of any source, published or unpublished, without proper acknowledgment. The most important thing to know is this: **if you fail to cite your sources, whether deliberately or not, it is still plagiarism.** Ignorance of academic regulations or the excuse of sloppy or rushed work does not constitute an acceptable defense against the charge of plagiarism [(Princeton)](#). **When in doubt, cite**. It's always preferable to err on the side of caution and completeness. Posters and other presentations require accurate citations and proper credit for figures, graphics or photographs. **This class will use APA formatting for all citations.** For more information on this citation format, please check out the Publication *Manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association, 2010. Purdue's [website](#) on APA citation format is also a great resource to use!

POLICIES REGARDING STUDENTS WITH SPECIAL NEEDS: Please discuss any special needs that may affect your learning or ability to complete the course assignments with

your instructor during the first week of class. As required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made for students with documented disabilities. Contact the Resources for Disabled Students Office for more information (970-491-6385 or at their website**.**

COURSE MODULES

Module layout (note that timing may be adjusted on my discretion based on guest speaker schedules, class progress and other factors). CHECK CANVAS FOR DUE DATES AND TIMES.

Week	Module name	Team	Assignment type	Objective
1 January 22	Global Framework	Multiple teams to understand team membership and gain contact information	Quiz 1 on Paris Agreement ON CANVAS Party posts on Slack country redlines, flag and three cool facts	Students will go among different teams throughout the class to get familiar with each other and the class process
2 January 29	Global Framework	Parties	In-class assignment	Understand UN structure and role of different organs
3 February 5	Global Framework	Parties	In-class assignment	Understand the intersection between UN agencies, UN Organs and countries on different topics, including the Rio Convention
4 February 12	UN Framework Convention on Climate Change	Parties; SDGs	Assignment reflection paper on SDG Ted Talks	The role of the SDGs in finance and governing change,
5 February 19	UN Framework Convention on Climate Change	Coalition (two parties)	In-class exercise on how countries choose partners and switch membership among coalitions.	The Paris Agreement and understanding why coalitions matter in the consensus framework of the UN.
6 February 26	UN Framework Convention on	Parties	In-class assignment	Nationally Determined Contributions (NDCs); guest lecturer TBD

	Climate Change			
7 March 4	Countries and Culture	Treaties and commissions	Assignment on treaties	What are the differences between treaties and commissions—why does it matter for environmental processes? Marine and pollution examples—Montreal Protocol
8 March 11	Countries and Culture	Open Seating	Outline of poster	Understand the complexity of negotiations and country coalitions- guest lecture Rebecca Webber Gaudiosi
SPRING BREAK March 16-23				
9 March 25	Countries and Culture	Open Seating	Reflection paper on sustainability	Understand differences between adaptation and mitigation frameworks
10 April 1	Assessment Frameworks	Special Report Groups	Assignment- country indicator and DPSIR framework	Introduction to the DPSIR framework—why does it matter and how does it work on global assessments—GEO6 analysis—choose a country ecological indicator and start researching the environmental history and parameters.
11 April 8	Assessment Framework	SDG groups	Reflection paper assignment	Corporations and the SDGs- guest lecturer TBD
12 April 15	Assessment Framework	Special Report Groups	Assignment on DPSIR framework for country using global assessment topics	Understanding importance of major assessment reports in relation to country goals
13 Apr 22	(Earth day) Final Country Projects due	Party	Final Posters due by start of class	Presentation of final projects and library display set up
14 Apr 29	Final Country Creatives	Party	Final creative presentation	Presentation of creative project by each country

15 May 6	Last day of Class	Party	Final Creative presentation ALL REFLECTION PAPERS DUE	Remaining presentations and class conclusion