

Advanced Academic Programs  
Zanvyl Krieger School of Arts and Sciences  
Johns Hopkins University  
AS.420.650.81- International Environmental Policy  
Summer 2019

## Course and Instructor Information

### Instructor Information

**Instructor:** Elizabeth Hessami  
**Email Address:** (ehessam1@jhu.edu)  
**Office Hours:** (email for appointment)

### Course Description

This course explores the methods and strategies for promoting solutions to global environmental problems. Through consideration of issues such as stratospheric ozone depletion, global climate change, tropical deforestation, loss of biodiversity, transnational pollution, and other threats to the international commons, students examine policymaking from the perspective of developed and developing countries, the United Nations system, international financial entities, and nongovernmental interest groups. By investigating important international agreements, students determine how far the international community has come in solving specific problems, what obstacles prevent effective international solutions, and what needs to be done to overcome barriers. Prerequisite: 420.614 Environmental Policymaking and Policy Analysis, equivalent course, or experience.

### Course Goals & Learning Objectives

By the end of this course, you will be able to:

- describe the general scope, nature and evolution of international environmental law and policy through a survey of the discipline;
- explain the principles and design of multilateral environmental agreements;
- identify the institutional architecture and governance for addressing international environmental issues;
- obtain the necessary background to follow developments in the field.

## Course Materials

### Textbook

This course uses the following texts:

Hunter, Salzman, & Zaelke, *International Environmental Law and Policy* (5<sup>th</sup>edn, 2015) ISBN **9781609303211** (required) (referred to below as IELP). The treaty supplement to this textbook is optional.

### Other equipment/software/websites/online resources

This course requires the use of the following resources: **video recording and viewing technology**

## Specific Technology Requirements & Skills for this Course

Learning online requires some basic knowledge of computer technology. At a minimum, you need to be able to:

- Navigate in and use Blackboard; the Blackboard Student Orientation course on your “My Institution” page
- Create and save MS Word documents; review [MS Word training and tutorials](#) for PC users (all versions); [Word Help](#) for Mac users
- Find basic resources on the Internet
- Create and organize files & folders on your computer
- Send, receive, and manage email

## Assignments and Grading Policy

### Assignments

In the table below, you will find a brief description of the various assignments in this course including due dates assignment weights, and frequency.

Assignments	Due Dates	Assignment Value
<b>Assignment 1:</b> Brief selection of a Treaty to do a short research assignment on	Due: End of Module 3	20 points
<b>Assignment 2:</b> NDC Stocktake Paper Assignment	Due: End of Module 7	20 points
<b>Assignment 3:</b> International Environmental Policy Paper	Topic Due: End of Mod 8, Optional: Outline or Draft Review: Due End of Mod 10 Final Paper Due End of Mod 12	30 points
<b>Assignment 4:</b> Course Engagement You are expected to have an active presence in course discussions, and complete course activities as noted in the assignment guidelines to maximize your learning. Participation in activities should be consistent, of high quality, and reflect both a high level of academic thinking and your own personal perspectives, opinion,	Weekly	30 points

and ideas. (Sample rubrics are available.)		
<b>Total</b>		<b>100 Points</b>

## Grading Policy

### Letter Grade Percentage

A+	98% to 100%
A	94% and less than 98%
A-	90% and less than 94%
B+	88% and less than 90%
B	84% and less than 88%
B-	80% and less than 84%
C	70% and less than 80%
F	0% and less than 70%

This course will follow the [Advanced Academic Programs Grading Policies](#).

### Assignment Submission

Students are required to adhere to the following guidelines when submitting written work:

- Use APA format
- Adhere to word limits for each assignment
- [Cite sources properly](#)

The instructor uses the [SafeAssign](#) tool for written assignments. Please review the JHU Ethics Statement below prior to submission.

### Assignment Feedback

The instructor will aim to return assignments to you within 5-7 days following the due date, depending on the length of the assignment. You will receive feedback in the My Grades area of the course which can be accessed via the navigation menu.

### Late Policy

You are expected to contact your instructor in advance if you think you cannot meet an assignment deadline. However, if an assignment is late and prior arrangements have not been made with the instructor, the assignment score will be deducted 10% per day it is late.

### Time Management Expectations

It is expected that you look ahead to schedule your time. Plan to complete coursework across several days of the week rather than all in one day. Be sure to consider how group activities impact your schedule as well.

Some assignments require that you work on them for multiple weeks. Be sure to review the assignment directions at the beginning of the course so that you can plan your time accordingly. Please seek help before becoming frustrated and spending a significant amount of

time to resolve an issue.

## Directions for Students

**Next Steps:** Carefully review the remaining sections of the syllabus before beginning the first week's activities, which are located in the **Modules** area of the navigation menu in your online course.

Once you feel that you are ready to dive into the first week's activities, select **Modules** on the navigation menu. Then, select **Week 1** to begin.

## About Your Course

### Course Structure

This course begins with an introduction to key Principles of international environmental law and policy and their relationship to sustainable development. The course will take a global perspective presenting policy drivers and perspectives from both developing and developed nations. We will begin our course with an overview of the key ideas and principles of International environmental policy and the concepts of sustainability and sustainable development as overall guides of international environmental policy, we will then survey the creation of treaties and other international instruments and mechanisms used to manage and protect natural resources and support sustainable livelihoods. We then shift to governance and policy related to the earth's atmosphere, hydrosphere, and biosphere. We will take a close look at the most recent developments of the UNFCCC COP negotiations and consider topics such as the how to protect the environment during armed conflict, marine litter, biodiversity, genetic resources and indigenous peoples, wildlife, space debris law, human rights and environmental justice.

### What to Expect in this Course

This course is 12 weeks in length and includes individual, group, and whole group activities in a weekly cycle of instruction. Each week begins on a Wednesday and ends on the following Tuesday. Please review the course syllabus thoroughly to learn about specific course outcomes and requirements. Be sure to refer to the Checklist each week, which provides a week-at-a-glance and shows targeted dates for the completion of activities.

## Course Policies

### Course Participation

#### Participation Requirements

You are expected to log into Blackboard regularly throughout the week - a daily check-in is recommended. It is your responsibility to read all announcements and discussion postings within your assigned forums. You should revisit the discussion multiple times over the week to contribute to the dialogue.

#### Group Work

Group work may be assigned as part of this course. If group work is required, you are expected

to work equitably within your group to complete collaborative group activities. If group work is assigned, you will have an opportunity to privately rate your own participation and that of your group-mates.

### **Online Etiquette**

In this course, online discussion will primarily take place in our online discussion board. In all textual online communication, it is important to follow proper rules of online etiquette - communicating with others in a proper and respectful way. For helpful tips, please refer to these [Ground Rules for Online Discussions](#).

### **Course Protocols and Getting Help**

#### **Amendments to the Course**

Changes to the course will be posted in the Announcements section of your course. Please check announcements every time that you log into your online course.

#### **Course Communication**

You should communicate often with your classmates and the instructor. The majority of communication will take place within the Discussion forums. When you have a question about an assignment or a question about the course, please contact your instructor, or post your question in the course's "Syllabus & Assignment Question" forum.

#### **Email Communication**

For questions regarding course activities and assignments that would be general interest to other students, please post those in the Discussion forum. If you have a question regarding course activities and assignments of a personal nature, please send an email message to the instructor and observe the following guidelines:

- Include the title of the course in the subject field (e.g., JHU International Environmental Policy).
- Keep messages concise, and check spelling and grammar.
- Sign your full name (the sender's email is not always obvious).

Feel free to contact your instructor with comments, questions, and concerns. All email messages will be sent to you via your JHU email account, so you should be in the habit of checking that account every day or you should ensure that your JHU email account forwards messages to another account of your choice.

Email messages will be responded to within 24-48 hours.

### **University Policies**

#### **General**

This course adheres to all University policies described in the academic catalog. Please pay close attention to the following policies:

#### **Students with Disabilities**

Johns Hopkins University is committed to providing reasonable and appropriate

accommodations to students with disabilities. Students with documented disabilities should contact the coordinator listed on the [Disability Accommodations](#) page. Further information and a link to the Student Request for Accommodation form can also be found on the [Disability Accommodations](#) page.

### **Ethics & Plagiarism**

**JHU Ethics Statement:** The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor. Read and adhere to JHU's [Notice on Plagiarism](#).

### **Dropping the Course**

You are responsible for understanding the university's policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the [Academic Calendar](#).

### **Getting Help**

You have a variety of methods to get help on Blackboard. Please consult the resource listed in the "Blackboard Help" link for important information. **If you encounter technical difficulty in completing or submitting any online assessment, please immediately contact the designated help desk listed on the [AAP online support page](#).** Also, contact your instructor at the email address listed in the syllabus.

### **Copyright Policy**

All course material are the property of JHU and are to be used for the student's individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or transmitting of any course material content for any other purpose is prohibited, will be considered misconduct under the [JHU Copyright Compliance Policy](#), and may be cause for disciplinary action. In addition, encouraging academic dishonesty or cheating by distributing information about course materials or assignments which would give an unfair advantage to others may violate AAP's [Code of Conduct](#) and the University's [Student Conduct Code](#). Specifically, recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than use by students enrolled in the class. Other distributions of such materials by students may be deemed to violate the above University policies and be subject to disciplinary action.

### **Code of Conduct**

To better support all students, the Johns Hopkins University non-academic [Student Conduct Code](#) has been integrated and updated to include all divisions of the University. In addition, it is important to note that all AAP students are still accountable for the [Code of Conduct for Advanced Academic Programs](#).

## Title IX

### Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe and inclusive learning environment on our campus. I also have mandatory reporting responsibilities related to my role as a Responsible Employee under the Sexual Misconduct Policy & Procedures (which prohibits sexual harassment, sexual assault, relationship violence and stalking), as well as the General Anti-Harassment Policy (which prohibits all types of protected status based discrimination and harassment). It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information that I learn of regarding sexual misconduct, as well as protected status based harassment and discrimination, with the Office of Institutional Equity (OIE). For a list of individuals/offices who can speak with you confidentially, please see Appendix B of the [JHU Sexual Misconduct Policies and Laws](#).

For more information on both policies mentioned above, please see: [JHU Relevant Policies, Codes, Statements and Principles](#). Please also note that certain faculty and other University community members also have a duty as a designated Campus Safety Authority under the Clery Act to notify campus security of certain crimes, as well as a duty under State law and University policy to report suspected child abuse and/or neglect.

## Appendix A

### Course Topics & Readings

The following are the selected readings and materials for this course. All readings are required unless noted as optional. All readings unless otherwise noted are available from JHU ARES (eReserves) system.

**Module 1: Overview of International Environmental Policy** - Key Principles and Concepts from a Global Perspective; Common but Differentiated Responsibilities and Respective Capabilities (CBDR-RC), Sustainable Development, Right to Development, State Sovereignty, State Responsibility, Right to a Healthy Environment, Technology and the Environment

#### Readings and Resources

- a) Read IELP textbook pages 1- 19 (skim for a broad overview), 33-37 (problems of scale), 74-78 (technology), 101-131 (tragedy of the commons, economics, sustainability, and sustainable development) Important! \*\*441-451-“Principles Shaping International Environmental Law and Policy” State Sovereignty and Right to Development, 463-474 Common But Differentiated Responsibilities, State Responsibility, Obligation Not to Cause Environmental Harm, 478-486 Precautionary Principle and Polluter Pays Principle, 1342-3- Right to a Healthy Environment
- b) Watch: Lecture from Professor Hessami
- c) Very Quick Watch: Larissa Behrendt (Barrister & Member of the Eualeyai/Kamillaroj Tribe of Aboriginal Peoples) first 2 minutes are on environment feel free to watch all but not required - [Environmental Sustainability: What We Can Learn from Aboriginal Culture](#)
- d) Browse: [The Sustainable Development Knowledge Platform](#) and click on any topic for more information
- e) Quick Watch: [Voices on Sustainable Development from Asia and the Pacific](#) a quick look at issues of sustainable development in Asia
- f) Review: [the Sustainable Development Goals](#) and consider while you are reading which goals you feel particularly strongly about and why? Do you see any connections between the goals?
- g) \*\*Check out: [International Environmental Law Electronic Resource](#) Guide by Anne Burnett: An exhaustive list of sources for research on International Environmental Law
- h) Optional Read: [Should We Continue to Use the Term “Developing” world](#) (Note: I struggle with this terminology as well, as the texts use these, I will for now too....but a good question to keep in mind-what does “developed” really mean and is it a metric we should even use?)
- i) Optional Read on [Technology and the Environment](#): How can technology help us reach sustainability goals.

**j) Discussion Question: Please go to Discussion Tab and respond to the question prompt**

**\*Assignment #1 Introduced- 1 page Treaty Assignment-Due End of Mod 3** Introduction: Choose an International Environmental Treaty of your choice and provide a one-page quick summary of it. Directions: Write a one-page paper on a treaty of your choice. Please be sure to include the following if possible:

- Link to the text of the treaty or agreement.
- History of treaty
- Circumstances which led to treaty ex: scientific discovery, increased public pressure or awareness
- Current status and ratification information

**Module 2: A Brief History of the Creation of International Environmental Law, an Examination of Major Treaties and other sources of International Environmental Law** ex: Customary Law, Judicial Decisions of International Courts or Arbitrators; A look at a sample treaty: “The Convention on Wetlands” Commonly known as “The Ramsar Convention”

**Readings and Resources**

- a) IELP Textbook Assignments: 133-188 (A Brief History of IEL from Stockholm to Johannesburg including an introduction to the Brundtland Report, Agenda 21-non-binding UN action plan for sustainable development). Compliance and dispute resolution: Compliance Monitoring and Reporting, Deterrence, and Liability (397-407); extraterritoriality and Stockholm Principle 21 (407-09) Read: Traditional Sources of Law: **Treaties:** Defining Treaties, Negotiation, Adoption, Ratification and Interpretation (285-88;292-93; 296-Read Question 1 and notes carefully! 299-306, 307-09, 309-314), Treaty Design (393-96); Administering Treaties: COPs, Secretariats and Subsidiary Bodies (246-54); [Vienna Convention on the Law of Treaties](#)
- b) **\*Case study: The Trail Smelter Case (510-518) & The North Pacific Fur Seal Treaty**
- c) Skim Text of: [Trail Smelter Arbitration](#)
- d) Read: [Compliance and Enforcement of Multilateral Environmental Agreements \(MEA's\)](#)
- e) Watch: Lecture from Professor Hessami
- f) Browse: The homepage of the “[The Convention on Wetlands](#)” at the “Ramsar Convention” as it was signed in Ramsar, Iran in 1971. Ramsar is an intergovernmental treaty that provides the framework for the conservation and wise use of wetlands and particularly migratory species. Explore the site where you can learn about its mission, the importance of wetlands, and its structure; try to figure out-where is it headquartered? What is its mission?
- g) Quick Watch: [The Ramsar Convention Award for Wetland Wise Use](#) presented to Fundación Global Nature, Spain. It acknowledges contributions to the long-term sustainable use of wetlands.
- h) Discussion Question: Please go to Discussion Tab and respond to the question prompt**

**Module 3: International Environmental Policy and The Atmosphere I: The Ozone Layer and the Development of the Vienna Convention and the Montreal Protocol; How Scientific Discoveries Often Drive International Environmental Policy**

**Readings and Resources**

Course Textbook: Hunter, Salzman, & Zaelke, *International Environmental Law and Policy (5th edn, 2015)* ISBN 9781609303211 (required) (referred to below as IELP). **All other materials provided by hyperlink.**

- a) Students will read IELP Textbook Assignments: 538-middle of 540; 545-46; 548-62; 569-71; 574-75; 578-79; 585-86; **\*\*The Montreal Protocol and Climate Change read carefully pages 593-98).**
- b) Students will view Prof. Hessami's lecture
- c) Time lapse images of [ozone hole from NASA](#)
- d) Read: ["There's Money in the Air: The CFC Ban and Regulatory Strategy"](#)
- e) Students will watch: [NASA/Goddard Space Flight Center Videos](#) on the Ozone layer-A very interesting look at how science drove policy ozone depleting chemicals
- f) Students Can Browse: The [handbook](#) on the Montreal Protocol Substances the Deplete the Ozone Layer, [The Ozone Secretariat Site of the Montreal Protocol](#) and read Background on [Kigala Amendments to the Montreal Protocol](#)
- g) Students will read a Case study: Jamaica: [Implementing the Kigala Protocol in Jamaica](#) from the Jamaican Customs/Government Site
- h) Skim: [HFC Phase-Down Kigali Amendments](#)
- i) Optional reading: What is the [US response](#) to the Kigala Amendments?
- j) Optional-Fun Reading on Ben and Jerry's and Montreal Protocol: <https://www.benjerry.com/home/whats-new/2016/montreal-protocol-29th-anniversary>
- k) **Discussion Question: Please go to Discussion Tab and respond to the question prompt**  
**\*Assignment #1- Due: 1 page Treaty Assignment**

**Module 4: International Environmental Policy and The Atmosphere II: Climate Change Part 1 - UNFCCC, Kyoto Protocol, and the principle of Common but Differentiated Responsibilities and Respective Capabilities (CBDR-RC)**

**Readings and Resources**

Course Textbook: Hunter, Salzman, & Zaelke, *International Environmental Law and Policy (5th edn, 2015)* ISBN 9781609303211 (required) (referred to below as IELP). **All other materials provided by hyperlink.**

- a) Students will read: IELP Textbook Assignments: Skim 607-41; 647-52; 658 -61; 663-64 notes 4 & 5 on climate refugees. **\*\*Read carefully 665-77 paying special**

attention to the section on “Global Divides over Climate Change” and 678-82; Skim 684-738.

- b) Students should familiarize themselves with the structure of the [UN Framework Convention on Climate Change](#) and the [Paris Agreements](#)
- c) Student’s will watch Professor Hessami’s lecture
- d) Quick Watch: [Causes and Effects of Climate Change](#) An short introduction to a complex topic from
- e) Check out: Excellent [Interactive Map of GHG emissions](#) from 1750-2016
- f) Climate change: [How do we know?](#)
- g) Read: [UN compact recognizes climate change as driver of migration for first time](#)
- h) Read: [Small Island nations at the frontline of climate action](#)
- i) Students have to option to browse: [UN Climate Change Report 2017](#) The most recent UNFCCC in Katowice, Poland [Katowice Climate Change Conference](#)
- j) Case Study: Climate Cases: Fossil Fuels on Trial: [Where the Major Climate Change Lawsuits Stand Today](#); Skim: [The Exxon Climate Case](#) (State of NY v. Exxon Corp)
- k) Optional links to: [The UN Framework Convention on Climate Change](#) , [Kyoto Protocol](#), [Paris Agreements](#) & [Rulebook](#)
- l) **Discussion Question: Please go to Discussion Tab and respond to the question prompt**

**Module 5: International Environmental Policy and the Atmosphere III: Climate Change Part 3: The Paris Agreements/NDC Stocktake Paper Assignment**

**No text reading this week!**

- a) Start Here: Read: [Paris Climate Agreement Q&A](#)
- b) Important! Watch: [Jeffrey Ball discusses energy leapfrogging in Africa](#) A quick discussion on “leapfrogging” over fossil fuels to cleaner energy sources and related issues in Africa
- c) Browse: [2018 Talanoa Dialogue Platform](#)
- d) Optional watch for background: [TedTalk on the Paris Agreements](#) “The inside story of the Paris climate agreement Christiana Figueres”
- e) Optional: [Trump can’t actually exit the Paris deal until the day after the 2020 election. That’s a big deal](#)
- f) Watch: [COP24: World leaders to discuss climate challenges in Poland](#)
- g) Skim: COP 24 Draft “[Paris Agreements Rulebook](#)”
- h) Optional Watch (but great!) [This country isn't just carbon neutral — it's carbon negative](#) Tshering Tobgay-Video on Bhutan and how it is an environmental powerhouse!

- i) Optional links to: [The UN Framework Convention on Climate Change](#), [Kyoto Protocol](#), [Paris Agreements](#) & [Rulebook](#)
- j) **Discussion Question: Please go to Discussion Tab and respond to the question prompt**

**\*Assignment #2 Introduction: NDC Stocktake Paper Assignment:** Important Reminder: Work on your “Global Stocktake” Paper. You will be prepare a 5pg (12pt double spaced) page position paper for the UNFCCC “Global Stocktake” Meeting. You are a leader of your chosen nation negotiating on behalf of your nation. Be sure to include in your negotiation paper a clear analysis of your countries main objectives in your efforts to meet your countries NDC’s (Nationally Determined Contributions), your efforts towards your NDC targets and how you plan to strengthen them in the future.

**DUE: End of Mod 7**

Some questions you might consider in your paper are:

**Week 6: International Environmental Policy and: The Hydrosphere:** Our Marine Environment: The Oceans and Seas, UN CLOS (Law of the Seas), Marine Litter Legislation, Whaling in the Antarctic (Australia v. Japan),

**Readings and Resources**

Course Textbook: Hunter, Salzman, & Zaelke, *International Environmental Law and Policy (5th edn, 2015)* ISBN 9781609303211 (required) (referred to below as IELP). **All other materials provided by hyperlink.** Student will read IELP Textbook Assignments: 739-835;

- a) Students will watch: Prof. Hessami’s lecture
- b) Skim for Reference: [United Nations Convention on the Law of the Sea](#)
- c) Browse: [MARPOL](#)
- d) Quick Read: [Why Hasn't the US Signed the Law of the Sea Treaty?](#)
- e) Optional Browse: For an Overview of Global Marine Litter Legislation: [Marine Litter Legislation: A Toolkit for Policymakers](#), I am one of the drafters of this document-Think of how this could apply some pressure to nations who have not addressed marine litter?
- f) Browse: [UNCLOS Debate](#) This is an entire site dedicated to information on the debate over whether the US should sign onto the UNCLOS
- g) Case Study: [Whaling in the Antarctic: ICJ Halts Antarctic Whaling \(Australia v. Japan\)](#)
- h) Case Study ICJ Documents: [Overview of Australia vs. Japan ICJ Case](#) and links to relevant documents
- i) Case Update: [Australia could launch legal challenge to Japan's 'scientific' whaling hunts](#)

- j) Optional Read: [Overview of Laws and Regulations Protecting Whales](#)
- k) Quick Update: [Japan announces withdrawal from whaling treaty, eyes return to commercial hunting in 2019](#)
- l) **Discussion Question: Please go to Discussion Tab and respond to the question prompt**

**Vote on WILD CARD topic for final Mod-one of our topics in the final Mod will be students' choice by VOTE!!!**

**Module 7: International Environmental Policy and the Biosphere: Armed conflict and the environment, \*\*Final Policy Paper Assignment Introduced\*\* Negotiation paper Due!**

No assignment in text this week **materials provided by hyperlink.**

- a) Students will Read "International environmental law" p. 34-48 in [Protecting the Environment During Armed Conflict](#) **\*\*Please feel free to skip p.35 contains disturbing wildlife poaching pic**
- b) Students will watch Prof. Hessami's Lecture
- c) Browse: [The Toxic Remnants of War website](#)
- d) Browse Text of: [Ottawa Treaty](#)
- e) Skim: Section 4.0-6.0 [Pollution Politics: Power, Accountability and Toxic remnants of war](#)
- f) Browse: [Conflict Diamonds](#)
- g) **Case Study: Kuwait Oil Fires/UN Compensation Claims: [What the Environmental Legacy of-the Gulf War Should Teach Us](#)**
- h) Browse: [Environmental Peacebuilding Knowledge Platform](#)
- i) Optional Skim: [ICC Policy Paper](#)
- j) Optional Skim: [What Resource Curse?](#) and P.1 of [The Resource Curse The Political and Economic Challenges of Natural Resource Wealth](#)
- k) Read: [Kabul Greenbelt Project Aims to Restore Some Luster to War-Ravaged Capital – and Resilience Too](#)  
**Discussion Question: Please go to Discussion Tab and respond to the question prompt**

**\*Assignment #2 Due: Global Stocktake Paper**

**\*\*\*Introduction: Assignment #3: Final Policy Paper: Students will begin work on a 15pg (12pt double spaced) page policy paper – a detailed analysis of an International Environmental Issue *of your choice***

**Topic Due: End of Mod 8, Optional Outline or Draft Review: Due End of Mod 10  
Paper Due End of Mod 12**

**Week 8: International Environmental Policy and the Biosphere: Global Forests, Indigenous People's Rights, Desertification, and Deforestation: examining the intersection of ecosystems, property rights, indigenous peoples and local communities, Read: IELP textbook International Protection of Forests 1176-1207; Tenure Rights, Human Rights and REDD+: Knowledge, skills and tools for effective results,**

## Readings and Resources

Course Textbook: Hunter, Salzman, & Zaelke, *International Environmental Law and Policy (5th edn, 2015)* ISBN 9781609303211, Read: IELP textbook International Protection of Forests 1176-1207; Tenure Rights, Human Rights and REDD+: Knowledge, skills and tools for effective results,

- a) Watch: Professor Hessami's lecture
- b) Skim: [UN Declaration on the Rights of Indigenous Peoples](#)
- c) Quick Read: [Indigenous and community leaders demand support for their own conservation efforts and a halt to people-less conservation](#)
- d) Read: [Indonesia Halts New Palm Oil Plantation Development](#)
- e) Browse: [The Bonn Challenge](#)
- f) Read: [The State of the World's Forests 2018](#)
- g) Read: [West Papuan villages awarded forest permits](#)
- h) Case Study: [Gibson Guitar settles probe into illegal wood imports](#)**
- i) Optional Read: [The Crelicam Mill in Cameroon](#) (On Sustainable Ebony)
- j) Quick Watch: [Norway Learned To Stop Eating The Rainforest](#)
- k) Discussion Question: Please go to Discussion Tab and respond to the question prompt**

**Week 9: International Environmental Policy and the Biosphere:** Biodiversity and Wildlife Conservation, CITES (the Convention on International Trade in Endangered Species of Wild Fauna and Flora), Convention on Biological Diversity (CBD), The Lusaka Convention: An African Wildlife Conservation Convention

- a) IELP textbook pages 993-1124;
- b) Watch: Professor Hessami's lecture
- c) Browse: The home of the [Convention on Biological Diversity](#) -notice when its last meetings were and CITES (the Convention on International Trade in Endangered Species of Wild Fauna and Flora)-try to find where the CITES Secretariat is and under what umbrella organization is it under
- d) Skim: [From Lack Of Diversity To Lack Of Funding, Seed Banks Face a World Of Challenges](#)
- e) Skim: [Mother Nature's Medicine Cabinet: Scientists scour the earth in search of miracle drugs](#)
- f) Quick Watch: [The 'Pangolin Men' Saving The World's Most Trafficked Mammal](#)
- g) Optional: [Natural products derived from plants as a source of drugs](#)
- h) [Optional: World's food supply under 'severe threat' from loss of biodiversity](#)
- i) Browse: [Lusaka Agreement Task Force](#) – African task force carrying out investigations on violations of national laws pertaining to illegal trade in wild fauna and flora
- j) Read: [Nagoya Protocol on Access to Genetic Resources and Benefit-Sharing](#)

- k) Watch: [The Nagoya Protocol: Opening doors for Caribbean people](#)
- l) Skim: [International Wildlife Law: Understanding and Enhancing Its Role in Conservation](#)
- m) Optional Read: [China's legalization of rhino horn trade: disaster or opportunity?](#)
- n) [Case Study: Beverly Hills Auctioneer Charged In Rhinoceros Horn Smuggling Conspiracy](#)
- o) Discussion Question: Please go to Discussion Tab and respond to the question prompt**

**Week 10: International Environmental Policy and the Biosphere: Managing Hazardous Substances, Hazardous Chemicals, Wastes and Materials, Human Rights and Environmental Justice in International Environmental Policy,**

- a) IELP textbook 915-991
- b) Watch: Professor Hessami's lecture
- c) Watch: Ecuador: [The Tribes vs. Chevron-Exaco](#)
- d) Read: [Arctic Indigenous Peoples Being Poisoned by Industry Thousands of Miles Away](#)
- e) **Case Study Koko Dumping** -Read: [In the 1980s, Italy paid a Nigerian town \\$100 a month to store toxic waste](#)
- f) **Case Study: The Chevron Case (first filed as *Aguinda v. Texaco*), Read: [Texaco/Chevron lawsuits \(re Ecuador\)](#)** This will give you a background on the protracted decades long legal battle
- g) **Case Update: [International tribunal rules in favor of Chevron in Ecuador case](#)**
- h) Browse: The home page of: [The Basel Convention on the Control of Transboundary Movements](#) Wastes and their Disposal
- i) Optional Read: [Climate change effects on POPs' environmental behaviour: a scientific perspective for future regulatory actions](#)
- j) Read: [Beyond the Ban- THE BASEL CONVENTION](#)
- k) Read: [A universal obligation of enforcing environmental justice? The Chevron-Exaco case as an example of the actual system's failure](#)
- l) [Recommended Movie! but Not required at all but if you can access it a great look at the oil industry, pollution in developing nations, and justice Recommendation: Crude \(2009\)](#)
- m) Optional Read: [Visiting Kenya a year into its plastic bag ban](#)
- n) Optional Read: [The Environmental Justice Movement](#)
- o) Discussion Question: Please go to Discussion Tab and respond to the question prompt**

**\*\*\*Final Paper (Optional) Outline or Draft Review: Due End of Mod 10**

**Week 11: International Environmental Policy and Global Governance:** Supra-National Organizations and Developing International Environmental Law, NGO's and International Environmental Policy, Space Debris Law,

- a) Read IELP 189-266; Environmental Conditions on International Project Finance
- b) Students can watch: Prof. Hessami's lecture
- c) Skim: [UNEP, International Environmental Governance, and the 2030 Sustainable Development Agenda](#)
- d) Read: [Amid criticism, World Bank adopts new social, environmental framework](#)
- e) Read: [Factors Destroying the Environment in Afghanistan](#)
- f) Skim: [The Role of the United Nations Environment Programme \(UNEP\) in the Development of International Environmental Law](#)
- g) **Case Study:** [Afghanistan's Environment Law](#)
- h) Browse: [US space policy, organizational incentives, and orbital debris removal](#)
- i) Optional Browse: [UN Treaties and Principals on Outer Space](#)
- j) Optional Browse: [Regulating the Space Commons: Treating Space Debris as Abandoned Property in Violation of the Outer Space Treaty](#)
- k) **Discussion Question: Please go to Discussion Tab and respond to the question prompt**

**Week 12: Week 9: International Environmental Policy: and Global Trade:** International Environmental Policy, The Aarhus Convention- A Rights-Based approach, The WTO vs. the Environment-Trade and Environment Debate: the "Shrimp-Turtle Case" Process vs. Product Regulation,

- a) Students will read IELP 1219-1300; Aarhus- 1357-1361. Prepare to discuss the Aarhus Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters
- b) Students can watch: Prof. Hessami's Lecture
- c) Browse the Site of the Aarhus Convention: The United Nations Economic Commission for Europe (UNECE) [Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters \(pdf\)](#)
- d) Please Browse: [WTO Page for all documents related to Shrimp/Turtle Case](#)-United States — Import Prohibition of Certain Shrimp and Shrimp Products
- e) Optional Read: [An Analysis of Shrimp/Turtle II: The WTO Makes Room for Environmental Trade Restrictions](#)
- f) Students can read: [What are the Aarhus Centres](#)
- g) \***Case Study**: Please Skim: [The Shrimp-Turtle Case: Implications for Article XX of GATT and the Trade and Environment Debate](#)
- h) Discussion Question: Please go to Discussion Tab and respond to the question prompt

**\*\*\*\*\*END OF MOD 12 International Environmental Policy Paper due!**