

# Request for Curriculum Council Action

**TO:** Mona Gardner, Associate Dean  
**CC:** April Schultz, General Education Director

**DATE SUBMITTED:** 8.24.99  
(Submit 15 copies of your proposal)

**FROM:** (Name) ABIGAIL JAHIEL (Department) INTERNATIONAL STUDIES  
ENVIRONMENTAL STUDIES  
POLITICAL SCIENCE

1. Proposed Action (check all that apply):

	Title	Number	Units
<input checked="" type="checkbox"/> New Course	<u>GLOBALIZATION AND THE ENVIRONMENT</u>	<u>ES 361</u>	<u>1</u>
		<u>PS 361</u>	
<input type="checkbox"/> Existing Course for which General Education credit is sought:			
		<u>1</u>	<u>1</u>
<input type="checkbox"/> Deletion		<u>1</u>	<u>1</u>
<input type="checkbox"/> Change title from		<u>1</u>	<u>1</u>
to		<u>1</u>	<u>1</u>
<input type="checkbox"/> Change number from		<u>1</u>	<u>1</u>
to		<u>1</u>	<u>1</u>
<input type="checkbox"/> Other		<u>1</u>	<u>1</u>

2. Are you requesting General Education unit and/or flag credit?  Yes  No (If No, skip to #5.)

3a. Please check the category, if any, for which you are requesting General Education unit credit:

- Analysis of Values
- The Arts
- Contemporary Social Institutions
- Cultural and Historical Change
- Formal Reasoning
- Intellectual Traditions
- Literature
- Modern and Classical Languages
- The Natural Sciences
- Issues
- Physical Education
- Laboratory

3b. Please check the flag(s), if any, you are seeking:

- Writing Intensive
- Global Diversity
- U.S. Diversity

4. Please insert here the proposed catalog course description. Be appropriately brief.

**Globalization and the Environment** ES 361, PS 361

This course explores the implications for addressing global environmental problems in a world system still dominated by nation-states in the political sphere, but increasingly influenced by borderless Transnational Corporations (TNCs) and Regional Trade Agreements in the economic sphere. Students are introduced to the politics behind efforts to deal with tropical deforestation, ozone depletion, global warming, loss of biodiversity and the transnational transfer of hazardous wastes. They learn about important international environmental conferences held, key accords signed to date, and the various state and non-state actors involved in the international environmental policy process. Particular attention is given to elucidating the different positions of industrialized versus developing countries in international negotiations.

Fulfills general education requirements in Contemporary Social Institutions and Global Diversity flag.  
*Offered in alternate years. spring semester.*

5. List any prerequisites: \_\_\_\_\_
6. When will this course first be offered? SPRING 2001
7. Please indicate how often course is offered. Check only the one item that best describes this course.

- Offered each semester
- Offered each fall
- Offered each spring
- Offered each May Term
- Offered each semester and May Term
- Offered occasionally
- Offered in alternate years
- Offered in alternate years, fall semester

- Offered in alternate years, spring semester
- Offered in alternate years, May Term
- Offered annually
- Offered every third semester
- Offered as needed
- Offered on request
- Offered by arrangement

8. Is/are any other department(s) affected in any way by this request (e.g., course is cross-listed, team-taught, etc.)
- No.  Yes. In what way?

POLITICAL SCIENCE - COURSE IS CROSS LISTED  
 INTERNATIONAL STUDIES - THIS COURSE FULFILLS IS REQUIREMENTS

*Judora O. Amador*  
 Signature of the Head(s) of the Affected Department(s) or School

9. **WRITTEN RATIONALES:** If this proposal presents a new course (whether for General Education credit or existing course for which General Education credit is now being sought, a May Term course, or a new major, concentration, please attach a written rationale, following the guidelines found in the *Curriculum Development Handbook*.

10. The Curriculum Council assumes that the faculty members of your department have seen and approved of this. Please sign below if this assumption is correct:

*[Signature]*  
 Signature of Faculty Member Primarily Responsible for This Proposal

*R. Owen Harper*  
 Signature of the Head of the Department or School

**GLOBALIZATION AND THE ENVIRONMENT  
ENVIRONMENTAL STUDIES 361, POLITICAL SCIENCE 361**

1. *How does this course fit in with the Environmental Studies minor? With the International Studies major?*

This course expands the available offerings both in Environmental Studies and International Studies. For ES, it adds an international focus on environmental policy issues and is part of a group of courses designed to provide a social science education in Environmental Studies. For IS, it provides a concrete policy area for in-depth study through an international lens.

2. *Who will teach the course?*

Professor Jahiel has newly been appointed as Assistant Professor of International and Environmental Studies with the task of developing both of these interdisciplinary programs.

3. *Are you deleting courses to make space for this course?* No.

4. *Why is this course being offered at the 300 level?*

The course is being offered at the 300-level both for programmatic and course-specific reasons. First, the course provides an upper-level elective in Environmental Studies for ES minors. Second, the course requires a heavy and theoretically challenging reading load. In addition, it demands that students undertake a major research project exploring the international politics behind a global environmental problem of their choosing, with specific attention to the differing positions of industrialized and developing countries and the reasons behind these differences.

5. *Are the library, computer, media or other resources adequate?*

Yes. Over the past few years, Sheean Library has added significantly to its book and video collection on international environmental politics. Moreover, Kristen Vogel has worked with Prof. Jahiel's students in Environmental Studies classes and has accumulated a wealth of knowledge about how to advise students regarding appropriate computer data-bases and inter-library loan resources.

6. *How does the course meet the General Education criteria for Contemporary Social Institutions?*

**Criterion 1: Course examines the evolution of ...contemporary social institutions ...and analyzes the current structure and functions of the institutions studied and their relationship with other institutions.**  
"Globalization and the Environment" is a study of the institutions that have evolved over the past century,-- and particularly over the past three decades--to deal with global environmental problems and of the broader political and economic context in which these institutions function. Students are introduced to the role of such traditional international actors as nation-states, the European Union, international development agencies (including the United Nations and the World Bank), international environmental non-governmental organizations (NGOs) and representatives from the business sector. They learn about the relationship between domestic and global governance institutions, as well as the relationship of both of these types of governance authorities to transnational corporations (TNCs). And they consider the implications of these relationships for the environment. In addition, students learn about the relatively recent development of regional trade agreements and their relationship to domestic environmental laws and international environmental accords.

**Criterion 2: Course engages students in discovering underlying values...embodied in the structure and functioning of the institution(s)...**

In "Globalization and the Environment," Students explore the meaning of globalization; they consider its impact in the political, economic, and cultural spheres; and they seek to understand what the spread of a consumer society and of a global economy free of trade barriers means in relationship to environmental

values. In this way students are engaged in discovering the underlying values embodied in the structure and functioning of contemporary international institutions.

**Criterion 3: *Students participate in assignments and activities that require them to consider...how their own and/or others' attitudes, convictions and actions are influenced, consciously or unconsciously, by the institutions studied.***

Through short-writing assignments, discussion questions, essay exams, and the final research paper, students are urged to consider the values behind American diplomatic stands on various environmental policy issues and the bases for these values. In doing so, they come to reassess their own convictions on American policy positions.

**Criterion 4: *Course provides opportunities for students to observe the actual functioning of the institution(s) studied and/or to interact with leaders, volunteers, clients or other participants in the ongoing activities of these institutions.***

The course provides several means for students to observe the actual functioning of the institutions studied. One of the short written assignments requires students to learn about a particular international non-governmental organization by contacting the NGO. As part of their term paper, students are further expected to explore the web-sites of the various international agencies and actors (e.g. The United Nations, the International Panel on Climate Change, the Global Environment Facility, the Montreal Protocol Commission, Greenpeace, World Wildlife Fund, Rainforest Action Network, the Environmental Liaison Centre, etc.) involved in the particular global environmental issue they are studying. In addition, two of the films students view, "The Green Peace Years" and "Challenges and Changes: the World Bank Today," provide footage of the functioning of these two institutions over the years.

#### **7. How does the course meet the General Education criteria for the Global Diversity flag?**

**Criterion 1: *Course compares the U.S. and another contemporary society or societies or examines the encounters between non-U.S. societies....***

"Globalization and the Environment" aims at developing an understanding of the international diplomatic encounters between the United States and other countries in the realm of global environmental politics. The term paper assignment explicitly requires students to select at least two countries that represent an industrialized country perspective and a developing country perspective on the particular global environmental issue under study. This is required to force students to grapple with the differences in political perspectives held by different countries and to develop an understanding of the underlying reasons for these differences.

**Criterion 2: *Course uses such materials as primary texts, films, or other appropriate materials arising directly from the non-U.S. societies. ....***

One of the two required texts for the course "Green Planet Blues" is a compendium of essays and primary documents on environmental politics, many of which are authored by international agencies or non-U.S. spokespersons and academics. I supplement these texts with other articles written by academics, environmental activists, and policy makers in the developing world. In addition, students view several films which provide them with non-US perspectives on environmental issues, including: "Can Tropical Rainforests be Saved?," "The Blue Revolution: Farming the Sea," and "Global Dumping Ground: International Traffic in Hazardous Waste."