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Fall 2003

DIPL 1001 Introduction to Leadership in International Affairs

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Introduction to Leadership in International Affairs
DIPL 1001
Professor Moremen
Fall, 2003

MODULE ON INTERNATIONAL ENVIRONMENTAL POLITICS
SEPTEMBER 9-OCTOBER 7, 2003
[Final Syllabus]

Course Description. The purpose of this course is to expose Freshman students to three key topics in international affairs, taking advantage of the special research and teaching interests of three of the Whitehead School's full-time faculty members. Students will gain an appreciation not only for the topics covered, but also for the complexity, variety, and appeal of international affairs as a course of study. An additional purpose of this course is to provide students with important skills that will be useful to them throughout their undergraduate careers and beyond, such as effective reading and writing skills.

Professor Philip Moremen will teach the module on International Environmental Politics; Dr. Anthony Wanis-St. John will teach the module on Games of International Relations, and Dr. Margarita M. Balmaceda will teach the module on The Politics of Ethnicity and Nationalism. Each group of students will have an introductory meeting with the faculty member in charge of their section, as well as at least four additional meetings on the module taught by him or her. The group will spend weeks 6-9 on module 2 (Prof. Wanis-St. John) and weeks 10-14 on module 3 (Prof. Balmaceda).

Module Description. In this module, students will learn about the nature of international environmental problems, about their causes, and about their possible solutions. The module also will introduce some of the actual and potential institutions the international community employs to address these problems. We will examine in detail four key environmental topics, and will use them to draw more general lessons. The key topics are Population, Consumption and Technology, Oceans and Fisheries, Climate Change, and Trade and Environment. Upon completion of the course, students will have an introductory understanding of these issues and also a grasp of concepts and analytical frameworks they can use to assess other environmental issues and international cooperation more generally.

The module will include several requirements, more fully described below: (a) completing assigned readings before class and participating in class discussions; (b) preparing journal entries; (c) taking a final exam. Class participation and the journal entries together will be worth 25% of your grade and the take home final 75%. **Incompletes are strongly discouraged, except for medical and other serious emergency.**

- a. **Readings and Participation.** Please read the assigned readings before class and be prepared to discuss them in class. Attendance counts.
- b. **Journal Entries.** **For two of the four class sessions,** you will submit a 2 page typed, double-spaced journal entry on some aspect of that week's reading. **One of your Journal entries will be for the class on Climate Change.** Rather than a

summary of the reading, the journal entry should express your critical thoughts and reactions. **You should submit journal entries in class. If you will be unavoidably absent, you may submit your journal entry by e-mail. Late entries will be penalized ½ a mark; entries not submitted by the next class will not be graded. Failure to submit journal entries will affect your grade negatively.**

The goal of journal entries is to ensure that you do the reading and to get you thinking about the reading before class. Journal entries are graded as a check, check minus, check plus, check plus plus (rare). Journal entries are included in the 25% of your grade dedicated to class participation. I do not expect polished essays, but writing mechanics and style count. I will try to provide comments on journal entries, but generally will not provide lengthy comments. I prefer to see an analytical critique of the readings or of a relevant issue brought up in the readings. Is there a point of view that you agree or disagree with and why? What are the logical flaws in a particular author's arguments? A summary of the readings generally will receive a check, unless it's very well done, e.g., identifying main themes in a sophisticated way. A journal entry consisting of general moral prescriptions without more (e.g., "people should be more concerned about environmental conditions in the rest of the world") will receive a check.

- c. Final Exam. There will be take-home final exam covering the entire class, including all assigned readings. Due dates and expectations for the final will be discussed at the appropriate time. You may be required to do some additional research for the final.

COURSE MATERIALS: All students are expected to purchase the following books:

- Ken Conca & Geoffrey Dabelko eds., Green Planet Blues, (2nd ed., 1998).
- Gareth Porter & Janet Brown, Global Environmental Politics (3rd ed. 2000).

Supplemental readings also will be made available. The reading assignments listed below are subject to modification.

OFFICE HOURS AND CONTACT INFORMATION. Office hours will be from 4:00 to 5:30 on Wednesdays and 11 to 12:30 on Thursdays, or by appointment. I am also available after class. My extension is 2517; my e-mail address is moremeph@shu.edu.

PLAGIARISM AND OTHER SERIOUS ABUSES OF ACADEMIC INTEGRITY.

Plagiarism, cheating on an exam, or other serious abuses of academic integrity will not be tolerated and may result in a failing grade on the assignment in question, a failing grade for the class, and/or further disciplinary action. Plagiarism means passing off someone else's language or ideas as your own. Where you quote language word for word from a source, you must place it in quotation marks or in a block quote and give the exact source for each quoted passage. Where you paraphrase something, you must cite the source. Where you refer to or use an author's insight or idea, you must cite the source. Lifting language from a web site without indication and citation is plagiarism.

CURRICULUM AND READINGS

P&B = Porter & Brown, Global Environmental Politics.

GPB = Green Planet Blues.

Supp = Supplemental readings

General Background Reading: P&B: pp. 1-16; 20-32; 175-182.

Session 1: [9/16] Sustainable Development; Population, Consumption, and Technology

- GPB, Ch. 23: World Commission on Environment and Development, Towards Sustainable Development.
- GPB, Ch. 28: Durning, How Much is Enough?
- Supp: Paul & Anne Ehrlich, Why Isn't Everyone as Scared as We Are?.
- Supp: Ben Wattenburg, The Population Explosion is Over.
- Supp: UN Dept. of Economic and Social Affairs, Population Division, World Population Prospects: the 2002 Revision [Excerpt]
- Supp: UNFPA, The State of the World Population 2001: Population and Env't'l Change [Introduction].
- Supp: Seth Dunn, Decarbonizing the Energy Economy, in State of the World, 2001 (Lester Brown, et al., eds.) [skim]
- Supp: Marc Jensen & Marc Ross, The Ultimate Challenge: Developing an Infrastructure for Fuel Cell Vehicles.

Session 2: [9/23] Oceans and Fisheries.

- GPB, Ch. 3: Garret Hardin, The Tragedy of the Commons.
- GPB, Ch. 5: Feeny, et al.: The Tragedy of the Commons: Twenty-two Years Later.
- GPB, Ch. 1: Meadows, et al., The Limits to Growth.
- Supp: Tom Tietenberg, Environmental Economics and Policy, pp. 1-18.
- Supp: Hunter, et al., International Environmental Law, [short excerpt on law of the sea].
- Supp: John Temple Swing, What Future Oceans? 82 Foreign Affairs 139 (Sept./Oct. 2003)
- Supp: Pew Oceans Commission, America's Living Oceans (Summary Report) (2003).
- Supp: William Broad and Andrew Revkin, Has the Sea Given Up Its Bounty?, N.Y. Times, June 29, 2003.
- Supp: John Tierney, A Tale of Two Fisheries.

Session 3: [9/30] Climate Change

- P&B: 112-124.
- GPB, Ch. 15: Sheila Jasanoff, Skinning Scientific Cats.
- Supp: Hunter, et al., International Environmental Law [excerpt on Climate Change Science].

- Supp: William Moomaw, et al., The Kyoto Protocol, A Blueprint for Sustainable Development.
- Supp: U.S. Rejection of Kyoto Protocol Process, 95 Am. J. Int'l L. 647 (2001).
- Supp: Jerry Pitzl and Emily Stewart, Case Study: The U.S. Position on the Kyoto Protocol: Senate Ratification or Not?
- Supp: Andrew Revkin, Temperatures Are Likely to Go From Warm to Warmer, New York Times, Dec. 31, 2002.
- Supp: David Gardiner and Lisa Jacobson, Will Voluntary Programs Be Sufficient to Reduce U.S. Greenhouse Gas Emissions?, 44 Environment (Oct. 2002).
- Supp: Thomas Schelling, What Makes Greenhouse Sense?, Foreign Affairs, May/June 2002, at 2.

Session : [10/7] Trade and Environment

- P&B: pp. 182-195.
- GPB, Ch. 18: Jagdish Bhagwati, The Case for Free Trade.
- GPB, Ch. 19: Herman Daly, The Perils of Free Trade.
- Supp: World Trade Organization, The World Trade Organization in Brief (2003) (available at <http://www.wto.org>).
- Supp: Globalization and its Critics, Economist, (Sept. 29, 2001).
- Supp: Michael M. Weinstein and Steve Charnovitz, The Greening of the WTO, Foreign Affairs (Nov./December, 2001), at 147.
- Supp: Michael Pollan, Playing God in the Garden, New York Times, Oct. 25 (1998).