

PSCI 239/IR 239/EHUM 239/SUST 239
Spring 2022

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INTERNATIONAL ENVIRONMENTAL LAW AND POLICY

COURSE DESCRIPTION: An examination of international environmental law and policy with a special focus on efforts to address climate change, including the Paris Agreement under the UN Framework Convention on Climate Change. This course serves as a companion to PSCI 246, but PSCI 246 is not a prerequisite. The goal of this course is to provide a foundational understanding of this rapidly developing field. Topics include consideration of the scientific, political, and economic drivers of international environmental law; the principles of international environmental law; the variety of tools (e.g., treaties, agreements, “soft law,” voluntary incentive programs and market based approaches); and examples of how some international environmental issues have been addressed to date, including efforts on climate change. The course will be taught through lectures, a group project and three tests.

CREDIT HOURS: 4 credit hours. This course follows the College credit hour policy for 4-credit courses. This course meets twice weekly via zoom for 150 minutes per week. The course also includes independent out of class assignments and group work for 1 hour per week, including using assigned readings and other class materials (as noted in the syllabus assignments). These activities include to preparation to lead or participate in group discussion, work on group discussion questions, worksheets (posted on Blackboard), reflections, and team-based group project. Students are expected to spend at least 8 hours per week on assigned reading and papers as discussed below. Length of reading assignments will vary given the complexity of the material assigned.

CLASS DAYS/TIMES and LOCATION: Tuesdays and Thursdays, 15:20-16:40. *January classes will be taught by zoom.* When in person classes resume, the classroom is in Computer Studies Room 209.

COURSE OUTLINE AND READINGS: The class will include considerable class discussion as well as lectures. There will be some student led discussion. Class attendance is expected; grades will reflect attendance and participation.

OFFICE HOURS & COMMUNICATIONS: I will have office hours before class from 2:00-3:00 Tuesdays or by appointment. In January, all office hours will be by zoom. The best way to contact me is by e-mail (tnoto3@ur.rochester.edu). Natalya Vorobyov, nvorobyov@u.rochester.edu and Yulin Han, yhan27@u.rochester.edu are the teaching assistants this semester. Yulin Han will have office hours will be Mondays 1:30-2:30. Natalya Vorobyov’s office hours are TBD.

This is available as a hardcopy book, e-book, or even used copies of 4th Edition are acceptable.

James Gustave Speth, “*Red Sky at Morning*” (Yale University Press, 2005) – *available as an e-book or on reserve as an e-book in the library. Do **not** confuse with the novel called *Red Sky at Morning*.*

Oliver Houck, “
(Island Press 2010)

ASSIGNMENTS & DEADLINES: Be sure to comply with all instructions, including minimum page limits. Academic honesty is important; you must include citations, quotation marks, and works cited. I understand that students have competing deadlines and increased stress with the pandemic; please feel free to ask for an extension. Points will be deducted for late work if you do not have an extension.

GRADING: Attendance, participation, group work, worksheets, and group project (20%); two highest test grades are 30% each of the semester grade and lowest test grade is 20%.

COURSE LEARNING/OUTCOMES: Students will be able to demonstrate a basic foundational understanding of international environmental law (IEL) and policy, from guiding principles (including sustainable development and common but differentiated responsibilities) to the treaty regimes studied this semester (including the Ozone regime and the UN Framework Convention on Climate Change and the Paris Agreement) as assessed by the three unit tests. Students will develop their skills in analyzing and discussing IEL issues through frequent classroom discussion, assigned readings, and out of class assignments. Students will further their research, collaboration, and presentation skills through working on a group project that will enhance student understanding of how forest biodiversity, conservation and timber resource issues and governance vary from State to State.

ACADEMIC SUPPORT SERVICES: Students are encouraged to utilize academic support services: the Writing Speaking and Argument Program, <https://writing.rochester.edu> ; Center for Excellence in Teaching and Learning (CETL), www.rochester.edu/college/cetl/

ACADEMIC HONESTY: All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. More information is available at: www.rochester.edu/college/honesty

DISABILITY RESOURCES: The University of Rochester, this course, and I are committed to inclusion, and welcome students of all backgrounds and abilities. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs.

Please feel free to let me know if there are circumstances affecting your ability to participate in class or your full participation in this course.

Some resources that might be of use include:

Office of Disability Resources. (disability@rochester.edu; (585) 276-5075; Taylor Hall)

Undocumented/DACA Student Support Contacts

<https://www.rochester.edu/college/ccas/undergraduate/daca/index.html>

University of Rochester CARE Network <https://www.rochester.edu/care/>

Reading: “Ozone on track to heal completely in our lifetime” UN News (Sept. 16, 2019)

Brandon Pytel, “What can we learn from the Montreal Protocol?” Earth Day Network (Sept. 12, 2019)

Listen to: “Sean Davis: What Can We Learn From the Global Effort to Save the Ozone Layer?” NPR TED Radio Hour (June 7, 2019)

Feb. 1 The Kigali Amendment: Addressing the hole in the stratospheric ozone layer *and* climate change.

Reading: Coral Davenport, “Nations, Fighting Powerful Refrigerant that Warms Planet, Reach Landmark Deal” New York Times (Oct. 15, 2016)

Alexander Ovodenko, “140 Countries Will Phase Out HFCs. What Are These and Why Do They Matter?” Washington Post (November 3, 2016)

Op Ed by Stephen Yurik and Bob Keefe, “This Climate Deal is Good for the Economy” New York Times (Jan. 6, 2021)

AHRI Handout posted on Blackboard

Listen to: “Reworking the Ozone Treaty to Work for Climate Change” Living On Earth (PRI November 12, 2010)

Guest speaker: May Wall, environmental attorney (invited)

Feb. 3

Feb. 22 Supply and Demand Side Strategies, and Enforcement: Magnitude of the issue: 4th largest crime by value in the world. Supply and Demand side strategies. Enforcement issues and Operation Thunderstorm.

Reading: World Wildlife Crime Report – *read only Summary and Overview*,

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