

**ENV322H – International Environmental Policy
January-April 2017**

**Professor Dr. Kate Neville, TA Beth Jean Evans
Friday 1-4pm, ES B149**

Prof office: Sidney Smith Hall, room 3103

Prof office hours: Mondays 3-5pm (and by appointment, if well in advance)

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Course Description: This course examines the development of—and challenges with—international environmental agreements. With a focus on the state (governments), the course investigates how international treaties are negotiated and designed, what barriers and options there are for implementation, and what alternatives for environmental governance exist when intergovernmental processes fail. Drawing primarily on theories and insights from international relations and environmental politics, we will address questions of coordination, cooperation, and conflict—and power relations—among and across state and non-state actors.

Through lectures, readings, independent essay writing, and an in-class group-based simulation, students will consider: the roles of a variety of actors (states, intergovernmental organizations, indigenous groups, environmental groups, private sector, etc.); the strategies used by actors in environmental negotiations and venues; and the negotiation and implementation processes of environmental agreements. For this environmental studies course, we are most concerned with understanding the relationships between people and the environment—both the impacts that human decisions have on the natural world, and the ways in which the non-human world influences society and social change.

Course Format: One 3-hour lecture per week.

Learning objectives: The aims of the course are twofold: 1) to gain a broad understanding of the architecture of global environmental governance, with specific understanding of international environmental negotiations; and 2) to hone research and critical analysis skills, with a particular focus on communicating effectively in writing. A cross-cutting theme of the course will be to interrogate what we are *missing* in the questions we ask, including considerations of environmental justice and multiple worldviews.

Readings: Readings will be made available online by the library through the course Blackboard site. Please check Blackboard regularly for updates, especially as some weeks have readings to be determined.

Course Assignments, Due Dates and Grading:

There are several parts to most assignments, with different due dates. Please take careful note of all deadlines. All assignments (except the final exam) will be handed in online, via Blackboard. If you have trouble with the Blackboard system, please email me your assignment.

Summary: Note – order of classes might shift; changes will be announced via Blackboard

Week 1: Jan 6: Overview: global environmental governance

Week 2: Jan 13: International environmental negotiation and policy-making

Week 3: Jan 20: The steps of negotiating agreements

Week 4: Jan 27: International water law – guest speaker

Week 5: Feb 3: Why states take the positions they do in international negotiations

- *Research paper proposal with annotated bibliography (10%)*

Week 6: Feb 10: Effectiveness and implementation

Week 7: Feb 17: Introduction to negotiation case study and group work

- *Short response paper on selected readings (15%)*

Reading week: Feb 24: NO CLASS

Week 8: Mar 3: Peer reviews – in class exercises and examples

- *Draft research paper due by 12pm BEFORE CLASS on Blackboard and as a hard copy in class for comment by peer assessor (5%)*

Week 9: Mar 10: Science in international environmental governance

- *Peer review due (10%)*

Week 10: Mar 17: Non-state actors: civil society and NGOs in international negotiations

Week 11: Mar 24: Non-state actors: private governance

Week 12: Mar 31: Negotiation simulation – Part II

- *Final research paper due (25%)*
- *Group position paper on Wed. before simulation and in-class group participation (10%)*

Assignments:

Details of the assignments are found at the end of the syllabus.

I. Term paper (staged)	50%
a) Essay outline with annotated bibliography – Feb 3 (week 5)	10%
b) Draft essay for peer review – Mar 3 (week 8)	5%
c) Peer review – Mar 10 (week 9)	10%
d) Final essay – Mar 31 (week 12)	25%
II. Reading response paper– Feb 17 (week 7)	15%
III. Negotiating an environmental agreement – Mar 29, 31 (week 12)	10%
a) Group written assignment and in-class participation	10%
b) Individual statement of participation	mandatory, but not graded
IV. Final exam – during exam period	25%

Policies and Expectations

In general

In this course, you can expect that I will strive to be fair, respectful, prepared, responsive, and enthusiastic. In return, I anticipate you will be respectful of your classmates and of me, be prepared and on time for class, and meet deadlines for assignments. I hope that together we can foster a safe and engaging space for thinking about big questions, and I will be relying on all of you to help create that space.

I expect that everyone will attend and participate actively in class. Active participation includes both contributing your ideas (questions, comments, analyses, insights) and listening to the contributions of others (without distraction). While laptops are welcomed in the class for note taking, cell phones and other devices are not. Further, I expect that you will not spend your time in class on e-mail, social media, or other activities unrelated to the class.

You are expected to come to class, and I may make announcements in class that are not posted on Blackboard. If you miss class, it is *your responsibility* to ensure that you find the information you have missed. I encourage you to ask your classmates, and to make arrangements to share notes. I encourage you *not* to ask me questions such as “did I miss anything important?” – I tend to think everything I share during class is important. However, I am happy to discuss lecture material and readings during my office hours, so if you do miss class, I suggest you make time to see me during my office hours.

Blackboard

We will use Blackboard in this class, and I expect all students to check the site regularly. Some information, including additional assignment instructions, will be posted on Blackboard, and you are responsible for checking this site and reading email announcements. All assignments will be submitted through Blackboard, including group and paired assignments. Any changes to the course schedule, including assigned readings, will be announced in advance via Blackboard.

Blackboard has a Discussion Board section. I encourage you to use this to consult each other for help. You can exchange notes, questions, ideas, and clarifications about the lecture and reading material. You can also set up study groups, essay writing help groups, and more. If you must miss class, and you do not know your classmates, this should be your first route for catching up on missed course material. I expect that if you miss class, you will find lecture notes from each other, and will do your best to catch up on the missed material before coming to see me. If you help each other through this site, you will find you have much improved learning outcomes and experiences in this course.

Deadlines and late penalties

I anticipate that all assignments will be submitted on time, and that examinations will be written when scheduled. However, some students may find themselves with valid conflicts and challenges. In these cases, it is best to speak with me in advance about alternate arrangements and accommodations. I am less likely to be sympathetic on the eve of a deadline or once a deadline has passed. In general, late assignments and term papers will be penalized at a rate of **5% per day**. I will not accept late draft essays for peer review or late group position papers.

Some students find that they must wait to contact and secure approval from Accessibility Services: in these cases, **you should still contact me in advance**, to let me know you might require accommodations for assignments.

Backups and rough drafts

You are strongly advised to keep rough drafts and backup copies of all assignments and essays you submit for this class. Also, please take a minute at the start of the term to set yourself a backup strategy. Whether it's a backup external hard drive, a web-based cloud service like Dropbox or Google Drive, or some other option, it's important that you have multiple copies of your work in the case of a hard drive failure or computer problem. **No extensions will be provided due to computer problems.**

Email and communication

I will hold weekly office hours, and I will be very glad to meet with you at those times to discuss readings, lectures, assignments, essays, and more. I have also listed my email address in the contact information at the start of the syllabus; however, please consider several things when reaching out to me by email:

- You are expected to write from your University of Toronto email account. If you write from another email account (Hotmail, Gmail, Yahoo, etc), I might not answer;
- You must include the course code (ENV322) in the email subject heading;
- I generally use email to address simple yes/no questions and to make arrangements about logistics; if you have any substantive concerns, please come to my office hours;
- I will do my best to respond to your messages, but please don't expect a rapid response. I will not be responding daily to emails, and will not check my email on evenings and weekends. As such, please plan ahead if you need to reach out to me;
- If you write to request an extension or accommodation the night before an assignment is due, I am unlikely to accommodate your needs or offer assistance;
- Please check that the answer to your query is not in the syllabus before you contact me with questions; and
- Please treat emails as a professional form of communication; I expect proper grammar, sentences, and greetings and sign-offs in your messages, and you can expect the same from me. You may start your emails with "Dear Professor Neville," "Dear Prof. Kate," "Hi Kate," or any other respectful variation; if you omit a professional greeting, or your sign-off ("sincerely," "thanks," "cheers," followed by your name), I might not respond.

Office hours

My weekly office hours are an opportunity for you to ask questions about class material, readings, ideas for your papers and assignments, and other concerns related to our course. For those who have course conflicts during my office hours, I may be able to arrange an alternate time to meet. I cannot guarantee that this will work with your preferred schedule, or that I will be able to arrange a meeting at short notice. I encourage you to plan ahead if you anticipate needing to meet outside my scheduled office hours.

Names

If the name on the official course registration list does not, for any reason, match the name by which you would like to be addressed (and under which you would like to submit assignments and sign emails) please let me know. I am not able to change official course lists, but I can certainly address you by your preferred name. Also, if you have pronouns by which you would like to be addressed, please let me know.

Exceptions and Assistance

The University has many resources to help students who are in need of assistance for any number of reasons, both in and outside of the classroom, including: Accessibility Services, Students for Barrier-free Access, the Hart House Accessibility Fund, intercampus transportation, financial assistance, library resources, academic resources, health and counseling services, and peer mentoring systems. The University also is committed to providing allowances for religious observances.

If you are struggling or anticipate needing help with your coursework for academic and/or personal reasons, or you encounter unanticipated challenges or crises during the term, please seek the support you need as early as possible. If you do not know the options, do not hesitate to ask. If you will need accommodation from me for any reason, in the classroom or on coursework and assignments, please let me know as soon as you can. A few helpful resources are here:

- <http://life.utoronto.ca/just-for-you/for-students-with-a-disability/>
- <http://www.accessibility.utoronto.ca/>
- <http://healthandwellness.utoronto.ca/>
- <http://www.writing.utoronto.ca/writing-centres>
- <http://uoft.me/religiousaccommodation>

Some students find themselves facing challenges unexpectedly. If you find yourself in a difficult situation, even if you have not yet gone through all the official channels, it is best to let me know right away that you are seeking university assistance, and may need accommodations (you do not need to disclose the details of your situation to me). There is more flexibility and forgiveness ahead of time than afterwards.

Academic integrity

Academic integrity is **essential** to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously, seeing these as serious academic offenses.

Normally, students will be **required to submit their course essays to Turnitin.com** for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes **appropriate academic behaviour** or **appropriate research and citation methods**, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources, including Writing at the University of Toronto.

- <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- <http://www.writing.utoronto.ca/advice/using-sources>
- <http://www.utoronto.ca/academicintegrity/>

Potential offences include, but are not limited to:

- Using someone else's ideas or words without appropriate acknowledgement
- Using someone else's words without using quotation marks
- Submitting your own work in more than one course without the permission of the instructor (please note that this includes not only full assignments, but also copying sections from an assignment handed in for another course)
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment.
- Looking at someone else's answers during an exam or test
- Falsifying institutional documents or grades
- Falsifying or altering any documentation required by the University

The seriousness of academic integrity really cannot be stressed enough. When you use ideas, evidence, or direct words from another scholar, you must cite that scholar. If you use someone else's words, these must be in quotation marks, with the page number indicated. If you use someone else's data, the citation must also include the page number for that information. If you use someone else's ideas, summarized or paraphrased in your own words, you must cite that source. Changing a few words, or substituting synonyms is not the same as paraphrasing: you must substantially change the way in which an idea is expressed. Please consult the library resources, and seek help from the librarians and/or writing centre when working on your assignments and papers.

Grading scheme

For this course, in general, your written work will be evaluated in terms of three aspects: mechanics, writing, and analysis. For purposes of evaluation, more weight is given to the latter two, but all three are essential. In some cases, problems with mechanics will inhibit your writing and analysis. See each assignment for specific details for grading and requirements.

Mechanics: This refers to such things as page formatting, punctuation, spelling, the proper presentation of tables and figures, referencing (in-text and lists of works cited), factual details, and clarity of writing style.

Writing: This refers to the clarity of expression and communication. You are expected to use formal writing, craft clear sentences (that do not need to be read twice to be understood), and use appropriate terminology and language. Clarity of writing also includes the structure of your essay in terms of the organization of your ideas, content, and order of paragraphs as well as the flow from idea to idea.

Analysis: This refers to the quality of the argument you make in your paper, and your use of evidence, in the form of primary or secondary data, to construct or support that argument. Your argument may take the form of answering a research question or testing a hypothesis. As the organization of your paper is directly related to the logic of your argument, the structure of your paper is an essential aspect of analysis. Your analysis should display: broad understanding of the subject matter; insight into the aspect of the subject you focus on; and originality of thought.

Course Schedule for International Environmental Policy

WEEK 1 (Jan 6): OVERVIEW: ENVIRONMENTAL CHALLENGES AND GLOBAL ENVIRONMENTAL GOVERNANCE

- *Key concepts:* environmental governance; economic globalization; worldviews

This first class provides an introduction to global environmental challenges and global environmental governance. We address the meaning of the term “governance,” examine multiple ways of thinking about environmental concerns and solutions, discuss barriers to collective action, and consider the consequences of global commodity chains for the environment.

Readings:

- Clapp, Jennifer, & Dauvergne, Peter. 2005. Peril or prosperity? Mapping worldviews of global environmental change, chapter 1, pp. 1-18 in *Paths to a Green World: The Political Economy of the Global Environment (2nd ed.)*, Cambridge/London: MIT Press.
- Conca, Ken. 2001. Consumption and environment in a global economy. *Global Environmental Politics*, 1(3): 53-71.

WEEK 2 (Jan 13): INTERNATIONAL ENVIRONMENTAL NEGOTIATIONS AND POLICY-MAKING

- *Key concepts:* multilateral environmental agreements (MEAs); collective action; regimes; power

This week, we turn to efforts by governments to address international environmental negotiations. We consider historical developments in global environmental politics, discuss a range of multilateral environmental agreements, and begin to consider power dynamics in these negotiation processes.

Readings:

- Chasek, Pamela S., Downie, David L., & Brown, Janet Welsh. 2010. The emergence of global environmental politics, chapter 1, pp. 1-51 in *Global Environmental Politics (5th ed.)*, Westview.
- Bastos Lima, Mairon G., & Gupta, Joyeeta. 2013. The policy context of biofuels: a case of non-governance at the global level? *Global Environmental Politics*, 13(2): 46-64.

WEEK 3 (Jan 20): THE STEPS OF NEGOTIATING AGREEMENTS

- *Key concepts:* regime formation; regime design; interests; leadership

How does the international community move from recognizing a problem to implementing an agreement? How do new possibilities emerge during negotiations? This week focuses on the processes of negotiation, including questions of state positions, actions, and changing perspectives.

Readings:

- Mitchell, Ronald B. 2010. Negotiating solutions to international environmental problems, chapter 5 in *International Politics and the Environment*, London: Sage Publications.

WEEK 4 (Jan 27): INTERNATIONAL WATER LAW – guest speaker

This week, we will have a guest lecturer, who will speak on a particular issue area in international environmental governance and policy.

Readings:

- To be determined (will be posted on Blackboard).

WEEK 5 (Feb 3): WHY STATES TAKE THE POSITIONS THEY DO IN INTERNATIONAL ENVIRONMENTAL NEGOTIATIONS

Research paper outline and annotated bibliography due (10%)

- *Key concepts:* emerging powers; coalitions; common but differentiated responsibility

Why do states take certain positions in international negotiations? How do states develop alliances and negotiating blocs? Are these positions fixed over time? This week takes on questions of state responsibility, equity, and the changing dynamics of the international system.

Readings:

- Hochstetler, Kathryn, & Milkoreit, Manjana. 2015. Responsibilities in transition: emerging powers in the climate change negotiations. *Global Governance*, 21(2): 205-226.

WEEK 6 (Feb 10): EFFECTIVENESS AND IMPLEMENTATION

- *Key concepts:* implementation; effectiveness; compliance; enforcement

Shifting from the negotiation to the implementation stage of international environmental agreements, in this week we consider the challenges involved in transforming agreements into action. We will examine the mechanisms available at the international level for monitoring and enforcement of agreements, noting the implications of the non-binding nature of many MEAs.

Readings:

- Chasek, Pamela S., Downie, David L., & Brown, Janet Welsh. 2010. Effective environmental regimes: Obstacles and opportunities, chapter 6, pp. 271-318, in *Global Environmental Politics (5th ed.)*, Westview.

WEEK 7 (Feb 17): INTRODUCTION TO CASE STUDY FOR NEGOTIATION & GROUP WORK SESSION

Short response paper on selected readings due (15%)

In the final week of term, you will put your theoretical knowledge from the course into action by participating in a simulated environmental negotiation. To prepare well in advance, we will discuss the case study for the simulation this week, and you will be assigned your group stakeholder identity. Some of this class will be used for group work to prepare for the simulation.

Readings:

- To be determined (will be posted on Blackboard).

READING WEEK (Feb 24): NO CLASS

WEEK 8 (Mar 3): PEER REVIEWS

Draft research paper due at start of class for comment by peer assessor (5%)

This week, we will discuss peer review processes, and engage in peer review exercises. This will enable you to practice and refine the skills needed to provide helpful, insightful peer reviews, and will allow you to begin work on your peer's paper. For this class, you must bring a hard copy of your draft paper to class (you will also submit this draft on Blackboard).

Readings:

- To be determined (will be posted on Blackboard).

WEEK 9 (Mar 10): SCIENCE IN INTERNATIONAL ENVIRONMENTAL GOVERNANCE

Peer review due (10%)

- *Key concepts:* science; power; politicization; civic science

Science has played a central role in many global environmental governance debates. Scientific findings have revealed environmental challenges and their biophysical causes, and scientific innovation has offered various strategies for addressing environmental challenges. Yet communication between scientists and policy-makers often remains difficult and uneven. This week, we explore the multiple roles of science in international environmental decision-making.

Readings:

- Litfin, Karen T. 1995. Framing science: Precautionary discourse and the ozone treaties. *Millennium: Journal of International Studies*, 24(2): 251-277.
- Bäckstrand, Karin. 2003. Civic science for sustainability: Reframing the role of experts, policy-makers and citizens in environmental governance. *Global Environmental Politics*, 3(4): 24-41.

WEEK 10 (Mar 17): NON-STATE ACTORS IN INTERNATIONAL ENVIRONMENTAL NEGOTIATIONS: CIVIL SOCIETY AND NGOS

- *Key concepts:* influence; participation; counterfactual

This week we consider the role of non-state actors (e.g. civil society, including NGOs) in environmental governance, negotiations, and policy-making. In our discussions, we also consider qualitative methods in social science research.

Readings:

- Betsill, Michele M., & Corell, Elisabeth. 2001. NGO influence in international environmental negotiations: A framework for analysis. *Global Environmental Politics*, 1(4): 65-85.

WEEK 11 (Mar 24): PRIVATE GOVERNANCE: MARKET-BASED TOOLS

- *Key concepts:* non-state market driven mechanisms; private governance; corporate social responsibility (CSR)

What happens when states fail to develop international agreements to address environmental challenges? This week, we consider non-state alternatives to environmental governance, with a focus on market-based logics of action.

Readings:

- Lister, Jane. 2011. Introduction, chapter 1, pp. 1-15 in *Corporate Social Responsibility and the State: International Approaches to Forest Co-regulation*, UBC Press.

WEEK 12 (Mar 31): SIMULATION

Group position paper due on Wed. March 29 (10%, in combination with in-class participation)
Final research paper due on Fri. March 31 (25%)

This week, the class will participate in a structured negotiation simulation. Your group will be expected to come with a prepared opening statement (3 minutes max), based on key questions that will be provided ahead of class, and to participate actively in the negotiations.

Assignments

Please note that deadlines are clustered near the end of the term. You will need to ensure you keep up on readings, assignments, and notes throughout the term to avoid last-minute panic.

I: RESEARCH PAPER

*a) Brief research topic outline and annotated bibliography – due February 3 (week 5) – 10%
Due by end of day (11:59pm on Blackboard).*

The topic outline and annotated bibliography is the first step of your research paper. From a list of set topics to be provided in class, you will choose a research essay topic. In this assignment, you will provide a brief (200 words maximum) overview of your topic, research question, and two potential hypotheses or arguments:

- Identify your chosen research topic;
- Specify a research question about that topic (usually best as a “why” question);
- Provide two possible hypotheses/arguments for your paper.

You will also provide an annotated bibliography, with full citation details and summaries for 5 relevant references for your topic:

- Identify and properly cite five relevant peer-reviewed sources that you might cite (<http://guides.library.utoronto.ca/peer-review>);
- For each, accurately identify and concisely summarize the main arguments;
- Specify how and why each source is relevant to your research topic and question;
- Each of the five annotated entries will be maximum 400 words.

The topic you choose at this stage will be your topic for the final paper, unless you consult with me about a change. The research question and possible hypotheses do not need to be your final question and argument. The reference list is a preliminary list to show you are able to identify peer-reviewed sources and have an idea of how to go about finding relevant sources. The annotated bibliography will be more heavily weighted in the grading of this assignment.

b) Draft research essay – due March 3 (week 8) – 5%

Due before class on Blackboard (12pm) AND in hard copy in class

This is a full draft of your final research essay. There are no late submissions allowed. This stage of the research paper is part of the peer review process, and you are expected to provide a full draft of your paper (using full sentences and paragraphs, including an introduction with thesis, analysis of evidence, conclusion, and a properly cited reference list). I will not provide feedback on the quality of your draft; however, you will be graded on the completeness of your paper (marks deducted if you have not provided all the required sections). Further, the more complete your draft paper, the more useful your peers’ feedback will be. You will submit this on Blackboard AND also bring a hard copy to class for your peer.

c) Peer review – due March 10 (week 9) – 10%

Due by end of day (11:59pm on Blackboard)

The goal of this assignment is to practice reading and critically evaluating other scholars’ work. This will help your peers improve their writing, and should also help you to better assess the quality of your own essays. In your review, you should indicate to the writer the major strengths

of the paper, areas for improvement, and comments on the mechanics of the work (logical flow of ideas, grammar and sentence structure, formatting and completeness of citations, etc.). Please ensure that you provide the author with both *positive* reinforcement and *constructive* criticism. You will complete a review for one paper from a peer—this will be assigned to you. Peer reviews should include the following:

- Summary of argument: identify and rephrase the thesis of the paper
- Summary of evidence: briefly list the main points of support for the main argument
- Most/least effective parts of paper: provide comments on what the writer has done most/least successfully—and *why* you see these aspects as effective/ineffective
- Clarity and coherence of ideas: provide specific comments on the content of the essay, including ideas that are not completely/clearly explained, where evidence does not support the analysis, where further evidence/research is needed
- Organization of ideas: provide specific comments on the structure of the paper, including the flow of ideas and the balance of background material and the writer's own arguments

d) Final research essay – due March 31 (week 12) – 25%

Due by end of day (11:59pm on Blackboard)

This is a 2000-2500 word research paper (including references). This essay, like any strong writing in political science, must present an interesting and precise argument supported by convincing evidence. As noted, in this course we are aiming to develop skills in three areas: content, analysis, and communication. Consequently, your essay will be marked in these three areas, with the following considerations:

- Content:
 - Provides accurate, factual claims, supported by relevant references;
 - Relevance of the topic, argument, and evidence to themes of the course;
 - Explicitly and convincingly explains the significance of the argument; and
 - Clearly and appropriately indicates the main concepts, assumptions, and theories.
- Analysis:
 - Evidence of original thought in the argument;
 - Clearly stated, unambiguous, interesting, and well-developed thesis;
 - Scope and limits of topic under investigation are clearly specified;
 - Argument is well developed, logically structured, and convincingly demonstrated (i.e., arguments adequately backed up, not merely asserted; no over-generalizations);
 - Critically evaluates counter-arguments against the thesis of the paper; and
 - Uses secondary literature effectively to build theory and support argument.
- Communication:
 - Clear and engaging writing style, including accurate spelling, clear sentence construction and paragraph organization, appropriate punctuation, and smooth transitions;
 - The writer remains within the word count limit (2000-2500 words);
 - Sources are fully and accurately identified, with a complete bibliography; and
 - References include at least 5 academic sources, including at least 1 from course syllabus.

II. READING RESPONSE ESSAY

Reading response essay (500-800 words) – due February 17 (week 7) – 15%

Due by end of day (11:59pm on Blackboard)

The reading load in this course is deliberately light, for three reasons: 1) to ensure you read the assigned readings carefully and in detail; 2) the readings are primarily from the discipline of political science, and I anticipate that many of you come from diverse disciplinary backgrounds so may find some or all the readings to be challenging; and 3) I expect you will be doing a good deal of reading outside of the course reading list for your research paper. The readings that are assigned are mandatory; this assignment offers you the chance to reflect critically on some of the readings from the first half of the course.

For this assignment due in week 7, you will write a short reading response essay on a selected question from a list of questions that will be provided in class, for which you must bring at least two of the course readings into conversation. This is a short assignment, intended to allow you to consider the key arguments from readings, the ways in which they offer similar or different perspectives from each other, and to apply the ideas of the readings beyond the readings.

III: NEGOTIATION SIMULATION – GROUP PROJECT WITH SHARED GROUP MARK

a) Group position paper (due Wed. March 29) & participation in simulation (Mar 31) – 10%
Position paper due by end of day (11:59pm on Blackboard) on Wednesday

You will be assigned a group, with a specified stakeholder. Your group will write an 800-word position paper in advance of the simulation, stating your positions on a series of questions that will be provided, and will prepare an opening statement (3 minutes max) for the in-class session. Further details and resources will be provided in class. Your group grade for this assignment will be based on both your written document and in-class participation, and will be shared by all group members (unless group work is distributed very unevenly – see below).

b) Individual statement of participation – mandatory (by April 3)
Due by end of day (11:59pm on Blackboard)

All members of groups will, in general, share the group grade for this exercise. However, to obtain any marks for these assignments, by each individual must hand in a statement that outlines their role in the group work. By the end of Monday after our last class (Monday, April 3), each individual must submit this statement, and you may comment on group members' participation. Without this statement, you cannot receive any marks for the simulation assignment. While groups may divide the work in many different ways, if a student has not participated actively in any part of the group work, grades may be amended to reflect the uneven workload distribution (i.e., no free-riding!). If you anticipate being unable to attend the simulation classes, you are expected to offset your absence by taking on additional preparatory work for your group.

IV: FINAL EXAM

Final exam – 3 hours, April exam period (to be scheduled by the University) – 25%

The final exam will consist of definitions (drawn from the “key concepts” listed weekly on the syllabus), short answer, and essay questions on a range of topics from the course. Questions will draw from material in the course readings and lectures, and will test both your knowledge of the course content and your critical thinking skills.