

POLS 362 Global Environmental Politics (Fall 2014)

MWF 10-10:50 Clark C213

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You may receive a reply at other times but you shouldn't count on it)

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OVERVIEW

This course introduces students to the study and practice of global environmental politics with particular attention to the contribution of international relations scholarship. We will begin by exploring some of the key events, concepts, and theories at the foundation of the field before focusing on debates about how to govern the global environment. In particular, we will consider multilateral governance approaches, which largely rely on the authority of nation-states, as well as alternative arrangements that increasingly are initiated and led by non-state actors such as NGOs, corporations, local governments and communities. Throughout the course, students will apply international relations theories and concepts to analyze the politics and governance of a particular global environmental problem. This course relies heavily on active student participation.

Learning Outcomes (and means of assessment)

Upon completion of this course, students will be able to:

- ❖ demonstrate a basic understanding of the biophysical and political dimensions of global environmental problems (*presentations, essays*);
- ❖ define the concepts, theories and debates that characterize the field of global environmental politics (*final exam*);
- ❖ critically reflect on the role of IR scholarship in understanding global environmental problems and apply the theoretical and analytical tools of international relations to analyze different approaches to addressing global environmental problems (*essays*); and
- ❖ communicate complex ideas in oral and written formats (*presentations, essays*)

Books

Morin, Jean-Frédéric and Amandine Orsini, eds. 2015. *Essential Concepts of Global Environmental Governance*. London: Routledge.

O'Neill, Kate. 2009. *The Environment and International Relations*. Cambridge: Cambridge University Press.

Assessments	Due Dates	Grading
Group presentation on a global environmental problem	9/29, 10/1 & 10/3	30 points
Essay #1	10/13	50 points
Group presentation on a promising governance initiative	11/19 & 11/21	30 points
Essay #2	12/3	50 points
Final exam (on-line, short answer)	12/10 by 5PM	20 points
Group presentation on initiative for CSU	12/18	10 points
Contribution to collaborative activities	12/18	10 points

COURSE REQUIREMENTS AND EXPECTATIONS

Show up.

- ✓ It's hard to contribute to the collective learning experience if you don't come to class so students are expected to attend class regularly. I will take attendance.
- ✓ At the end of the semester, students with no more than 2 unexcused absences will be given the benefit of the doubt in borderline cases when assigning final grades. Even more importantly, your peers will notice your absences and it may come back to affect your participation grade at the end of the semester.
- ✓ Please make every effort to be seated by 10:00 so as not to disrupt class. Please see me if you know this will be a regular problem.
- ✓ As a common courtesy, I always appreciate a brief e-mail letting me know you're not going to be in class, even if it is not an excused absence (you might also contact your collaboration team members).

Come prepared.

- ✓ Students should expect to spend 6 hours per week (on average) on course-related work outside of the classroom.
- ✓ Be sure to thoroughly review assigned materials and complete assignments before class each day.
- ✓ You are strongly encouraged to bring copies of the readings to class and/or your notes to facilitate deeper discussion. As you prepare for class, you may want to consider 1) the main points or themes and how they relate to the topic of the day; 2) how the material is similar to or different from other course material or your own ideas; and 3) critically assess the arguments and ideas introduced.
- ✓ It is your responsibility to regularly check RamCT to see if there are changes to the schedule and/or new assignments.
- ✓ If it becomes apparent that students are not coming prepared and/or class discussion is inadequate, I will require students to turn in a reading journal each week and/or administer pop quizzes.
- ✓ In addition to the homework assignments listed on the syllabus, each student will be required to give two 3-5 minute news briefings related to global environmental politics.
- ✓ Homework assignments will be graded on a pass/fail basis. Students who receive a pass on 90% of the homework assignments graded will be allowed to re-weight their essay grades so that the higher grade is worth 60 points and the lower grade is worth 40 points (rather than 50 points each).

Be a team player.

- ✓ Each student will be assigned to a small group and participate in several collaborative activities throughout the semester, including 3 presentations, a negotiation simulation, and small-group discussions.
- ✓ Group members will work together to help one another better understand the course material and explore specific issues related to global environmental politics. Fellow group members can also be a good resource if you miss class or have a question about an assignment.
- ✓ At the end of the semester, each student will provide an assessment of their fellow members' contributions to the group learning experience.

Be respectful.

- ✓ Part of what makes the study of political science interesting is the opportunity to engage in debates about controversial issues. In order to facilitate open debate and exchange, it is essential that students recognize and respect the right of each individual to "engage in discussion, to exchange ideas and opinions, and to speak, write and publish freely, in accordance with the guarantees and limitations of our state and national constitutions" (University General Catalog, p. 37).
- ✓ This also means you should avoid doing other things that disrupt the learning environment such as habitually coming in late, using your cell phone (including texting), playing games on your computer, reading the newspaper during class, etc.
- ✓ For general e-mail etiquette with instructors, visit <http://www.wikihow.com/Email-a-Professor>. In particular, please include the course number (POLS 362) in the subject line and DO NOT start your e-mail with the word "hey."

Complete assignments in a timely manner.

- ✓ Unless otherwise noted, assignments are due at the beginning of class (within first 5 minutes). If late submissions are allowed, they will be marked down 1/3 of a letter grade (e.g. B+ to a B) for each 24-hour period they are late

- (including weekends).
- ✓ Extensions without penalty will be given only in the event of an unforeseen emergency (e.g. illness, death in the family, etc.) or with a university-approved excuse.
- ✓ Computer malfunction does not constitute a valid excuse so don't wait until the last minute to print out your assignment.
- ✓ Every effort should be made to make arrangements prior to the due date (and may require written documentation).
- ✓ **STUDENTS WHO DO NOT COMPLETE ALL COURSE ASSIGNMENTS WILL RECEIVE A FAILING GRADE.**

Respect academic integrity.

- ✓ Cheating (using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work) and plagiarism (using another's words or ideas without proper acknowledgment) are serious offenses and may result in a failing grade for a particular assignment, failing grade for the course and/or disciplinary action by the university. For clarification on what constitutes violations of academic honesty, go to <http://learning.colostate.edu/integrity>.
- ✓ This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog's "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).
- ✓ Students will be asked to write and sign the following honor pledge for all major writing assignments and exams: "I have not given, received, or used any unauthorized assistance."
- ✓ All incidents of academic dishonesty will be reported to Conflict Resolution and Student Conduct Services for possible further disciplinary action.

GRADING

Final grades will be calculated by determining percentage of total points possible (200) using the following scale: A+ 97-100; A (Excellent) 93-96; A- 90-92; B+ 87-89; B (Good) 83-86; B- 80-82; C (Average) 70-79; D (Poor) 60-69; F (Fail) 0-59.

- ❖ No political science course earning a grade lower than a C will be permitted to fulfill political science major requirements.
- ❖ Reasonable accommodations will be made for students with disabilities. If you are a student who will need accommodations in this class, please see me to discuss your individual needs as soon as possible. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from Resources for Disabled Students may be required before any accommodation is provided.
- ❖ I will not discuss grades over e-mail. If you have a question about your grade, please stop by during office hours or make arrangements to meet at another time.

SCHEDULE

Any changes will be posted on RamCT and/or announced in class. All materials and assignments not in the course books will be available on RamCT. For articles in academic journals, students will be sent to the Colorado State University libraries website. If you do not know how to access materials through the library, please talk to me, ask a friend or visit one of the librarians ASAP.

I. Introduction to the Field

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|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| M 8/25 | Overview and Logistics |
| W 8/27 | Global environmental issues in an unequal world |
| | <ul style="list-style-type: none"> ❖ Read O'Neill chs. 1-2 ❖ Read entries on 1) emerging countries and 2) least developed countries in <i>Essential Concepts</i>. |

- F 8/29 Global environmental problems
- ❖ **Sign up** for 2 news briefings on RamCT
 - ❖ **Read** UNEP. 2014. *Global Environmental Outlook 5: Summary for Policy Makers*
- M 9/1 No class – Labor Day
- ❖ **Explore** the different global environmental issues to help make your group selection
- W 9/3 History of global environmental politics
- ❖ **Read** entry on summit diplomacy in *Essential Concepts*.
 - ❖ **Read** B-O Linnér and H. Selin. 2013. The United Nations Conference on Sustainable Development: Forty Years in the Making. *Environment & Planning C: Government & Policy* 31(6): 971-987.
 - ❖ **Watch** “1972 United Nations Conference on the Human Environment, Part I” (10:55)
- F 9/5 History (con’t)
- ❖ **Read** entries on 1) liberal environmentalism, 2) sustainable development, and 3) tragedy of the commons in *Essential Concepts*.
 - ❖ **Read** the following excerpts from Ken Conca and Geoff Dabelko, eds. 2014. *Green Planet Blues: Critical Perspectives on Global Environmental Politics, 5e*. Boulder: Westview Press.
 - Meadows et al. (1972) *The Limits to Growth* (pp. 25-29)
 - Hardin (1968) “The Tragedy of the Commons” (pp. 38-45)
 - World Commission on Environment and Development (1987) *Towards Sustainable Development* (pp. 184-194)
 - ❖ **Watch** “Gro Harlem Brundtland: I’m a lucky person” on YouTube (4:49)
 - ❖ **Submit** preferences for groups (list top three choices in order of preference)
- M 9/8 IR theory “bootcamp”
- ❖ **Read** Karen Mingst and Ivan M. Arreguín-Toft. 2011. *Essentials of International Relations, 5th edition*. New York: Norton, pp. 65-92.
 - ❖ **Read** entries on 1) sovereignty and 2) critical political economy in *Essential Concepts*.
- W 9/10 Using IR theory in the study of global environmental politics
- ❖ **Complete** plagiarism self-test on RamCT
 - ❖ **Read** Ian H. Rowlands. 2001. Classical Theories of International Relations. In U. Luterbacher and D. F. Sprinz, eds. *International Relations and Global Climate Change*. Cambridge, MA: The MIT Press, pp. 53-65.
- F 9/12 Using IR theory (con’t)
- ❖ **Read** O’Neill ch. 3
 - ❖ **Identify** an international environmental agreement or organization related to your issue area (check out the O’Neill and *Essential Concepts* books for ideas) and **reflect on** whether IR theory helps you explain aspects of the agreement or organization
- M 9/15 Globalization, trade and the environment
- ❖ **Read** Jennifer Clapp. 2014. International Political Economy and the Environment. In M. Betsill, K. Hochstetler and D. Stevis, eds. *Advances in International Environmental Politics*. Basingstoke: Palgrave Macmillan, pp. 107-136.
 - ❖ **Read** entries on 1) ecocentrism, 2) ecological modernization, 3) Kuznets curve (environmental), and 4) World Trade Organization in *Essential Concepts*
- W 9/17 Equity and justice in global environmental politics
- ❖ **Read** entries on 1) common but differentiated responsibilities and 2) justice in *Essential Concepts*
 - ❖ **Read** Fred Pierce. 2013. The Trillion-ton Cap: Allocating the World’s Carbon Emissions. *Yale Environment* 360.
 - ❖ **Complete** emissions worksheet (available on RamCT)
- F9/19 Conflict, cooperation and global environmental change
- ❖ **Read** entries on 1) military conflicts and 2) scarcity and conflicts in *Essential Concepts*
 - ❖ **Read** Thomas Bernauer, Tobias Böhmelt, and Vally Koubi. 2012. Environmental Changes and Violent Conflict. *Environmental Research Letters* 7(1): 1-8.
 - ❖ **Watch** “When the Water Ends: Africa’s Climate Conflicts” (16:22)
- M 9/22 Human and ecological security
- ❖ **Read** entries on 1) ecofeminism, 2) migrants, and 3) security in *Essential Concepts*

- ❖ **Read** Nicole Detraz. 2013. Gender and Environmental Security. In R. Floyd and R. A. Matthew, eds. *Environmental Security: Approaches and Issues*. London: Routledge. Pp. 154-168.
- W 9/24 Global environmental governance
 - ❖ **Read** entry on global environmental governance studies in *Essential Concepts*.
 - ❖ **Read** Frank Biermann. 2014. Global Governance. In M. Betsill, K. Hochstetler and D. Stevis, eds. *Advances in International Environmental Politics, 2e*. Basingstoke: Palgrave, pp. 245-270.
 - ❖ **Identify** at least 5 governance actors and initiatives related to your issue area.
- F 9/26 Catch up and group work day
 - ❖ **Come prepared** to work on your group presentations
- M 9/29 – F 10/3 **GROUP PRESENTATIONS**
 - ❖ **Review** briefing reports posted on class blog

II. Multilateral Approaches to Global Environmental Governance

- M 10/6 The problem of international cooperation
 - ❖ **Read** O'Neill ch. 4
 - ❖ **Read** entry on global public goods in *Essential Concepts*
 - ❖ **Review** Hardin's "Tragedy of the Commons" (from 9/5)
- W 10/8 The global climate change regime
 - ❖ **Read** entries on 1) climate change regime; 2) nonregimes; and 3) regimes in *Essential Concepts*.
 - ❖ **Read** Center for Climate and Energy Solutions. 2011. Climate Change 101: Science and Impacts.
 - ❖ **Compile** a list of 10 key terms from the first section of the course along with a "quiz bowl" question for each term (e.g. Realism – This IR theory tells us that states will be reluctant to cooperate to address global environmental problems for fear of losing relative power)
- F 10/10 The global climate change regime (con't)
 - ❖ **Read** O'Neill ch. 5
 - ❖ **Read** entries on 1) compliance and implementation, 2) effectiveness, and 3) shaming in *Essential Concepts*
- M10/13 Regime Effectiveness – **ESSAY 1 DUE**
 - ❖ No readings
- W10/15 Bargaining and negotiation
 - ❖ **Read** entries on 1) influential individuals; 2) negotiating coalitions, and 3) treaty negotiations in *Essential Concepts*
 - ❖ **Read** FIELD guide for MEA negotiators
- F 10/17 Prepare for negotiation simulation
 - ❖ **Review** negotiation simulation guidelines and background documents
 - ❖ **Complete** country background and position worksheet (see simulation guidelines)
- M10/20 Negotiation simulation – Opening Plenary and Working Groups
 - ❖ **Read** Carola Betzold. 2010. "Borrowing" Power to Influence International Negotiations: AOSIS in the Climate Change Regime 1990-97. *Politics* 30(3): 131-148.
- W10/22 Negotiation simulation – Working Groups (con't)
 - ❖ **Complete** reflection #1 on the negotiation simulation (see negotiation guidelines)
 - ❖ **Read** Robyn Eckersley. 2012. Moving Forward in the Climate Negotiations: Multilateralism or Minilateralism? *Global Environmental Politics* 12(2): 24-42.
- F 10/24 Negotiation simulation – Closing Plenary
 - ❖ **Complete** reflection #2 on the negotiation simulation (see negotiation guidelines)
 - ❖ **Watch** 4 or 5 of the "Personal memories of 20 years of UNFCCC negotiations" videos
- M10/27 UNEP
 - ❖ **Read** entries on 1) Commission on Sustainable Development; 2) United Nations Environment Programme; and 3) World Environment Organization in *Essential Concepts*
 - ❖ **Read** Maria Ivanova. 2010. Moving Forward by Looking Back: Learning from UNEP's History. In K. Conca and G. Dabelko, eds. *Green Planet Blues, 4e*. Boulder: Westview Press. Pp. 143-160.
 - ❖ **Explore** UNEP's website
- W10/29 Economic institutions

- ❖ **Read** entries on 1) aid; 2) Global Environmental Facility and 3) World Bank in *Essentials Concepts*
 - ❖ **Read** O’Neill ch. 6
 - ❖ **Watch** World Bank. “Environment Strategy Supports Clean, Green, Resilient Growth” (2:22)
- F 10/31 Institutional interactions
- ❖ **Read** Fariborz Zelli, Aarti Gupta and Harro van Asselt. 2012. Horizontal Institutional Interlinkages. In F. Biermann and P. Pattberg, eds. *Global Environmental Governance Reconsidered*. Cambridge, MA: The MIT Press, pp. 175-198.
 - ❖ **Compile** a list of 10 key terms from the second section of the course along with a “quiz bowl” question for each term.

III. Beyond Multilateralism

- M 11/3 NGOs
- ❖ **Read** Michele M. Betsill. 2014. . In M. Betsill, K. Hochstetler and D. Stevis, eds. *Advances in International Environmental Politics, 2e*. Basingstoke: Palgrave. Pp. 185-210.
 - ❖ **Read** entries on 1) grassroots movements and 2) nongovernmental organizations in *Essential Concepts*
 - ❖ **Identify** an NGO working in your issue area and **explore** their website. **Come prepared** to tell your classmates about the NGO.
- W 11/5 MNCs
- ❖ **Read** entries on 1) business and corporations, 2) corporate social responsibility, and 3) partnerships in *Essential Concepts*.
 - ❖ **Read** Peter Dauvergne and Jane Lister (2012). Big brand sustainability: Governance prospects and environmental limits. *Global Environmental Change, 22*(1): 36-45.
 - ❖ **Explore** Walmart’s “Environmental Sustainability” website
- F 11/7 Scientists
- ❖ **Read** entries on 1) boundary organizations, 2) epistemic communities, 3) precautionary principle, and 4) science in *Essential Concepts*.
 - ❖ **Read** Aarti Gupta, Steinar Andresen, Bernd Siebenhüner, and Frank Biermann. 2012. Science Networks. In F. Biermann and P. Pattberg, eds. *Global Environmental Governance Reconsidered*. Cambridge, MA: The MIT Press, pp. 69-93.
 - ❖ **Watch** This Week Tonight with John Oliver: Climate Change Debate (4:26)
- M11/10 Markets
- ❖ **Read** entries on 1) ecosystem services (payments for); 2) markets, and 3) REDD in *Essentials Concepts*
 - ❖ **Read** Kinzing et al. 2011. Paying for Ecosystem Services: Promise and Peril. *Science* 334 (4 November): 603-604.
 - ❖ **Watch** “Cap and Trade: What is it?” by theecogeek on YouTube (3:30)
- W11/12 Certification and Labelling
- ❖ **Read** O’Neill ch. 7
 - ❖ **Read** entries on 1) labelling and certification and 2) private regimes in *Essential Concepts*.
 - ❖ **See what you can find out** about a certification or labeling scheme related to a product that you buy regularly (e.g. coffee, clothing, food) and **come prepared** to share what you learn with the class.
- F 11/14 Local governments
- ❖ **Read** City of Fort Collins. 2011. Fort Collins Climate Action Plan: 2011 Status Report. Fort Collins, CO: City of Fort Collins. Available at
 - ❖ **Read** entry on transgovernmental networks in *Essential Concepts*.
- M11/17 Communities
- ❖ **Read** entry on indigenous peoples and local communities in *Essential Concepts*
 - ❖ **Watch** Rob Hawkins’ TEDtalk on the Transition Movement (16:44)
 - ❖ **Explore** the Transition Towns US website
- W 11/19 – F 11/21 **GROUP PRESENTATIONS**
- ❖ No readings
 - ❖ **Compile** a list of 10 key terms from the second section of the course along with a “quiz bowl” question for each term (DUE on 11/21).

11/24-11/28 NO CLASS – FALL BREAK

IV. Current Issues and Debates

- M 12/1 Individual action
- ❖ **Read** Paul Wapner and John Willoughby. 2005. The irony of environmentalism: the ecological futility but political necessity of lifestyle change. *Ethics & International Affairs*. 19(3): 77-89.
 - ❖ **Calculate** your personal GHG emissions
- W 12/3 Update: Sustainable Development Goals – **ESSAY 2 DUE**
- ❖ No readings
- F 12/5 Campus sustainability
- ❖ **Read** Sierra Club. 2013. “Ten Coolest Schools” report and **explore** their website.
 - ❖ **Explore** the “Sustainability at CSU” website
- M 12/8 Update: Climate Change Negotiations
- ❖ **Read** daily updates of the Lima COP from *Earth Negotiations Bulletin* and **come prepared** to discuss the country or group you represented in the class negotiation simulation
- W12/10 Work Day -- **FINAL EXAM DUE BY 5PM (will be available 5PM 12/9)**
- ❖ **Come prepared** to work on final presentation
- F12/12 Looking to the future
- ❖ **Read** O’Neill ch. 8
- R 12/18 (7:30-9:30 am) **FINAL PRESENTATIONS**

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Please answer the following questions and tear off this portion of the page.

Name:

Year and Major:

Hometown:

Please tell me an interesting fact about yourself:

Why are you taking this class? Is there anything in particular you hope we discuss or questions we answer?

Do you have any particular concerns about the course (e.g. workload, learning disabilities, etc.)?