

POSC 268-00  
Global Environmental Politics and Policy

Syllabus

Tuesday and Thursday: 10:10a.m. – 11:55a.m.  
September 16 – November 20  
Fall 2014

CMC210  
Department of Political Science  
Carleton College, Northfield, MN

Tun Myint  
Willis 403

Office Hours: MW: 11:00 a.m. – 12:00 noon, F: 10:00 – 11:00 a.m., and by appointment

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*Course Goals*

Global environmental politics and policy is perhaps the most prominent field that challenges traditional statecentric ways of thinking about international problems and solutions. The dominant theoretical lens and language of statecentric international relations theories alone cannot capture and explain the dynamic forces of global environmental politics. The uncontested intellectual faith on these theories and language centered on states is epistemological impasse to advancing our understanding of global environmental politics and policy making processes. Therefore, this course will employ both statecentric and non-statecentric approaches to unpack, analyze, and understand dynamics of global environmental politics and policy.

This course asks questions such as: (1) how do individuals and groups shape local-global dynamics of global environmental politics? (2) How can we understand how economic, legal, political, and social processes at multiple domains shape global environmental changes, including climate change? (3) How can we understand the challenges of global environmental politics and policy formulations to face the challenges of global environmental and social changes? And (4) what are the roles of international law, treaties, and diplomacy? These nonexclusive overarching questions serve as the framework of this course.

To encompass the framework of the course, this course covers five arenas crucial to understanding the nature and dynamics of global environmental issues and political processes: (1) global and international political orders; (2) international environmental law; (3) human-environment interactions through market and politics; (4) political and societal challenges of sustainability; and (5) dynamics of human values and rules.

In so doing, this course is designed to equip students to: (1) understand global environmental politics from both statecentric and non-statecentric views; (2) gain knowledge about international environmental laws and to be able to evaluate the advantages and disadvantages of legal approaches; (3) understand the fate of Kyoto Protocol and the future of climate change treaty; and (4) prepare for the challenges in the practice of global environmental governance and the theoretical underpinnings of these challenges. To achieve these goals, the course is organized with the following topics.

### *Course Outline*

Week 1:	You and Global Environmental Politics
Week 2:	Globalization and the Environment
Week 3:	The Fate and Future of Climate Change Treaty
Week 4:	International Environmental Law
Week 5:	Local Dynamics of Global Environmental Changes
Week 6:	Democracy and the Environment
Week 7:	Multilayer Environmental Governance
Week 8:	Rethinking International Environmental Institutions
Week 9:	Commodity Chains and Environmental Changes
Week 10:	Conclusion

### *Assignments and Due Dates*

#### ***Schedule of Assignments and Due Dates***

- 9/16 - Course survey
- 9/18 - Distribute IEP Essay guidelines
- 9/25 - Distribute assignment details and guidelines for group project
- 10/2 - Library Research Guide Session
- 10/3 - Personal IEP essay is due at 5:00p.m. (**graded**)

#### **10/18 – 10/20 MID-TERM BREAK**

- 10/16 - GIS Lab, coordinates for each node is due today in class (**graded**)
- 10/17 - The outline/progress report of group paper is due at 5:00p.m. (**not graded**)
- 11/2 - The first draft of group paper is due (**graded**)
- 11/10 - The final draft of group paper is due (**graded**)
- 11/11 - Meetings with groups ...
- 11/13 - Group presentations ... (**graded**)
- 11/18 - Group presentations ... (**graded**)

11/24 - FINAL GROUP PAPER IS DUE at noon (**graded**)

NOTE: Group members will provide evaluation of the performance and contribution of peers to the group work based on guidelines provided. This membership grade is 5% of total 30% group project grade. Thus, 25% is assigned to the group as a whole.

### *Course Assignments, Expectations, and Grade*

There are five interconnected course assignments. These five components will be used to evaluate your performance in this course. The percentage for each assignment for your final grade is in parentheses. The descriptions of assignments are as follow:

- (1) Participation (15%):** Your participation in this course begins with reading assigned materials *before* the class. This course will be conducted mostly in interactive lecture style. There will also be group-led and group-based discussion sessions. What this means is that you will have many opportunities to participate during the class. There will also be group simulations. To be an effective participant, I encourage you to read leading news websites regularly and seeking news about global environmental politics and policy. To be a good standing citizen of this course, you are required to: (1) have good attendance; (2) read assigned materials before the class; (3) have timely notification and communication with me when you have to be absent or if you need to request extension for personal reasons; (4) exercise self-respect and responsibility of a student for the success of learning mission of this course and the Carleton College as a whole; and (5) exercise your intellectual freedom in discussions and the assignments for the course.
- (2) Personal Essay on Global Environmental Politics (30%):** Each student is required to collect qualitative and quantitative data that illustrate her or his personal relationship to global environmental politics and the nature. The suggested data collection template that explains what to collect is provided on September 18. Students will collect this data for 2 consecutive days beginning on September 20. All items that are used by student during 48 hour period should be entered into data sheet. This data collection effort is worth 5% of total grade for this assignment. After collecting data, students will select three items. Students will analyze: (1) how three items illustrate their livelihoods; (2) how illustrated livelihoods connect to global environmental politics; and (3) how they are connected to nature via three items. Based on the analysis, each student will write a personal essay defining global environmental politics **between 6 and 8 double-spaced pages**. The assignment guidelines are distributed electronically. The essays are **due at 5:00p.m on October 3**. Send them to me by email at [tmyint@carleton.edu](mailto:tmyint@carleton.edu) and place a **hard copy of both the paper and data sheets** in my mailbox at Willis 403. The essay is worth 20% and the data sheet is worth 10% of class grade.
- (3) Group Project Paper (30%):** Based on the personal essays on definition of global environmental politics and data collected for the assignment No. 2, a group of four students will select an item and conduct analysis of commodity chain processes. I will establish groups on September 25. Each group will select one item or product that the group as a whole is interested in conducting research for term project. There are four components to the assignment. The **first** step is to map out the *material processes* defined by history, geography, and the movements of these items from the state of nature to a finished product you bought from a store. Each group

will first identify and describe each node of the commodity chain of the item from raw material extraction node to waste site of the item. Student will use google earth to locate coordinates with the help of GIS Lab to map out the commodity chain of the item. The **second** step is to discuss *political economic processes* that govern material processes identified in the previous step. The **third** step is to identify *political and legal institutions* that govern both the material processes and economic processes. Finally, the paper must provide analysis of: (1) how commodity chain analysis challenges the statecentric theories and approaches of international environmental politics; (2) what nodes within the chain has most complex networks of economic, political, and environmental consequences; and (3) what type of policy and institutional arrangements your group recommend to minimize negative environmental consequences. This group paper should be **between 20 and 25 double-spaced pages** excluding references, maps, pictures, and figures. The final draft of group paper is due on November 9. The **final paper is due on November 24**. More details with assignment guidelines for this group project will be distributed on September 25.

- (4) Group Presentations (10%):** Each group will present the research findings of the commodity chain of the group item. The groups are required to submit powerpoint slides before the day of presentation to me. Based on your group presentation and my reading of your final draft of the group paper, I will provide written comments on your final draft. Your presentation and my comments should prepare you to polish your final draft.

**NOTE:** All written assignments should be double-spaced with 12 point Times New Roman fonts and with page numbers inserted on one inch margin page layout.

### **Required Texts:**

Andrew E. Dessler and Edward A. Parson, *The Science and Politics of Global Climate Change: A guide to the debate*, Cambridge University Press, 2008.

Alf Hornborg and Juan Martínez Alier, eds, *Rethinking Environmental History: World-System History and Global Environmental Change*, Altamira Press, 2007.

Ronnie D. Lipschutz, *Global Environmental Politics: Power, Perspectives, and Practice*, CQ Press, 2004.

Thomas Prugh, Robert Costanza, and Herman E. Daly, *The Local Politics of Global Sustainability*, Island Press, 2000.

**IMPORTANT:** This is a provisional syllabus and subject to change depending on the ebb and flow of the course and surrounding worlds.

*Course Conducts*

- a. **Attendance:** Attendance is required for this course. If you need to be absent from the class, it is your responsibility to notify me in advance. When you are absent, it is in your benefit to borrow notes from your classmate or ask your classmates to learn what you missed. If you wish, I will be available during office hours or by appointment at your request to meet with you and go over what you missed while you were absent.
- b. **Plagiarism:** There is zero tolerance for plagiarism. A summary of the College's policy on plagiarism states: "*At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College.*" For more information on Carleton's policy on academic honesty, please consult [http://apps.carleton.edu/campus/dos/handbook/academic\\_regs/?policy\\_id=21359](http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359)
- c. **Late assignments:** Assignments are due on the dates specified in this syllabus or in the assignment sheet. Late work **will receive one point reduction per late day.** If you are unable to complete an assignment on time due to illness or personal emergency, you can request an extension with the supporting documents such as a medical note from a doctor or the Wellness Center.
- d. **Special needs:** If you require special accommodation due to a documented physical or medically classified different learning capacity, please come see me as soon as possible during the first week of class or any time throughout the semester to discuss how I might best assist you in meeting the objectives and requirements of this course.

**IMPORTANT:** The key for you to be successful as a student and for me as a teacher in this course is timely and effective communication between you and me. In addition, Carleton offers numerous resources for you to excel in your learning. If you do not know them, do not be shy to ask. Make good use of resources on campus!

### *Schedule of Readings*

WEEK 1: YOU AND GLOBAL ENVIRONMENTAL POLITICS

**September 16: Introduction**

Ronnie D. Lipschutz, *Global Environmental Politics: Power, Perspectives, and Practice*, CQ Press, 2004.

Chapter 1: What are global environmental politics?, pp. 1-32.

Thomas Prugh, Robert Costanza, and Herman E. Daly, *The Local Politics of Global Sustainability*, Island Press, 2000.

Chapter 1: Introduction, pp. 1-12.

Alf Hornborg and Juan Martínez Alier, eds, *Rethinking Environmental History: World-System History and Global*, Altamira Press, 2007.

Introduction: Environmental History as Political Ecology, pp. 1-24.

## **September 18: Local-Global Dynamics**

Ronnie D. Lipschutz, *Global Environmental Politics: Power, Perspectives, and Practice*, CQ Press, 2004.

Chapter 2: Deconstructing “global environment”, pp. 33-85

Chapter 3: Capitalism, globalization, and the environment, pp. 87-131.

Alf Hornborg and Juan Martínez Alier, eds, *Rethinking Environmental History: World-System History and Global*, Altamira Press, 2007.

Chapter 9: Extractive Economy: An Early Phase of Globalization of Diet, and Its Environmental Consequences, pp. 179-197.

## **WEEK 2: GLOBALIZATION AND THE ENVIRONMENT**

### **September 23: What Do We Mean by “Global?”**

Ronnie D. Lipschutz, *Global Environmental Politics: Power, Perspectives, and Practice*, CQ Press, 2004.

Chapter 4: Civic Politics and Social Power: Environmental Politics on the Ground, pp. 132-176.

Chapter 5: The National Origins of International Environmental Policies and Practices: “My Country is *in* the World,” pp. 177-223.

Chapter 6: Global Environmental Politics and You: “The World Is My Country,” pp. 224-244.

Alf Hornborg and Juan Martínez Alier, eds, *Rethinking Environmental History: World-System History and Global*, Altamira Press, 2007.

Chapter 6: Silver, Ecology, and the Origins of the Modern World, 1450-1640, pp. 123-142.

**September 24: MOVIE SCREENING:** *An Inconvenient Truth*, at Gould Library room LIBE 344 at **7:30p.m.**

## **September 25: Future of Global Climate Treaty**

Andrew E. Dessler and Edward A. Parson, *The Science and Politics of Global Climate Change: A guide to the debate*, Cambridge University Press, 2008.

Chapter 1: Science, politics, and science in politics, p. 18-45

Chapter 2: Climate-change policy debate: impacts and potential responses

Chapter 4: Global climate change: a new type of environmental problem, p. 1-16

**The case of Kyoto Protocol:** read text of Kyoto Protocol, see at

[http://unfccc.int/essential\\_background/kyoto\\_protocol/background/items/1351.php](http://unfccc.int/essential_background/kyoto_protocol/background/items/1351.php)

## **WEEK 3: THE FATE AND FUTURE OF GLOBAL CLIMATE CHANGE TREATY**

### **September 30: Science, Policy, and the State of Kyoto Protocol**

Black, Richard, "UN Climate Talks Publish Revised Draft Text," *BBC News*, December 8, 2011. <http://www.bbc.co.uk/news/science-environment-16118909?print=true>

Broder, John M., "A Novel Tactic in Climate Fight Gain Some Traction," *The New York Times*, November 8, 2010. <http://www.nytimes.com/2010/11/09/science/earth/09montreal.html>

Forero, Juan., and Juliet Filperin, "Brazil's forest policy could undermine its climate goals," *Washington Post*, December 18, 2011. [http://www.washingtonpost.com/national/health-science/brazils-forest-policy-could-undermine-its-climate-goals/2011/12/14/gIQACzEy2O\\_story.html](http://www.washingtonpost.com/national/health-science/brazils-forest-policy-could-undermine-its-climate-goals/2011/12/14/gIQACzEy2O_story.html)

**Watch the documentary online:** *Hot Politics: No Time for Waffling*,

<http://www.pbs.org/wgbh/pages/frontline/hotpolitics/view/>

**October 2: Library Research Guide.** This session will be led by our Librarian Danya Leebaw. We will meet at the LIBE 306.

## **WEEK 4: INTERNATIONAL ENVIRONMENTAL LAW**

**October 7:** *Declaration of the United Nations Conference on the Human Environment.*

<http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=97&ArticleID=1503>

Sand, Peter H., "International Cooperation: The Environmental Experience," in J. Tuchman Matthews (ed), *Preserving the Global Environment: The Challenge of Shared Leadership*, W.W. Norton, 1991, pp. 236-279.

**Case Study:** *The Rhine River Pollution and International Law* [see handouts],  
<http://www.iksr.org>

## **October 9: Theories of State's Environmental Rights**

Coase, Ronald, "The Problem of Social Cost," *Journal of Law and Economics*, Vol. 3 (Oct., 1960), pp. 1-44 Published by: The University of Chicago Press, <http://www.jstor.org/stable/724810>

Perrez, Franz Xaver, The relationship between "permanent sovereignty" and the obligation not to cause transboundary environmental damage.

<http://www.thefreelibrary.com/The+relationship+between+%22permanent+sovereignty%22+and+the+obligation...-a019109151>

## **WEEK 5: LOCAL DYNAMICS OF GLOBAL ENVIRONMENTAL CHANGES**

### **October 14: Successes and Failures of International Environmental Law**

Sebastian Oberthür, "Linkages between the Montreal and Kyoto Protocols Enhancing Synergies between Protecting the Ozone Layer and the Global Climate," *International Environmental Agreements: Politics, Law and Economics* 1: 357-377, 2001.

**Case Study:** Montreal Protocol, Read the text of Montreal Protocol:  
<http://ozone.unep.org/pdfs/Montreal-Protocol2000.pdf>

### **October 16: GIS Lab, Coordinates of each nodes are due.**

## **OCTOBE 18 – 20: MID-TERM BREAK**

## **WEEK 6: DEMOCRACY AND THE ENVIRONMENT**

### **October 21: "New Species" of International "Law"**

Davidson, Stacy, "Guyana, Conservation International in unique forest deal" *Guyana Chronicle*, 2001.

<http://www.biodiversityreporting.org/article.sub?docId=356&c=Guyana&cRef=Guyana&year=2001>

Abelson, Reed, "THE BUSINESS WORLD; Preserving the Forest By Leasing the Trees," *The New York Times*, September 24, 2000.

<http://query.nytimes.com/gst/fullpage.html?res=990CE2DA1E3BF937A1575AC0A9669C8B63&sec=&spon=&pagewanted=print>

Michael Goldman, The Birth of a Discipline: Producing authoritative green knowledge, World Bank-style <http://institutionalorganizational ecologies.files.wordpress.com/2011/01/world-bank2.pdf>

**Case Study:** *The Nam Theun 2 Dam*, <http://www.namtheun2.com>

### **October 23: Local Politics and Global Sustainability**

Thomas Prugh, Robert Costanza, and Herman E. Daly, *The Local Politics of Global Sustainability*, Island Press, 2000.

Chapter 2: Minimum Technical Requirement for Sustainability, pp. 15-39.

Chapter 3: Aiming for Genotopia, pp. 41-61.

**Case Study:** *Pak Mun Dam*, read:

[http://www.searin.org/Th/PMD/Research/pmd\\_tb\\_research\\_final\\_en.pdf](http://www.searin.org/Th/PMD/Research/pmd_tb_research_final_en.pdf).

## **WEEK 7: RETHINKING INTERNATIONAL ENVIRONMENTAL INSTITUTIONS**

### **October 28: Policy Problems and Prescriptions**

Hardin, Garrett, "The Tragedy of the Commons," *Science*, 163: 1243-1248.

url: <http://www.sciencemag.org/sciext/sotp/pdfs/162-3859-1243.pdf>

[See also, for optional reading, Extensions of "The Tragedy of the Commons," by Hardin at <http://www.sciencemag.org/cgi/content/full/280/5364/682> ]

Ostrom, Elinor, Joanna Burger, Christopher B Field, Richard B. Norgaard, and David Policansky, "Revisiting the Commons: Local Lessons, Global Challenges," *Science*, 284 (5412): 278-282, <http://www.sciencemag.org/cgi/reprint/284/5412/278.pdf>

Elinor Ostrom, <http://www.youtube.com/watch?v=N8CXgBSQhcA>

### **October 30: The Danger of Panaceas and Monocentric Thinking**

Berkes, Fikret, Going Beyond Panaceas Special Feature: Community-based conservation in a globalized world, *PNAS*, 104: 15188-15193; published online before print September 19 2007. url: <http://www.pnas.org/cgi/reprint/104/39/15188>

Alf Hornborg and Juan Martínez Alier, eds, *Rethinking Environmental History: World-System History and Global*, Altamira Press, 2007.

Chapter 19: Scale and Dependency in World Systems: Local Societies in Convergent Evolution by Joseph A. Tainter, pp. 361-378.

## WEEK 8: MULTILAYER ENVIRONMENTAL GOVERNANCE

### November 4: Non-State Actors

Auer, Matthew R., "Who participates in global environmental governance? Partial answers from international relations theory," *Policy Sciences*, 33(2); 155-180, June 2000.

Charnovitz, Steve, "Two Centuries of Participation: NGOs and International Governance," *Michigan Journal of International Law*, 18: 183-286, 1997.

**Case Study:** *International Water Tribunal in the Rhine* [No readings].

### November 6: Politics of Sustainability?

Thomas Prugh, Robert Costanza, and Herman E. Daly, *The Local Politics of Global Sustainability*, Island Press, 2000.

Chapter 4; Prelude to Politics, pp. 65-84.

Chapter 5: Engaging Politics, pp. 87-123.

Chapter 6: The Once and Future Democracy, pp. 129-154.

Chapter 7: Sustainability and Strong Democracy, pp. 159-165.

## WEEK 9: COMMODITY CHAINS AND ENVIRONMENTAL CHANGES

### November 11: De We Need a Global Environmental Organization?

Bierman, Frank, "The Case for a World Environmental Organization," *Environment*, 42 (9), November 2000.

Najam, Adil, "The Case Against a New International Environmental Organization," *Global Governance*, 9, pp. 367-384, 2003.

### November 13: Group Presentation

## WEEK 10: CONCLUDING REMARKS

### November 18: Group Presentations

### NOVEMBER 24: FINAL GROUP PAPER IS DUE BY 5:00P.M

## Appendix A

### GEP Essay Guidelines and Graded Areas

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The following is the rubric I use to evaluate your personal GEP essay.

<b>Graded areas/guidelines</b>	<b>Comments</b>
Identifying and stating personal definition of GEP.	<ul style="list-style-type: none"> <li>- Do you provide personal definition of IEP based on your analysis of three items?</li> </ul>
Organization, appropriate language and control of errors	<ul style="list-style-type: none"> <li>- Is your essay organized so that you have coherent presentation of ideas and the reader can follow your ideas? Do you control errors carefully?</li> </ul>
Application of the concepts from readings and class discussions in discussing personal definition	<ul style="list-style-type: none"> <li>- Do you apply theories and concepts from readings, discussion, and lectures from the class?</li> <li>- How well do you understand the readings, theories, and concepts?</li> </ul>
Critical thinking & creativity with the definition and findings	<ul style="list-style-type: none"> <li>- Do you show your critical understanding of and thinking about your items and your livelihoods and subsequently connect your livelihood to IEP?</li> <li>- Do you incorporate your analysis of economic and environmental dimensions and general impression/reflection on all your possession?</li> </ul>
Use of concrete evidences (qualitative and quantitative) from self-study	<ul style="list-style-type: none"> <li>- Do you demonstrate both qualitative and quantitative dimension of your selection items with regard to how you and your fellow Homo sapiens would affect ecosystem and global environmental politics considering your findings?</li> </ul>
Quality of Data sheet	<ul style="list-style-type: none"> <li>- How thorough and careful you are in collecting data, using the data, and presenting it.</li> </ul>
TOTAL Points	

**Appendix B**  
**Guidelines and Grading Rubric for Group Presentation**

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<b>Guidelines/graded areas</b>	<b>Comments</b>
Control of contents	
Control of language and narrative	
Eye-contact and connection with the audience	
Professionalism, posture, and level of confidence on the topic	
Organization of presentation and narrative	
Appearance of slides and visual aid	
Quality of connection, collaboration, and coherence among presenters	
Level of authority presented by the use of credible resources and evidences	
Connection between the paper and presentation	
Creativity to motivate audience and to keep the audience attention	
<b>TOTAL POINTS</b>	