

POSC 268-00
Global Environmental Politics and Policy

Syllabus

Monday and Wednesday: 9:50 a.m. - 11:00 a.m.

Friday: 9:40 p.m. - 10:40 p.m.

Fall 2016: September 12 – November 16

Willis Hall 204
Department of Political Science
Carleton College, Northfield, MN

Tun Myint

Willis 403

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

P: 507-222-7170

E: tmyint@carleton.edu

W: <http://people.carleton.edu/~tmyint/>

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 practices, theoretical lenses and language of statecentric international relations alone cannot capture and explain the dynamic forces of global environmental politics, let alone providing solutions. 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 dynamics of global environmental politics and policy formulations to face the challenges of global environmental and social changes? (4) What are the roles of international law, treaties, and diplomacy? (5) Do we need a global treaty and a global organization to govern locally-driven global climate change issues? (6) What are the strengths and weaknesses of both global, national, and local approaches to addressing global climate change and environmental changes? (7) Do capitalism and its market approaches provide solutions to climate change issues? (8) How do human needs and wants explain the challenges of governing global environmental changes? 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 COP21 Agreement; and (4) prepare for the challenges in the practice of global environmental governance and 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:	Dynamics of Climate Change Treaty Making
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:	Polycentric Environmental Governance

Schedule of Assignments and Due Dates

9/12	- Course survey
9/16	- Distribute GEP Essay guidelines
9/28	- Distribute guidelines for group projects
10/5	- Library Research Guide Session
10/7	- Personal IEP essay is due (graded)
10/12	- Presentation of Country Policy Brief for COP21 and Discussion in Class
10/15	- The coordinates of commodity chain nodes and outline/progress report of group project is due at 8:00a.m (not graded)

10/15 – 10/17 MID-TERM BREAK

10/21	- Country policy analysis for COP21 paper is due
10/31	- GIS Map and commodity chain nodes are due (graded)
11/10	- The Powerpoint slides and narrative report are due (graded)
11/14	- Group presentations ... (graded)

11/16 - Group presentations ... (graded)

No final exam and no final group paper.

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 of 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 (20%):** 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 data collection template which explains what to collect is provided on September 16 along with the guidelines. 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 the illustrated livelihoods connect them 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 from a personal standpoint. The essay should be **between 6 and 8 double-spaced pages**. The essay is **due at 5:00p.m on October 7**. Send them to me by email at tmyint@carleton.edu and **place a hard copy of both the paper and data sheets** in my mailbox at Willis 403.
- (3) Country Position Paper on the Future of Climate Change Treaty (25%):** This is a brief policy report and sector analysis paper for which students are required to assess the position of a selected country among top twenty Green House Gases (GHG) emitting countries. Student will: (1) identify the policy of selected country on the Kyoto Protocol and COP21; (2) analyze the country's current standing and status with regard to the ratification and implementation of Kyoto Protocol and COP21, (3) provide critical assessment of the country's policy on Kyoto Protocol

leading to COP21 agreement. This assignment is for students to analyze and understand how the selected country's issues, interests, and actors dominate the country's ongoing diplomatic efforts. Danya Leebaw at the Gould Library has a resource guide for this course with particular attention to this assignment here: <http://gouldguides.carleton.edu/posc268> . Make a good use of this resource. The paper should be **between 8 and 10 double-spaced pages**. This paper is **due at 5 p.m. on October 21**. Each of you will present your working paper in class on October 12 class for discussion. **This presentation is worth 5% of the class grade. The paper is 20% of the class grade.**

- (4) Group Project (30%):** Based on the personal essays on the definition of global environmental politics and data collected for the assignment No. 2, a group of three to four students will select an item and conduct analysis of commodity chain processes. The groups will be established in week 2. 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 and, with the help of GIS Lab, 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 project must provide analysis of: (1) what nodes within the chain has most complex networks of economic, political, and environmental consequences; (2) what types of costs are captured in the price of commodity, how, and what types of costs are externalized (not captured) in the price, why; and (3) how your commodity chain challenges the statecentric theories and approaches of international environmental politics. This narrative report accompanying your power point sildes are due on November 11.

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

- (5) Group Presentations (10%):** Each group will present their 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. This powerpoint slides are **due on November 12**.

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:

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
- 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 from your class Dean's office.
- 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 12: Introduction

This syllabus
Course survey

September 14: Climate Change and Global Environmental Changes

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

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

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

September 16: Global Environmental Politics & You

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

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

WEEK 2: GLOBALIZATION AND THE ENVIRONMENT

September 19: Consequences of Globalization on the Environment

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.

September 21: What Do We Mean by “Global?”

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

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

September 23: Sources of International Environmental Legal Orders

Declaration of the United Nations Conference on the Human Environment.

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

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 3: THE FUTURE OF GLOBAL CLIMATE CHANGE TREATY

September 26: Theories of State's Environmental Rights

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>

September 28: Science, Policy, and the State of Kyoto Protocol

UNFCCC, Text of Kyoto Protocol, see at

http://unfccc.int/essential_background/kyoto_protocol/background/items/1351.php [Read articles 1 to 12 and Annex A and B.]

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 of Montreal Protocol: text:

<https://treaties.un.org/doc/Publication/UNTS/Volume%201522/volume-1522-I-26369-English.pdf> [Read pages 1-13.]

September 30: Future of Global Climate Treaty

What is COP21? <http://www.cop21paris.org/about/cop21/>

Readings "Summary for Policy Makers", Climate Change 2014 Synthesis Report, Intergovernmental Panel on Climate Change, http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf [Read pages 1-15.]

WEEK 4: INTERNATIONAL ENVIRONMENTAL LAW

October 3: Social Processes of Global Environmental Politics

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>

Clark, Tim W., "The Policy Process: A Practical Guide for Natural Resources Professionals, 2002, Yale University Press.

Chapter 3: Social Processes: Mapping the context, pp. 32-55.

October 5: Library session

October 7: Successes and Failures of International Environmental Law

The case of Colorado River Basin.

[Handouts]

WEEK 5: LOCAL DYNAMICS OF GLOBAL ENVIRONMENTAL CHANGES

October 10: 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.

October 12: "New Species" of International "Law"

Michael Goldman, "The Birth of a Discipline: Producing Authoritative Green Knowledge, World-Bank Style," *Ethnography*, 2(2): 191-216, 2001.

Case Study: Nam Theun 2 Dam Lao P.D.R. See: www.namtheun2.com

October 14: COP21 and country studies

OCTOBE 15 – 17: MID-TERM BREAK

WEEK 6: DEMOCRACY AND THE ENVIRONMENT

October 19: GIS Lab

October 21: GIS Lab

WEEK 7: RETHINKING INTERNATIONAL ENVIRONMENTAL INSTITUTIONS

October 24: 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>

October 26: The Danger of Panaceas and Monocentric Thinking

Carel Dieperink, “Successful International Cooperation in the Rhine,” *Water International*, 25(3), 2000.

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>

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

October 28: Non-State Actors

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

WEEK 8: MULTILAYER ENVIRONMENTAL GOVERNANCE

October 31: Does Democracy Promote 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.

November 2: Local-Global Dynamics

Berkes, Fikret, Cross-Scale Institutional Linkages: Perspectives from the Bottom-Up,” in *The Drama of the Commons*, The National Research Council, 2002.

Commodity chains as linkages between local global dynamics of global environmental politics

[handouts]

November 4: Democracy and Sustainability

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

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

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

WEEK 9: RETHINKIN GLOBAL APPROACH

November 7: 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 9: Polycentric Environmental Governance

Taking stocks and learning lessons from the Montreal Protocol, Pak Mun Dam, Nam Theun 2 Dam, and International Water Tribunal, and the cases we studied

Class discussion sheet [handouts]

November 11: Group Presentations

WEEK 10: FINAL WEEK

November 14: Group presentations

November 16: Group presentations and Conclusion

Appendix A GEP Essay Guidelines and Grading Rubric

POSC268 – Global Environmental Politics and Policy
Fall 2015
Carleton College
Northfield, MN

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

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

Appendix B
Country Study Guidelines and Grading Rubric

POSC268 – Global Environmental Politics and Policy
 Fall 2015
 Carleton College
 Northfield, MN

I use the following rubric to evaluate your country position paper on climate change.

Graded areas/guidelines	Comments
Identify and state the selected country's policy on Kyoto Protocol and Global Climate Change issues	
Organization, appropriate language, and control of errors	
Analysis of economic activities and GHG emission of the country	
Key political issues with regard to climate change	
Application of the concepts and theories from the course materials and discussions	
Quantitative reasoning when appropriate and necessary	
Evidence of careful research, citations to authoritative sources, and information literacy	
TOTAL Points	

Appendix C
Guidelines and Grading Rubric for Group Presentation

POSC268 – Global Environmental Politics and Policy
 Fall 2015
 Carleton College
 Northfield, MN

Guidelines/graded areas	Comments
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	
TOTAL POINTS	