

POL349/EPC 390: International Environmental Politics
Spring 2021
Northwestern University
Tuesdays and Thursdays, 11:00 am – 12:20 pm, Online

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Office Hours: Mondays 1:30 – 3:30 (please sign up for an appointment at Canvas Calendar); other times available by appointment only

Group/Drop-in Office Hours: Thursdays 4:00 – 5:00 pm (no appointment necessary)

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Individual Office Hours:

Group Office Hours:

Course Overview

Environmental problems that transcend national borders are amongst the most intractable challenges facing our global community. Collective action problems are pervasive in negotiations and attempts to address, monitor, and enforce international environmental agreements are often weak. Yet, despite these constraints, international actors have designed and secured agreement in a variety of policy arenas, aiming to improve global environmental governance. Through a team-based approach to learning, we will explore how, why, and when the international community is able to overcome collective action problems and effectively address global environmental challenges.

The course is divided into three parts. In the first part of the course, we will focus on the problems, institutions, and politics in global environmental governance. The second part of the course focuses on key concepts or themes in global environmental politics that shape our understanding of international cooperation in solving environmental problems, such as science, justice, markets, and security. In the third part of the course, students will participate in an extended negotiation simulation to examine the diverse actors and modes of engagement that define the politics around a particular issue.

What are our common learning objectives?

By the end of this course, students will be able to:

- (1) Analyze how biophysical, institutional, and political dimensions shape global environmental problems
- (2) Assess and evaluate the ways in which diverse actors engage in international environmental politics
- (3) Synthesize information about an issue from multiple, identifiable perspectives
- (4) Produce a well-researched position paper that effectively communicates sound and logical arguments from the perspective of one actor's position
- (5) Integrate collaborative approaches in learning, leadership, and problem-solving endeavors

Course Format:

The course is designed to facilitate active learning. We meet two times per week to engage in discussions and other collaborative learning activities. Our course TA will have group and individual office hours to provide students with an opportunity to clarify key concepts and applications, as well as work on course deliverables with assistance from the TA.

Team-based Approach: Students will work in teams throughout the course. The purpose of these teams is to: (1) cultivate student expertise in three areas they are interested in (topic, theme, and actor); (2) practice critical thinking skills through peer tutoring; and, (3) facilitate development of teamwork skills.

How will our learning be assessed?

To achieve our common learning objectives, requirements include active participation, analytical memos, contributions to the negotiation simulation, and a position paper. *****Assignment details and rubrics for each assessment will be provided at least two weeks in advance of the due date.*****

Participation (15%): Contribution to class learning. Assessment includes consideration of regular in-class contributions, in-class assignments and activities, as well as self-assessments. Additional details are available in the assignment packet.

Analytical Memos (30%): Three analytical memos. Each student will sign up to write three analytical memos related to the course materials (Topic Memo; Theme Memo; Actor Memo) that reflect systematically and articulate these reflections for yourself and your colleagues. Students will post these memos to the course website by 9:00 am on their selected due dates. Additional details are available in the assignment packet.

Position Paper (40%): In preparation for the negotiation simulation, each student will research, analyze, and draft and revise a 12 to 15-page position paper for the party they are representing in the negotiation. Additional details are available in the assignment packet.

Negotiation Simulation (15%): The final part of our course will be an extended negotiation simulation. Through the negotiation simulation, students will gain perspective on how different actors negotiate diverse problems and interests, bringing together their developing knowledge on topics and themes into the negotiation. Each student will advance the interests of their assigned parties while also working together to produce a written agreement by the end of the simulation, with the objective to generate a new multilateral environmental agreement that all parties will sign on to. During the simulation debrief, each student will also give one 4-minute presentation on their party in class. Students will be assessed based on their preparation and participation in the negotiation simulation, their contributions to the final agreement.

Research Participation

Research Study Participation Requirement (to appear on syllabi of relevant courses)

Students enrolled in this course are required to complete a research assignment that can include up to 4 hours of research study participation. This spring it will require that students set up times to complete participation in on-line surveys. Students will learn how studies are conducted and will receive a synopsis at the conclusion of the quarter describing the study's goal, result, and relevance to the class. Students who prefer not to participate in research may opt for an alternative that entails reading a book chapter about political science research and writing a five page reaction paper. The typical chapter is about 20 pages and thus reading it and writing a five-page paper should take approximately four hours.

During the first week of the quarter, students will receive an e-mail asking them whether they prefer study participation or the alternative assignment. The e-mail will also include details on how to

complete either requirement. Failure to complete the requirement during the quarter will result in an incomplete. Failure to complete the requirement during the following quarter will result in a failing grade for the class. Note that if you are enrolled in multiple classes that require participation, you only need to satisfy the requirement one time. Also, if you already completed the requirement in another course in a previous quarter, you are excused from the requirement.

<i>Assessments</i>	<i>Learning Objective</i>	<i>Weight</i>
Collaborative Learning	1, 2, 5	15
Analytical Memos	1, 4	30
Position Paper	3, 4	40
Negotiation Simulation	2, 3, 5	15
TOTAL		100

Our Contract

By enrolling in this course, you and I are entering into a contract with each other. I will work hard to be prepared, enthusiastic, fair, and respectful of every student and their opinions. I will be accessible and try my best to return graded materials after no more than two weeks. If you have read this far in the syllabus, please post a picture of a Goldman Prize Winner and a statement of why you selected them on the Leadership discussion board in Canvas. By enrolling in the class, you have agreed to (1) attend and prepare for class, (2) actively demonstrate your commitment to furthering your learning by asking questions and joining in class discussions, (3) read the assigned material and complete assignments on time, (4) comply with class policies established in this syllabus, and (5) uphold Northwestern University's commitment to academic integrity (see <http://www.northwestern.edu/provost/policies/academic-integrity/>).

Course Policies

A complete set of course policies, including technology, grading, attendance, academic integrity, and accommodations is available on Canvas.

Disclaimer: This syllabus is a living document. I reserve the right to adjust the schedule, readings and assignments as appropriate and/or necessary. You are responsible for checking Canvas for updates.

Course Materials

The following materials are required for this course and are available at the Norris Bookstore. Student Enrichment Services offers advice on how to find and afford our course materials. Please visit <http://www.northwestern.edu/enrichment/>

- Kate O'Neill (2017). *The Environment and International Relations*, 2nd edition. Cambridge University Press: Cambridge, UK. ISBN-13: 978-1-107-67171-3.
 - The readings from this book are noted as **O'Neill** in the reading assignments.
 - *Older editions are available but may not have all of the same chapters. Please compare the table of contents to make sure you have access to the readings.*
- Morin, Jean-Frederic and Amadine Orsini, eds. (2021). *Essential Concepts of Global Environmental Governance*. Routledge: New York, NY. ISBN: 978-0-367-41869-4

- The readings from this book are noted as **GEG** in the reading assignments.
- The library does have an electronic version of this book but is only accessible one user at a time.
- *Older editions are available but may not have all of the same chapters. Please compare the table of contents to make sure you have access to the readings.*
- Additional materials available through Canvas.
- Library Guide for Environmental Studies: <http://libguides.northwestern.edu/environmentalstudies>
- Course Website developed by past students: <https://sites.northwestern.edu/globalenvironmentalpolitics>

Course Reading Guide

Our course readings are an important part of your learning experience in this class. All of the readings are required unless otherwise noted. As you read, you should question and critique all of the readings I have assigned. **Do not simply take them at face value.** I have not selected them because I agree with everything written or expect that you will agree. They have been chosen to expose you to a diversity of viewpoints and I expect that we will have a wide variety of opinions and questions related to each of the readings. You should know the authors' arguments, but you should approach the readings and class lectures with a healthy degree of skepticism. For each assigned reading, you should annotate the text. I highly recommend you save your summary annotations along with the citation in Zotero or EndNote.

How should I focus my attention on the readings? Your goal in reading is not to memorize all of the details of the chapter or article, but instead to be able to do the following:

- (1) Identify and define key concepts and terms: What new concepts, theories, and variables are important to know in order to understand this work?
- (2) Articulate the main question(s) and argument the author makes: What is this work about? What is the topic? What is the author trying to explain?
- (3) Interrogate the logic of the argument: What assumptions does the author make? How do these assumptions contribute to the author's explanation? What is doing the explaining and how?
- (4) Identify the strengths and weaknesses of the work: What is wrong with the argument? How can it be improved?
- (5) Describe the evidence and/or approach the author uses: What empirical evidence does the author provide to support the argument? Is it convincing?
- (6) Link the reading to the core questions for our session: How does this reading help me answer the core questions for each class session (see detailed reading schedule)?

Note: Readings in the GEG book are designed to help you quickly learn about key concepts and issues in global environmental governance. As such, they are not designed to articulate arguments with evidence, but instead summarize current research on the topics. Your goal in reading these entries is to be able to identify and define key concepts and their relationships with other key concepts and topics in our class.

COURSE SCHEDULE OVERVIEW (Tu/Th)

Date	Topic	Reading	Assignments
4/1 (Th)	Introduction and Course Overview	GEG Selections	Read syllabus
4/6 (Tu)	Global Environmental Issues in an Unequal World	O'Neill Chapter 1 GEG Selections	
4/8 (Th)	The Challenge of the Global Commons	O'Neill Chapter 2 GEG Selections	<ul style="list-style-type: none"> ● Deadline to sign up for Analytical Memos
4/13 (Tu)	Actors in Global Environmental Politics	O'Neill Chapter 3 GEG Selections	<ul style="list-style-type: none"> ● Analytical Memos by 9:00 am (assigned students)

		Additional readings (see detailed schedule)	<ul style="list-style-type: none"> • Deadline to sign up for Negotiation Party
4/15 (Th)	Non-state Actors	O'Neill Chapter 7 GEG Selections Additional readings	<ul style="list-style-type: none"> • Analytical Memos by 9:00 am (assigned students)
4/20 (Tu)	International Regimes and Regime Design	O'Neill Chapter 4 GEG Selections Additional readings	<ul style="list-style-type: none"> • Analytical Memos by 9:00 am (assigned students)
4/22 (Th)	Impacts and Effectiveness	O'Neill Chapter 5 GEG Selections Additional readings	<ul style="list-style-type: none"> • Analytical Memos by 9:00 am (assigned students)
4/27 (Tu)	Human and Ecological Security <i>Guest Speaker: Erika Weinthal</i>	GEG Selections Additional readings	<ul style="list-style-type: none"> • Analytical Memos by 9:00 am (assigned students)
4/29 (Th)	Equity, Rights, and Justice	GEG Selections Additional readings	<ul style="list-style-type: none"> • Analytical Memos by 9:00 am (assigned students)
5/4 (Tu)	Global Economic Governance <i>Guest Speaker: Shana Starobin</i>	O'Neill Chapters 6, 8 GEG Selections Additional readings	<ul style="list-style-type: none"> • Analytical Memos by 9:00 am (assigned students)
5/6 (Th)	Negotiating Multilateral Environmental Agreements	GEG Selections Additional readings	<ul style="list-style-type: none"> • Analytical Memos by 9:00 am (assigned students)
**5/11 (Tu)	DRAFT POSITION PAPER DUE		Position Paper – submit through Canvas by 9:00 am
5/11 (Tu)	Simulation Preparation	Simulation materials	
5/13 (Th)	Simulation Day 1	Simulation materials	
5/18 (Tu)	Simulation Day 2	Simulation materials	
5/20 (Th)	Simulation Day 3	Simulation materials	
5/25 (Tu)	Simulation Day 4	Simulation materials	Class Zero Draft due by 12:20 pm
5/27 (Th)	Simulation Debrief	Simulation materials	
**5/31 (M)	STUDENT PRESENTATIONS DUE		Upload Recorded presentation – submit through Canvas by 9:00 am
6/1 (Tu)	Wrap-up – LAST CLASS	O'Neill Chapter 9 GEG Selections Student Presentations	
6/3 (Th)	READING WEEK – make-up class (if needed)		
**6/9 (W)	REVISED POSITION PAPER DUE		Revised Position Paper Due by 9:00 am

Detailed Reading Schedule

Class #1: Course Overview

Core Questions: *What are global environmental politics? What does international cooperation on the environment look like?*

Common Readings (approx. 43 pages):

- Syllabus
- Course Policies
- Conca, Ken. 2015. *An Unfinished Foundation: the United Nations and Global Environmental Governance*. Chapter 1: The Global Environment and the Four Pillars of the UN System. Oxford: Oxford University Press.
- GEG Selections: (1) United Nations Environment Programme; (2) World Environment Organization; (3) Sustainable Development; (4) High-Level Political Forum on Sustainable Development; (5) Sustainable Development Goals

Class #2: Global Environmental Issues in an Unequal World

Core Questions: *How did the environment become an international political issue? What are different ways of explaining international cooperation on the environment? What role does inequality play in shaping global environmental politics?*

Common Readings (46 pages):

- O'Neill Chapter 1: Introduction: The Environment and International Relations
- GEG Selections: (1) Anthropocene; (2) Common Heritage of Humanity; (3) Emerging countries; (4) Global environmental governance studies; (5) Least developed countries; (6) Sustainable Development Goals; (7) Markets; (8) Science; (9) Environmental justice; (10) Human and environmental rights; (11) Security

Class #3: The Challenge of the Global Commons

Assignments:

- Deadline to sign up for Analytical Memos

Core Questions: *What are different ways of explaining global environmental problems?*

Common Readings (57 pages):

- O'Neill Chapter 2: Global Environmental Problems
- GEG Selections: (1) Global public good; (2) Tragedy of the commons; (3) Sovereignty
- UNEP GEO-6 Summary for Policymakers (28 pages)

Class #4: Actors in Global Environmental Politics

Assignments: Analytical Memos

- Analytical Memos
- Deadline to sign up for Negotiation Party

Core Questions: *How do different actors impact and influence international environmental politics?*

Common Readings (approx. 43 pages):

- O'Neill Chapter 3: Actors in Global Environmental Politics
- GEG Selections: Secretariats
- Cullen-Unsworth, L. et al. 2017. "How local ecological knowledge can save endangered and rare animals." *The Conversation*, November 30, 2017. Available online: <https://theconversation.com/how-local-ecological-knowledge-can-save-endangered-and-rare-animals-87284>

Topics (Pick 2 Topics and read the associated readings)

Biodiversity:

Lynn, W. 2015. "Setting aside half the Earth for rewilding: the ethical dimension." *The Conversation*, August 26, 2015. Available online: <https://theconversation.com/setting-aside-half-the-earth-for-rewilding-the-ethical-dimension-46121>

Climate Change:

Ivanova, M. 2015. "Paris Climate Summit: Why women need more seats at the table." *The Conversation*, November 20, 2015. Available online: <https://theconversation.com/paris-climate-summit-why-more-women-need-seats-at-the-table-50116>

Hazardous Waste:

O'Neill, K. 2017. "Will China's crackdown on foreign garbage force wealthy countries to recycle more of their own waste?" *The Conversation*, December 13, 2017. Available online: <https://theconversation.com/will-chinas-crackdown-on-foreign-garbage-force-wealthy-countries-to-recycle-more-of-their-own-waste-81440>

Transboundary Water:

Paisely, R.K. 2017. "Why the 11 countries that rely on the Nile need to reach a river deal soon." *The Conversation*, August 27, 2017. Available online: <https://theconversation.com/why-the-11-countries-that-rely-on-the-nile-need-to-reach-a-river-deal-soon-75868>

Additional readings (recommended, not required):

Betsill, Michele M., and Harriet Bulkeley. "Cities and the multilevel governance of global climate change." *Global Governance: A Review of Multilateralism and International Organizations* 12.2 (2006): 141-159.

Coolsaet, Brendan, and John Pitseys. "Fair and Equitable Negotiations? African Influence and the International Access and Benefit-Sharing Regime." *Global Environmental Politics* (2015).

Witter, R. et al. 2015. "Moments of influence in global environmental governance." *Environmental Politics*.

Class #5: Non-state Actors

Assignments: Analytical Memos

- Analytical Memos

Core Questions: *What explains non-state actor influence in international environmental politics?*

Common Readings (approx. 38 pages):

- O'Neill Chapter 7: Non-state Global Environmental Governance
- GEG Selections: Businesses and corporations, Epistemic communities, Indigenous peoples and local communities, Influential individuals, Nongovernmental organizations, Partnerships, Transgovernmental networks

Class #6: International Regimes and Regime Design

Assignments: Analytical Memos

- Analytical Memos

Core Questions: *What explains international cooperation amongst states? Under what conditions do regimes emerge? What factors shape regime design?*

Common Readings (approx. 43 pages):

- O'Neill Chapter 4: State-led Global Environmental Governance
- GEG Selections: Compliance and implementation, Effectiveness, Ozone regime, Regional governance, Institutional interactions, Nonregimes, Private regimes, Regimes
- *Oceans and Marine* GEG selections: Antarctic Treaty regime, Fisheries governance, Law of the Sea Convention, International Whaling Convention

Topics (Pick 2 Topics and read the associated readings; approx. 5-7 pages/topic):

Biodiversity:

GEG selections: Biodiversity regime, CITES, Conservation and preservation, Wetlands Convention

Climate Change:

GEG selections: Adaptation, Arctic Council, Climate change regime, Desertification Convention,

Hazardous Waste:

GEG selections: Dumping, Hazardous Chemicals Convention, Hazardous wastes regime, Persistent Organic Pollutants Convention

Transboundary Water:

GEG selections: Ecosystem services, Transboundary air pollution regime, Transboundary water regime, Wetlands Convention

Class #7: Impacts and Effectiveness

Assignments: Analytical Memos

- Analytical Memos

Core Questions: *How does science effect global environmental politics? How do scientists and experts shape international cooperation around global environmental problems?*

Common Readings (approx. 45 pages):

- O'Neill Chapter 5 (26 pages)
- Karvonen, A. and R. Brand. 2014. "Expertise: Specialized knowledge in environmental political and sustainability." Chapter 17 (p. 215-228) in Harris, P. (ed.) *Routledge Handbook of Global Environmental Politics*. (13 pages)
- GEG Selections: Adaptation, Assessments, Audits, Reporting
- Review GEG selections previously assigned: Compliance and Implementation, Effectiveness, Science

Class #8: Human and Ecological Security

Guest Speaker: Erika Weinthal, Duke University

Assignments: Analytical Memos

- Analytical Memos

Core Questions: What is environmental security? What is human security? How do these concepts of security interact with an effect global environmental politics? To what extent and how do security concerns shape global environmental governance?

Common Readings (approx. 20 pages):

- Lautensach, S. and A. Lautensach. 2014. "Environmental security: international, national and human. Chapter 19 (p. 246-258) in Harris, P. (ed.) *Routledge Handbook of Global Environmental Politics*. (12 pages)
- GEG Selections: Migrants, Military conflicts, Scarcity and conflicts, Transnational crime, Scarcity and conflicts
- Review GEG selections previously assigned: Security

Class #9: Equity, Rights, and JusticeAssignments: Analytical Memos

- Analytical Memos

Core Questions: What is justice in global environmental politics? To what extent and how do (and should) justice concerns shape global environmental governance?

Common Readings (approx. 21 pages):

- Temper, L. 2017. "Globalizing environmental justice: Radical and transformative movements past and present." Chapter 39 (p. 490-501) in Holifield, R. et al (eds.) *Routledge Handbook of Environmental Justice*. (11 pages)
- Marion Suiseeya, Kimberly R., Laura Zanotti, and Kate Haapala. "Navigating the spaces between human rights and justice: cultivating Indigenous representation in global environmental governance." *The Journal of Peasant Studies* (2021): 1-25.
- GEG Selections: Common but differentiated responsibility, Common Heritage of Mankind, Global deliberative democracy, Human and Environmental Rights, Liability, Participation
- Review GEG selections previously assigned: Justice

Class #10: Global Economic Governance

Guest Lecture: Shana Starobin, Bowdoin College

Assignments: Analytical Memos

- Analytical Memos

Core Questions: What is the role of markets in global environmental politics? To what extent and how do markets shape global environmental governance? What role *should* markets play?

Common Readings (approx. 81 pages):

- O'Neill Chapters 6, 8 (61 pages)

- Kochtcheeva, L. 2014. "Globalization and the environment: Markets, finance, and trade." Chapter 22 (p. 284-294) in Harris, P. (ed.) *Routledge Handbook of Global Environmental Politics*. (12 pages)
- GEG Selections: Kuznets curve, Labeling and certification, Polluter pays principle, Sustainable Development, Taxation, Technology transfer, World Bank, World Trade Organization
- Review GEG selections previously assigned: Markets

Class #11: Negotiating Multilateral Environmental Agreements

Assignments: Analytical Memos

- Analytical Memos

Core Questions: *What explains the outcomes of multilateral negotiations? What comprises multilateral negotiations and how do agency and structure impact the outcomes of negotiations?*

Common Readings (approx. 35 pages):

- UNEP. 2007. *Multilateral Environmental Agreement Negotiator's Handbook*. UNEP: Nairobi, Kenya. **Read the following pages: xi-xii; Section 1 (1-1 – 1-11); Section 4 (4-1 – 4-16)**
- GEG Selections: Negotiating coalitions, Summit diplomacy, Treaty negotiations, Secretariats, Shaming

Theme Readings (Pick 2 themes, approx. 7-9 pages/theme):

Justice:

GEG selections: Common but differentiated responsibilities, Common heritage of mankind, Human and environmental rights, Global deliberative democracy, Liability, Participation

Markets:

GEG selections: Aid, Kuznets curve, Labeling and certification, Polluter pays principle, Taxation, Technology transfer

Science:

GEG selections: Assessments, Carrying capacities paradigm, Population sustainability, Precautionary principle, Preventative action principle, Technology transfer

Security:

GEG selections: Disasters, Dispute resolution mechanisms, Migrants, Military conflicts, Scarcity and conflicts, Transnational crime

Tuesday, 5/11: POSITION PAPERS DUE AT 9:00 AM

Class #12: Negotiation Simulation Preparation

Common Readings (approx. 39 pages):

- UNEP. 2007. *Multilateral Environmental Agreement Negotiator's Handbook*. UNEP: Nairobi, Kenya. **Read the following pages: Section 2.1, 2.2 (pages 2-1 – 2-3), Section 2.4 (pages 2-18 – 2-22), Section 3.6 (pages 3-80 – 3-97), Section 5 (pages 5-1 – 5-15)**
- Simulation documents

Classes #13-16: Negotiation Simulation

Tuesday, 5/25: ZERO DRAFT due at 12:20 pm

Classes #17: Negotiation Simulation Debrief

Monday, 5/31: RECORDED PRESENTATIONS DUE AT 9:00 AM

Class #18: Looking Forward in Global Environmental Politics

Core Questions: What does the future of global environmental politics hold? To what extent and how can different epistemological and ontological orientations help forge a more cooperative and productive future for solving global environmental problems?

Common Readings (approx. 25 pages):

- O'Neill Chapter 9 (11 pages)
GEG Selections: Critical political economy, Deep ecology, Ecocentrism, Ecofeminism, Ecological modernization, Liberal environmentalism, Post-environmentalism, Reflexive governance

Wednesday, 6/9: REVISED POSITION PAPERS due at 9:00 am