

**ERS 404 / PSCI 432 – Global Environmental Governance
Course Outline**

Course instructor:

Ian Rowlands (EV2-2026; ext. 32574; irowlands@uwaterloo.ca)

Office hours: ‘many’ Tuesdays and Wednesdays from 1-2pm – see LEARN site (Calendar) for details

Teaching assistant:

Caitlin Scott (c7scott@uwaterloo.ca)

Office hours: by appointment

Meetings:

Lectures (for all): Tuesdays from 10:30am-12:20pm in EV1-350

Tutorials: Section 101 – Wednesdays from 2:30pm-3:20pm in HH-123

Section 102 – Wednesdays from 3:30pm-4:20pm in HH-123

(Please note that – in the interests of group cohesion – students are only permitted to attend the tutorial in which they are enrolled.)

Course website:

Course information will be delivered through the UW-LEARN system. Students will submit assigned work through this website, and receive feedback on the same through it as well.

Pre-requisite:

The pre-requisite for the course is at least 3A standing.

Course purpose and learning objectives:

The recognition that some environmental challenges transcend national boundaries has encouraged peoples from different countries to work together in response. Consequently a range of international and transnational – and often global – structures to address environmental challenges are now in place. These include formal organisations (like the United Nations Environment Programme) as well as informal institutions (that is, implicit ‘rules of the game’).

These global structures inevitably interact with other ‘levels’, like the national and the local. Not only do sub-global positions influence the shape of global agreements (for example, one country’s views may be particularly influential in the development of an international agreement), but so too do global structures impact sub-global activities (for example, that same global agreement may restrict the options from which a local business or city hall may choose). A better understanding, therefore, of international, transnational and global responses to environmental challenges is useful for many different kinds of ‘environmental activity’.

Thus, the purpose of this course is to examine the ways in which world society is striving to address environmental challenges by means of ‘global governance’ – that is, international, transnational and global institutions and organisations intended to deal with international and global environmental issues. It will do so by examining the ways in which international, transnational and global structures have evolved over time, as well as examining specific organisations and other actors active in global environmental governance today. The management of specific global environmental challenges will also be investigated.

More specifically, coming out of this course, students should have developed capabilities in the following areas:

- a broad understanding of contemporary discussions and debates related to the practice and theory of global environmental governance;

- an in-depth understanding of selected contemporary discussions and/or debates related to particular practices and/or theories of global climate governance;
- an ability to summarise effectively advanced discussions explaining outcomes in global environmental governance; and
- an ability to critique succinctly, supported by evidence and logic, a variety of perspectives on global environmental governance.

Course assessment:

The course will be assessed by eight elements. Full details regarding expectations for most items are provided in individual 'rubrics', available on the course website.

1) Attendance and participation – 15%

2) Reading critique – 10%

Over the course of the term, each student will prepare one critique of one assigned reading of their choice. Note that the reading critique will be due before 11:59pm on the Monday after the appropriate Wednesday tutorial. (The exact due date will thus be a function of the reading selected by the student.)

3) Take-home essay answer (distributed on Friday, 6 February at 8:30am; due before Friday, 13 February at 11:59pm) – 15%

4) In-class test (Tuesday, 31 March from 10:30am-11:30am in EV3-4412) – 15%

This will cover course material from 10 February to 24 March (inclusive). It will consist of questions requiring short answers, and more information about the structure and contents of the in-class test will be provided in tutorial on 25 March.

Climate change assignment

During the course of the term, students will have a series of linked assignments in which they adopt the 'persona' of a transnational actor in the global politics of climate change. (Note that selection by students will be on-line, and will begin on Monday, 19 January at 8:30am.) They will develop and articulate their actor's position through four separate elements:

5) Organisation - overview paper (due before Friday, 27 February at 11:59pm) – 10%

6) Organisation - public position (due before Monday, 16 March at 11:59pm) – 10%

This will consist of an opinion article, a newspaper advertisement, an audio commercial or a video presentation.

7) Organisation - conference actions (during the lecture period on Tuesday, 24 March) – 5%

8) Organisation - internal position paper (due before Monday, 6 April at 11:59pm) – 20%

Note on late submissions:

Late submissions will be penalised 5 per cent (of the 100 per cent available for that particular assignment) for each day (or part thereof) late. Please note that the LEARN system 'time-stamps' submissions, and 'late' will be considered anything after the deadline time (even, for the record, 'one minute'). Additionally, submissions will not be accepted after seven days (beyond the due date) have lapsed. Alternative arrangements may be made in exceptional circumstances (usually related to medical emergencies supported by documentation). As soon as students realise that their assignment may be submitted late, they are encouraged to contact the course instructor.

Appropriate student behaviour and other notes:

Consequences of academic offences:

A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Within ENV, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties which may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Students are strongly encouraged to review the material provided by the university’s Academic Integrity office (see: <http://uwaterloo.ca/academicintegrity/Students/index.html>).

Research ethics: Please also note that the ‘University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office’s Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.).’ If your research involves humans as participants, then please contact the course instructor for guidance and see <http://iris.uwaterloo.ca/ethics/>.

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Religious observances: As appropriate, students need to inform the course instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Course readings:

All readings are either available in the required course book -- Jennifer Clapp and Peter Dauvergne, *Paths to a Green World: The Political Economy of the Global Environment, Second Edition* (Cambridge, MA: MIT Press, 2011), which is available for purchase from the UW Bookstore – or are available electronically, either through UW course reserve (CR) or at a particular website (WEB).

Course schedule:

Overview

6 and 7 January – Introduction and history

13 and 14 January – Concepts

19 January – Student selection of ‘climate change actor’ begins

20 and 21 January – Strong states

27 and 28 January – Intergovernmental organisations

3 and 4 February – Not-for-profit organisations

6 February – Take-home essay answer assignment distributed

10 and 11 February – Transnational corporations

13 February – Take-home essay answer assignment due

17 and 18 February – No meetings (Reading Week)

24 and 25 February – International trade and financing

27 February – Climate change overview paper due

3 and 4 March – Global climate change (and assignments)

10 and 11 March – Global food governance

16 March – (Climate change) Organisation – public position assignment due

17 and 18 March – Global energy governance (and presentations)

24 and 25 March – Climate change conference

31 March and 1 April – In-class test and Prospects

6 April – (Climate change) Organisation – internal position paper assignment due

Details of lectures and tutorials

Topic	Tuesday (lectures)	Wednesday (tutorials)
<i>Introduction and history</i>	<p>6 January</p> <p>- course introduction; empirical issues of relevance; history of global environmental politics</p> <p><u>Required readings:</u></p> <p>1) Clapp and Dauvergne, pp. 48-72.</p> <p>2) Gill Seyfang, ‘Environmental Mega-conferences: From Stockholm to Johannesburg and Beyond’, <i>Global Environmental Change</i> (Vol. 13, 2003), pp. 223-28 – CR.</p> <p>3) Steven Bernstein, ‘Rio+20: Sustainable Development in a Time of Multilateral Decline’, <i>Global Environmental Politics</i> (Vol. 13, No. 4, 2013), pp. 12-21 – CR.</p>	<p>7 January</p> <p>Discussion of readings and lecture material from 6 January</p>
<i>Concepts</i>	<p>13 January</p> <p>- thinking about international relations; using theory; variables of interest</p> <p><u>Required readings:</u></p> <p>1) Clapp and Dauvergne, pp. 1-18.</p> <p>2) Liliana B. Andonova and Ronald B. Mitchell, ‘The Rescaling of Global Environmental Politics’, <i>Annual Review of Environment and Resources</i> (Vol. 35, 2010), pp. 255–82 – CR.</p>	<p>14 January</p> <p>Discussion of readings and lecture material from 13 January</p>

<p><i>Strong states</i></p>	<p>20 January</p> <p>- the role of the nation-state; particularly powerful states; shifts over time; a bipolar world?</p> <p><u>Required readings:</u></p> <p>1) Robert Falkner, ‘The Nation-State, International Society, and the Global Environment’, in Robert Falkner (ed), <i>The Handbook of Global Climate and Environment Policy</i> (Chichester, UK: John Wiley & Sons, Ltd., 2013), pp. 251-267 - CR.</p> <p>2) Maximilian Terhalle and Joanna Depledge, ‘Great-Power Politics, Order Transition, and Climate Governance: Insights from International Relations Theory’, <i>Climate Policy</i> (Vol. 13, No. 5, 2013), pp. 572-588 – CR.</p>	<p>21 January</p> <p>Discussion of readings and lecture material from 20 January</p>
<p><i>Intergovernmental organisations</i></p>	<p>27 January</p> <p>- expectations of intergovernmental organisations; United Nations Environment Programme; post ‘Rio+20’ organisational agenda</p> <p><u>Required readings:</u></p> <p>1) Maria Ivanova, ‘UNEP in Global Environmental Governance: Design, Leadership, Location’, <i>Global Environmental Politics</i> (Vol. 10, No. 1, February 2010), pp. 30-59 – CR.</p> <p>2) Maria Ivanova, ‘Reforming the Institutional Framework for Environment and Sustainable Development: Rio+20’s Subtle but Significant Impact’, <i>International Journal of Technology Management & Sustainable Development</i> (Vol. 12, No. 3, 2013), pp. 211–231 – CR.</p>	<p>28 January</p> <p>Discussion of readings and lecture material from 27 January</p>
<p><i>Not-for-profit organisations</i></p>	<p>3 February</p> <p>– kinds and examples of nongovernmental organisations; increasing power and exercising influence; a ‘transformative influence’ in global environmental governance?</p> <p><u>Required readings:</u></p> <p>1) John McCormick, ‘The Role of Environmental NGOs in International Regimes’, in Regina S. Axelrod, Stacy D. VanDeveer and David Leonard Downie (eds), <i>The Global Environment: Institutions, Law, and Policy, Third Edition</i> (Washington, DC: CQ Press, 2011), pp. 92-110 – CR.</p> <p>2) David Humphreys, ‘NGO Influence on International Policy on Forest Conservation and the Trade in Forest Products’, in Michele M. Betsill and Elisabeth Corell (eds), <i>NGO Diplomacy: The Influence of Nongovernmental Organisations in International Environmental Organisations</i> (Cambridge, MA: MIT Press, 2008), pp. 150-176 – CR.</p>	<p>4 February</p> <p>Discussion of readings and lecture material from 3 February.</p>

<i>Trans-national corporations</i>	<p>10 February</p> <p>- ‘greening of business’; transnational corporations’ operations; business lobbying in international negotiations</p> <p><u>Required readings:</u></p> <p>1) Clapp and Dauvergne, pp. 161-191.</p> <p>2) Amandine Orsini, ‘Thinking Transnationally, Acting Individually: Business Lobby Coalitions in International Environmental Negotiations’, <i>Global Society</i> (Vol. 25, No. 3, 2011), pp. 311-329 – CR.</p>	<p>11 February</p> <p>Discussion of readings and lecture material from 10 February.</p>
<i>Reading week</i>	<p>17 February</p> <p>No lecture.</p>	<p>18 February</p> <p>No tutorials.</p>
<i>International trade and financing</i>	<p>24 February</p> <p>– the need for international trade; the need for international finance; the impacts of both; the World Trade Organization; the World Bank</p> <p><u>Required readings:</u></p> <p>1) Clapp and Dauvergne, pp. 127-160.</p> <p>2) Clapp and Dauvergne, pp. 193-225.</p> <p>3) Bruce Rich, <i>Foreclosing the Future: Examining 20 Years of the World Bank’s Environmental Performance</i> (London: Bretton Woods Project, October 2013) – WEB (http://www.brettonwoodsproject.org/wp-content/uploads/2013/10/At-Issue-Bruce-Rich-FINAL.pdf).</p>	<p>25 February</p> <p>Discussion of readings and lecture material from 24 February</p>
<i>Global climate change (and assignments)</i>	<p>3 March</p> <p>- science and international politics of global climate change; discussion of final assignments for the course</p> <p><u>Required reading:</u></p> <p>1) Pamela S. Chasek, David L. Downie and Janet Welsh Brown, (part of) ‘Chapter 3: The Development of Environmental Regimes: Chemicals, Wastes, and Climate Change’, in <i>Global Environmental Politics, Sixth Edition</i> (Boulder, CO: Westview Press, 2014), pp. 151-170, 367-369 – CR.</p>	<p>4 March</p> <p>Discussion of readings and lecture material from 3 March</p>
<i>Global food governance</i>	<p>10 March</p> <p>– issues in ‘global food governance’; key actors and their perspectives; contemporary issues</p> <p><u>Required readings:</u></p> <p>1) Jennifer Clapp, ‘Chapter 1: Unpacking the World Food Economy’, in <i>Food</i> (Boston, MA: Polity, 2012), pp. 1-23 – CR.</p> <p>2) Doris Fuchs and Agni Kalfagianni, ‘The Causes and Consequences of Private Food Governance’, <i>Business and Politics</i> (Vol. 12, No. 3 October 2010), pp. 1319-1327 – CR.</p>	<p>11 March</p> <p>Discussion of readings and lecture material from 10 March</p>

<p><i>Global energy governance (and presentations)</i></p>	<p>17 March</p> <ul style="list-style-type: none"> - issues in ‘global energy governance’; the International Energy Agency (IEA) and the International Renewable Energy Agency (IRENA) compared; should Canada join IRENA? - student presentations <p><u>Required readings:</u></p> <ol style="list-style-type: none"> 1) Ann Florini and Benjamin K. Sovacool, ‘Who Governs Energy? The Challenges Facing Global Energy Governance’, <i>Energy Policy</i> (Vol. 37, No. 12, December 2009), pp. 5239-5248 – CR. 2) Johannes Urpelainen and Thijs Van de Graaf, ‘The International Renewable Energy Agency: A Success Story in Institutional Innovation?’, <i>International Environmental Agreements</i> (2013) – CR. 	<p>18 March</p> <p>Discussion of readings and lecture material from 17 March</p>
<p><i>Climate change conference</i></p>	<p>24 March</p> <ul style="list-style-type: none"> - student presentations 	<p>25 March</p> <p>In-class test review and preview</p>
<p><i>Prospects</i></p>	<p>31 March</p> <ul style="list-style-type: none"> - in-class test (in EV3-4412) - move to usual classroom (EV1-350) at end of in-class test - what next for global environmental governance?; course evaluation <p><u>Required readings:</u></p> <ol style="list-style-type: none"> 1) Clapp and Dauvergne, pp. 227-249. 2) Frank Biermann, ‘Curtain Down and Nothing Settled: Global Sustainability Governance after the “Rio+20” Earth Summit’, <i>Environment and Planning C: Government and Policy</i> (Vol. 31, No. 6, 2013), pp. 1099-1114 – CR. 	<p>1 April</p> <p>Discussion of readings and lecture material from 31 March</p>

Ian Rowlands, December 2014.