

ERS 404: GLOBAL ENVIRONMENTAL GOVERNANCE

Winter 2020

Instructor: Dr. Andrea Collins

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Office Hours: By Appointment

Contact Policy: Given various responsibilities and commitments, I am not always able to answer emails immediately. Anticipate hearing back from me within 1-2 business days. All emails regarding ERS 404 should include the course code in the subject line, for instance: "ERS 404: Question about Week 10 reading".

Course Description: Our contemporary environmental crises do not operate in a political vacuum. Though efforts are made at all levels of society to address environmental issues, many of the challenges we face require transboundary coordination and governance. This course begins to unpack the various the challenges of governing environmental issues across international borders. Students will learn about conventional sites of state-based government, international organizations and agencies as well as emerging forms of governance, including private governance and the role of non-state actors. Students will develop a sense of the various political interests that influence global environmental governance and the challenges to enacting effective governance.

Pre-Requisites: *At least 3A.*

Course Objectives:

By the end of this course, students should:

- Define and apply key concepts in contemporary global governance
- Describe the different kinds of global governance actors and their roles
- Understand global environmental issues in greater depth and the presence or absence of appropriate governance mechanisms
- Analyze different forms of global environmental governance and assess their effectiveness
- Communicate key political challenges through both writing and public presentation.

University Regulations:

Cross-listed course:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4,

<http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>

Intellectual Property:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Accommodation for Students with Disabilities:

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1401, 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 AS Office at the beginning of each academic term.

TurnItIn:

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, and are subject to the USA PATRIOT ACT, 2001; therefore, students must be given an alternative (e.g., scaffolded assignment or annotated bibliography) if they are concerned about their privacy and/or security. Students will be due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

Texts:

O'Neill, Kate. *The Environment and International Relations*. 2nd Edition. Cambridge: Cambridge University Press, 2017. [*This text is available for purchase at the University of Waterloo bookstore and may also be available at the Feds Used Bookstore.*]

Selected articles and book chapters, available on UWLearn and/or through the University of Waterloo Library.

MARK BREAKDOWN:

Live Q&A Attendance and/or Discussion Board	10%
• Weeks 2-8	
Mid-term Test	20%
Group Video Essay	15%
• Due Friday at 5 p.m. before Week 9, 10, or 11	
Group Research Paper	25%
• Due 14 days after Class Discussion of Video Essay	
Peer Reviews of Video Essays	5%
• Weeks 9, 10 and/or 11 by Thursday at 5:00 p.m.	
Final Take Home Exam	25%
• Due Wednesday, April 21 st at 5:00 p.m.	

Course Requirements, Expectations, and Standards:

Live Q&A Attendance and/or Discussion Board – 10%

Every week, there will be a live question and answer (Q&A) and discussion session for 50-80 minutes. This is your opportunity to meet with me and your fellow students for a live discussion. You can participate via chat or unmute yourself if you prefer. These sessions **will not be recorded**, so I hope you will feel as though you can participate as if it were an in-person class. If you attend for all or most of the time (i.e. at least 75% of the session), you will earn 1 point.

However, I do realize that you may not be able to participate live sessions during the term. Or you may simply not want to attend. If that is the case, you can also choose to participate in a discussion board. Only those posting in the discussion board can see the posts. If your post answers the discussion prompt and reflects engagement with the material, you will earn 1 point for this instead.

You can earn only 1 point per week, but you are welcome to both attend class and participate in the discussion board (though you may find it repetitive). There are 10 weeks (Weeks 2-11) to earn points, but you only need to participate in 9 weeks to earn 100% (Learn will automatically drop the lowest grade).

If at any point during the term you are concerned about your attendance grade, please contact me. It is best to discuss with me early in the term to resolve any issues or concerns so that we may come up with alternatives if need be.

Mid-Term Take-Home Test – 20%

A mid-term test will be released at the end of Week 5. The exam will involve essay question(s) covering the first five weeks of the term. You will have until 5 p.m. on Tuesday, Feb. 23rd to submit your answers. You may use all of the course resources to answer the questions, but you must work independently. Tests will be submitted to TurnItIn for similarity checking. If you would like to opt-out of TurnItIn, please notify me before Week 5 so that we can arrange for a separate meeting to discuss your answers. More details on test format will follow.

TERM RESEARCH PROJECT

This term, you will be part of an expert team on a complex global environmental issue and the various ways in which it is governed. You will do this by developing a video essay to present to the class and then writing a group research paper about this topic.

Each group will have 3 team members. Each group will pick one topic from the following list and focus on this issue all term, applying concepts and lessons learned in class to develop their video essay and write their research paper.

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|---|--|
| 1. Global Greenhouse Gas Emissions | 11. Global Food Security |
| 2. Ocean Conservation Governance | 12. Biological Diversity |
| 3. Oceans, Acidification and Climate Change | 13. Habitat Loss |
| 4. International Seabed Management | 14. Wetlands |
| 5. Global Fisheries Management | 15. Deforestation |
| 6. Whaling | 16. Desertification |
| 7. International Food Safety & Standards | 17. Electronic Waste (E-Waste) |
| 8. The Trade in Endangered Species | 18. Hazardous Waste |
| 9. Land Rights and Governance | 19. Transboundary Air Pollution |
| 10. Transnational Agricultural Investment | 20. Transboundary Water Pollution |
| | 21. Persistent Organic Pollutants (POPs) |

Video Essay - 15%

You and your group members will work together to develop a recorded presentation in Learn that:

1. Clearly **describes your issue** and its causes/drivers.
2. Explains the **global/transnational/transboundary dimensions** of your topic to the rest of the class.
3. Outlines **which actors are involved** in the governance or management of this issue,
4. What is most **interesting and/or challenging** about governance in this area,
5. A suggested **action** that needs to be taken to address these issues. You can **be creative** here: your suggested action could be a call to your classmates, or imagine your classmates to be world leaders, industry titans, environmental activists, etc.

The strongest video essays will have developed a compelling illustration issue area and its governance challenges or successes.

Each video essay should be **about 15-20 minutes in length**. You can be as creative as you like with your presentations, so long as you are accomplishing all 5 tasks listed above. You can also include links to additional video or audio clips for the rest of the class to watch or listen.

Videos will be recorded using the Bongo Video Assignment function in LEARN. You can work collaboratively in this space and at times that work best for you. However, your final recording must be ready to present to the class **by the Friday before class** (i.e. by Friday afternoon at 5 p.m. Eastern Time) in the week that your group selects. Please be considerate of your classmates' time and submit your video essays on time. Late penalties will apply.

The presentation will be evaluated based on its clarity and coherence. A rubric will be available on Learn.

Note: Everyone in the group needs to contribute to the presentation, but this doesn't just mean speaking in your video essay recording. For example, credit for the design of the presentation, writing scripts, organizational and coordination skills, revision, etc. These "behind-the-scenes" contributions should be detailed in a Credits slide at the end of your video essay.

During the week your video essay is submitted, the live session of the class will be used to discuss and ask questions about each essay – approximately 15-20 minutes of class will be used to discuss each presentation. This discussion is designed to help you as you prepare to write your research essay, so your whole group is encouraged to attend. If no one from your group can attend the live class, please pay extra close attention to your peer review comments and notes from Prof. Collins.

Group Research Paper – 25%

Building off of the research you have done for the video essay, this research paper will assess the power and relative effectiveness of different actors in governing, influencing, or reforming the issue area you have been researching all term. Advance a **scholarly argument** (i.e. backed by good, peer-reviewed evidence that you find) about why or how these governance actors are or are not effective in the global governance of your issue area. You will likely need to narrow down your research topic and that is perfectly acceptable (and encouraged!). You may find it useful to choose a specific region or issue related to your topic to make research more manageable.

You do not need to document every single type of governance actor in your issue area, but you should establish why the actors and/or institutions you have chosen are important to discuss. Keep in mind different levels and forms of governance when analyzing your issue,

and be sure to describe the level(s) at which these actors operate and define the type(s) of actors you are interested in.

Each essay must refer to **at least three different kinds of global governance actors** that you have learned about during ERS 404: states, IOs, NGOs, TNCs, social movements, scientists and research institutions, religious leaders or organizations, etc. Be sure to address the influence and power wielded by these different actors and how they interact with each other.

Research essays should be **3500 – 4000** words long, double-spaced, written in 12 pt. font and have a cover page with your names, chosen topic, and the course information. Please include a separate references page formatted according to APA formatting standards. Your references page will not count towards the word count.

Research Essays should cite **at least 12 reputable sources** to write your paper, including **at least 7 peer-reviewed academic sources**. Academic sources include research journal articles and books/book chapters with academic presses (e.g. Routledge, Palgrave MacMillan, Polity Press, university presses, etc.). There is no upper limit to the number of sources you may cite. Be sure that your research encompasses the study of global politics and not just the scientific literature about your research area.

The research essay will be **due 14 days after the Live Q&A session** about your essay so you can take time to incorporate changes before you submit the final assignment.

More information and advice for writing your research essay will be available online later in the term.

PEER REVIEWS – 5%

Once the Video Essays begin, you will be expected to watch all of the video essays and participate in the live Q&A or discussion board conversations about the presentations. In addition, **you will need to write peer reviews for five (5) different video essays**. Your reviews will be anonymous to the presenters, but I will be able to see your name associated with the reviews. Your reviews will be evaluated based on the **level of engagement** with the video essay (i.e. do your comments suggest that you paid attention?), how **constructive your feedback** is (i.e. are you specific about what they did well or what might need improvement, further research or clarity), and **tone** (i.e. is your review professionally written and respectful of the presenters?).

Peer reviews must be completed by Friday at 5 p.m. during their presentation week so that the research team has sufficient feedback before writing their paper.

The reviews are anonymous so that you can provide honest and respectful feedback to your peers. The goal is to provide constructive feedback so that they may write a strong paper and perhaps improve their presentations in the future. Assume that everyone is doing their best and offer feedback in this spirit. The anonymity provided by peer review is not an opportunity to be cruel or hurtful. If you submit any reviews with abusive or derogatory language, you will automatically receive a zero for this grade and may be in violation of Student Discipline Policies (see above).

FINAL TAKE HOME EXAM

The final exam will ask you to integrate lessons from the entire term, which may include the lectures, guest lectures, readings, and the research presentations. The exam will be due during the exam period on **Wednesday, April 21st at 5:00 p.m.**

Late Policy:

All late essays will be deducted 5% per day and will not be accepted 10 days after the initial due date. Late submissions will also be returned later than submissions made on time.

No exams will be accepted outside of the 72-hour grace period (see policy below).

Grace Period:

Life happens and often interrupts our best laid plans for the term. This is always true, but more obvious during the COVID-19 pandemic. For this reason, all of the written assignments – *the mid-term exam, the research paper and the final exam* – have an automatic **3-day grace period** following the due date. There will be no penalty applied for assignments handed in within 72 hours of these due dates. You do not need to provide documentation to take advantage of this grace period – these days are just to acknowledge that things happen, and sometimes you need this breathing room.

The Grace Period **does not apply to**: discussion board attendance, video essays, or the peer reviews. All of these are time sensitive and must be completed on time.

If you have or develop long-term issues that affect your academic performance and you need more than the 3-day grace period to stay caught up, you should contact your Undergraduate Advisor and/or AccessAbility Services to help you arrange for accommodations. In SERS, the Undergraduate Advisor is Patti Bester. She is amazing.

SCHEDULE:

Week 1 – January 13 – Introduction to the Course: What is “global environmental governance”?

Week 2 – January 20 – A History of Global Environmental Governance: Grappling with Global Environmental Problems

Week 3 – January 27 – States as Governance Actors & Shifts in Global Politics
Featuring Guest Lecture with Dr. Aaron Ettinger, Department of Political Science, Carleton University

Week 4 – February 3 – Multilateral Environmental Agreements, International Laws, and Regimes

Week 5 – February 10 – Intergovernmental Organizations
Featuring Guest Lecture with Dr. Ian Rowlands, AVP International, University of Waterloo

Take Home Mid-term Test Released

Reading Week – Feb. 13 – 21 – No Classes

Week 6 – February 24 – Transnational Corporations

Week 7 – March 3 – Non-Governmental Organizations, Social Movements, Experts, and Civil Society & Modes of Non-state Governance

Week 8 – March 10 – Global Environmental Justice, Equity & Resistance

***** March Study Days – March 13 – 16******

Week 9 – March 17 – Research Presentations and Discussion
- Video Essays due Friday, March 12th at 5:00 p.m.

Week 10 – March 24 – Research Presentations and Discussion
- Video Essays due Friday, March 19th at 5:00 p.m.

Week 11 – March 31 – Research Presentations and Discussion
- Video Essays due Friday, March 26th at 5:00 p.m.

Week 12 – April 7 – The Future of Global Environmental Governance
• No Discussion Board this week. Live Q&A is optional to attend.