

# GGOV 628/ERS 604/PSCI 604: ADVANCED TOPICS IN GLOBAL ENVIRONMENTAL GOVERNANCE

Fall 2021

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**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. To ensure I respond quickly, be sure to email me using LEARN.

**Course Description:** This course examines the ways in which environmental challenges are being addressed by means of 'global governance' - that is, international organizations and institutions intended to deal with these environmental challenges. Concepts are investigated both to help analyze the relative strengths and weaknesses of existing structures and to suggest ways in which alternative forms of global governance might advance sustainability. Specific organizations and other actors presently active in global environmental governance are given particular attention, as is the management of selected global environmental challenges.

## **Course Objectives:**

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

- Describe contemporary debates in the field of global environmental governance
- Understand new and emerging modes of environmental governance
- Develop in-depth knowledge about key policy areas in global environmental governance
- Conduct independent research and analysis of global environmental politics
- Communicate research findings to an interdisciplinary audience.

## **Texts:**

- Conca, Ken. *An Unfinished Foundation: The United Nations and Global Environmental Governance*. Oxford University Press, 2015.
- Green, Jessica F. *Rethinking Private Authority: Agents and Entrepreneurs in Global Environmental Governance*. Princeton University Press, 2014.

- Ciptet, David, J. Timmons Roberts & Mizan Khan. *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Global Environmental Inequality*. MIT Press, 2015.

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

## **MARK BREAKDOWN:**

Attendance & Participation	15%
Discussion Papers & Questions (3 x 10%)	30%
Paper Proposal – Due Fri. Oct. 8 <sup>th</sup> by 5 p.m.	10%
Research Presentation	10%
Research Paper – Due Fri. Dec. 10 <sup>th</sup> by 5 p.m.	35%

## **Course Requirements, Expectations, and Standards:**

### **Online Attendance – 5%**

Each week will include virtual synchronous discussions of the readings and an online discussion board. You will earn one attendance point for doing a minimum of one discussion post each week OR for attending the live session. You can absolutely do both (and you are encouraged to do so!), but there is only one attendance point to be earned each week.

You are encouraged to post your first comment/question prior to the live discussion. You will get much more out of the live discussion if you are actively participating in the discussion boards and keeping up with the readings. However, there is no penalty if you post after the live discussion, so long as you post before the forum closes.

### **Participation Grade – 10%**

In addition to the “attendance” in the discussion, I will also award a grade for the overall quality of your participation at the end of the term. This will include both the quality of attendance of any live sessions that you attend and the quality of any posts to the discussion board throughout the term.

The quality of contributions – either in the live session or in the discussion board – will be judged based on your engagement with the readings, the questions being posed and what other students and myself are posting or saying in the seminar discussion. This isn’t to say that your contributions need to be perfect articulations of every idea, but that the

contributions show that you are making a good effort, are engaged with the readings, demonstrating original thought, and meaningfully engaging with others' ideas as well. Discussion posts that simply reiterate other students' ideas or briefly state agreement or disagreement will not score well.

Do note that the online discussion forums are **not anonymous**, and the live sessions will be recorded. UWaterloo's academic integrity policies apply in the Discussion Forums, which means not only that you should provide credit for words and ideas that are not yours, but also that you should act ethically and appropriately. Refer to Policy 71 for the details.

### **Discussion Papers and Questions – 3 x 10%**

During 3 weeks of the term, you will be responsible for writing up a short response to the readings (i.e. maximum one-page single-spaced, 12 pt. font). These responses should engage with that week's reading assignment. You may also engage with any optional readings if you are so inclined. We will establish the schedule in Week 1.

You may find it useful to consider the following questions as you write your response: what ideas/arguments are articulated? What is their significance (if any)? What evidence is presented? What does the author(s) emphasize or overlook? What do you make of these ideas/arguments in the context of other readings from the course, other courses, the world at large? Are the arguments/ideas confusing? Are you more or less convinced by the arguments being made by the author(s)?

At the conclusion of your one-pager, pose at least one discussion question. You will submit your paper to the drop box and post your discussion question to the discussion board 24 hours before the live class begins. We will use your discussion question(s) in our weekly discussion. You are encouraged to attend during your weeks to help facilitate discussion, but live attendance is not mandatory.

### **Research Proposal – 10%**

Each student will prepare a proposal for the research paper. The proposal should include:

- A research question or puzzle about global environmental governance.
  - Aim to develop a research question that is analytical instead of just descriptive. For example, you might pose questions about causes, origins, or consequences of a particular issue or institution.
- A justification for the research question. Why is this significant? What is the 'so what'?
- What are the sections into which your paper will be divided?
- A short, annotated bibliography of 3-5 sources. Your annotations should describe why these sources are significant for your research question.
- A longer list of sources that you have gathered but haven't necessarily yet read for the paper.

The total length of this assignment should be about 2 pages, double-spaced (not including the additional source list). **Proposal due Friday, October 8<sup>th</sup> at 5 p.m.**

### **Research Presentations – 10%**

During the final weeks of the term, everyone will prepare a short 12-15 presentation of their research topic using the Virtual Assignment tool in LEARN. Assignments must be published on Learn **by 5 p.m. on the Friday before your presentation week**. Your presentation should involve question prompts for the audience; you may also ask for specific advice on how to strengthen your research paper. We will discuss your questions and the presentations in the live session and on the discussion boards.

### **Research paper 35%:**

Each student will write a research paper (3500-4000 words, not including references) on one aspect of global environmental governance of their own choosing. The paper should have a clear scholarly argument accompanied by analysis that is related to themes or issues covered in the course. Your argument should be backed up with the use of literature and data and should be properly referenced. You may refer to readings assigned for this course but must include additional research from a variety of sources – as above, academic articles and books, official websites, and NGO websites – which should be properly referenced.

**Paper due Friday, Dec. 10 at 5 p.m. Eastern Time**

### **Late Policy:**

All late assignments 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. Discussion questions that are not posted to LEARN 24 hours before class begins will automatically earn a 0%.

### **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:** <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.

DRAFT – SUBJECT TO CHANGE

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:**

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.

## **SCHEDULE:**

### **Week 1 – January 13 – Introduction to the Course**

#### *Required Reading:*

- Green, Jessica F. and Thomas N. Hale. “Reversing the Marginalization of Global Environmental Politics in International Relations: An Opportunity for the Discipline.” *PS: Political Science & Politics* 50, no. 2 (2017): 473–79.
- Steffen, Will et al., “Trajectories of the Earth System in the Anthropocene,” *PNAS* 155:33 (August 14, 2018), [www.pnas.org/cgi/doi/10.1073/pnas.1810141115](http://www.pnas.org/cgi/doi/10.1073/pnas.1810141115)
- Whetung, Madeline. “(En)gendering Shoreline Law: Nishnaabeg Relational Politics Along the Trent Severn Waterway.” *Global Environmental Politics* 19, no. 3 (2019): 16–32.

### **Week 2 – Understanding IR Theory and Actors in Global Environmental Politics**

#### *Required Readings:*

- O’Neill, Kate, “Introduction: The Environment and International Relations,” *The Environment and International Relations, 2<sup>nd</sup> Edition*. Cambridge University Press, 2017. Pg. 1 – 27 (On LEARN).
- Hale, Thomas, “Transnational Actors and Transnational Governance in Global Environmental Politics” *Annual Review of Political Science* 2020 23:1, 203-220. <https://www-annualreviews-org.proxy.lib.uwaterloo.ca/doi/10.1146/annurev-polisci-050718-032644>
- Widerberg, O. and Pattberg, P. (2017), Accountability Challenges in the Transnational Regime Complex for Climate Change. *Review of Policy Research*, 34: 68-87. <https://doi-org.proxy.lib.uwaterloo.ca/10.1111/ropr.12217>

#### *Suggested Readings:*

- Clapp, Jennifer and Dauvergne, Peter. *Paths to a Green World*. Ch. 3 – The Globalization of Environmentalism. [Available on LEARN]

### **Week 3 – Assessing Global Environmental Governance**

- Biermann, Frank. (2021) “The future of ‘environmental’ policy in the Anthropocene: time for a paradigm shift,” *Environmental Politics*, 30:1-2, 61-80, DOI: [10.1080/09644016.2020.1846958](https://doi.org/10.1080/09644016.2020.1846958)
- Bernstein, Steven. The absence of great power responsibility in global environmental politics. *European Journal of International Relations*. 2020; 26(1):8-32. doi: 10.1177/1354066119859642
- Ivanova, Maria. “Fighting Fire with a Thermometer? Environmental Efforts of the United Nations.” *Ethics & International Affairs* 34, no. 3 (2020): 339–49. doi:10.1017/S0892679420000404
- Najam, Adil. (2005) “Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement”, *International Environmental*

*Agreements*, 5(3): 303-321. <https://doi-org.proxy.lib.uwaterloo.ca/10.1007/s10784-005-3807-6>

- Seyfang, Gill. 'Environmental Mega-conferences: From Stockholm to Johannesburg and Beyond', *Global Environmental Change* (Vol. 13, 2003), pp. 223-28.

*Suggested Readings:*

- Biermann, Frank and Philipp Pattberg. "Global Environmental Governance: Taking Stock, Moving Forward." *Annual Review of Environment and Resources* 33, no. 1 (2008): 277-94.
- Keohane, R., & Victor, D. Cooperation and discord in global climate policy. *Nature Clim Change* 6, 570-575 (2016). <https://doi-org.proxy.lib.uwaterloo.ca/10.1038/nclimate2937>

**Week 4 – Global Inequality and Global Environmental Politics**

*Required Readings:*

- Klinsky, Sonja, Timmons Roberts, Saleemul Huq, Chukwumerije Okereke, Peter Newell, Peter Dauvergne, Karen O'Brien, Heike Schroeder, Petra Tschakert, Jennifer Clapp, Margaret Keck, Frank Biermann, Diana Liverman, Joyeeta Gupta, Atiq Rahman, Dirk Messner, David Pellow, Steffen Bauer, "Why equity is fundamental in climate change policy research," *Global Environmental Change*, Volume 44, 2017, Pages 170-173, <https://doi.org/10.1016/j.gloenvcha.2016.08.002>
- Newell, Peter. 2008. The Political Economy of Global Environmental Governance. *Review of International Studies* 34(3): 507-529.
- Okereke, Chukwumerije and Coventry, Philip. (2016), Climate justice and the international regime: before, during, and after Paris. *WIREs Climate Change*, 7: 834-851. <https://doi.org/10.1002/wcc.419>
- Suiseeya, Kimberly R. Marion. "Negotiating the Nagoya Protocol: Indigenous Demands for Justice." *Global Environmental Politics* 14, no. 3 (2014): 102-24.

**Week 5 – An Unfinished Foundation, Ch. 1 - 3**

***Reading Week – October 11-15 – No Classes***

**Week 6 – An Unfinished Foundation, Ch. 4 – 6**

*Optional Reading, Weeks 4 and 5:*

- Najam, Adil. "The Case Against a New International Environmental Organization", *Global Governance: A Review of Multilateralism and International Organizations* 9, 3 (2003): 367-384, doi: <https://doi-org.proxy.lib.uwaterloo.ca/10.1163/19426720-00903008>
- Ivanova, Maria. 'Coloring the UN Environmental: The Catalytic Role of the UN Environment Programme', *Global Governance* (Vol. 26, 2020), pp. 307-324. <https://doi-org.proxy.lib.uwaterloo.ca/10.1163/19426720-02602007>

**Week 7 – Rethinking Private Authority, Introduction & Ch. 1 – 3**

**Week 8 – Rethinking Private Authority, Ch. 4 – 6**

*Optional Reading, Weeks 7 and 8:*

- Witter, Rebecca, Kimberly R. Marion Suiseeya, Rebecca L. Gruby, Sarah Hitchner, Edward M. Maclin, Maggie Bourque, and J. Peter Brosius. "Moments of Influence in Global Environmental Governance." *Environmental Politics* 24, no. 6 (2015): 894–912.
- Abbott, Kenneth W., Jessica F. Green, and Robert O. Keohane. "Organizational Ecology and Institutional Change in Global Governance." *International Organization* 70, no. 2 (2016): 247–77.

**Week 9 – Power in a Warming World, Ch. 1 - 5**

**Week 10 – Power in a Warming World, Ch. 6-10**

*Optional Reading, Weeks 9 and 10:*

- Cox, Robert W. "Gramsci, Hegemony and International Relations: An Essay in Method." *Millennium*. 1983;12(2):162-175. doi:10.1177/03058298830120020701
- Okereke, Chukwumerije, Harriet Bulkeley, and Heike Schroeder. "Conceptualizing Climate Governance Beyond the International Regime." *Global Environmental Politics* 9, no. 1 (2009): 58-78. muse.jhu.edu/article/259159.
- Kuyper, J.W., Linnér, B.-O. and Schroeder, H. (2018), Non-state actors in hybrid global climate governance: justice, legitimacy, and effectiveness in a post-Paris era. *WIREs Clim Change*, 9: e497. <https://doi.org/10.1002/wcc.497>

**Week 11 – Research Presentations and Discussion**

**Week 12 – Research Presentations and Discussion**