Global Environmental Governance – Fall 2010
ERS 604, GGOV 620, PSCI 604
This class meets Tuesdays, 9:30 a.m. -12:20 p.m., in EV1 225 (UW).

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Course Purpose: This course aims to survey international and transnational efforts to respond to environmental challenges. Some of these take the form of formal institutions and initiatives by governments, while others appear at the level of environmental discourses or informal institutions. We will survey the ways nation-states' formal initiatives have evolved over time, as well as their intersection with non-state actors and phenomena. While most of the course focus is at the global level, global initiatives are typically both carried out by actors and institutions who are grounded in lower levels like the national and local, and depend on those levels for implementation of any global developments.

The course aims to prepare students to conduct research and analysis in the field of global environmental governance. This is done through close evaluation of recent texts that show the field's history and leading edge, as well as assignments that ask the student to carry out and present a research project.

Readings: All readings for this course will be available on e-reserves. Many can also be accessed through the electronic journals feature of the UW library. If you have any trouble accessing readings, please contact the instructor as soon as possible.

Course Assessment: Marks for the course will be based on six components (detailed below). All assignments must be completed to receive a passing mark for the course.
Participation – 15%
Literature brief – 15%
Institution/Policy brief – 15%
Research paper proposal and bibliography – 10%
Research paper – 30%
Research presentation – 15%

1) Participation – Since this course is a seminar, its quality depends on you to read the assigned works carefully and come to class prepared to discuss them. You should be able to summarize the major question, methodology, empirical scope, and arguments of each reading. You should also actively engage them, comparing the readings to each other, evaluating them, linking them to other material in the course, and so on. Oral discussion and presentation are critical skills and I expect every student to participate. You are expected to attend the entire period of each session, and half the mark for this component will be earned by your physical presence in class. The other half of the mark will be based on participation in the discussion that shows your engagement with the course materials.

2) Literature brief – Each student will summarize and analyze the readings (supplemented by two additional readings of their choice) for a particular week. This summary will be sent electronically to the class, and will form part of your classmates' assigned readings for the week. Therefore it is due on the Friday before the particular week. About 1/3 of your analysis should be spent collectively describing the readings and their arguments, while 2/3 of the essay should analyze their importance/significance/value for the study and practice of global environmental governance. The total length, not including references, should be about 1200 words.

3) Institutional/Policy brief – Each student will write about 1200 words on a key institution/initiative in global environmental governance (see **I/PBs** in readings list). For this brief, you should outline the key facts about the initiative or institution and the main activities with which it is associated, and debates that exist around that institution or initiative. You should devote approximately 1/3 of the paper to outlining the background and structure of the institution or initiative, and 2/3 to analysis and discussion of its importance in global environmental governance. Please include references in this brief. Your sources should be varied – from academic articles and books, official websites, and NGO websites.

4) Research paper proposal and bibliography – Each student will prepare a proposal for the research paper to be completed as part of the course assignments. You are strongly encouraged to talk with the professor as you identify and develop your research question. The proposal should include:
- The research question – this should identify a puzzle about global environmental governance that does not have an immediately obvious answer, but will require research to answer it. The question should invoke an answer that is not purely descriptive, but that involves analytical questions about causes, origins, or consequences. It may build on topics of the course, but should go considerably deeper.
- Why is this an important question for the study and/or practice of global environmental governance? Justify it with respect to the theoretical and empirical stakes of the question.
- What are the sections into which your paper will be divided?
- Identify 3-5 critically important sources for your paper and briefly discuss them and their relevance to your paper. List additional sources you have located and plan to use for the paper. The total length of this assignment excluding the additional source list should be about 2 pages, double-spaced. This assignment is due on Thursday, **October 21**, by 5 p.m.

5) Research paper – Each student will prepare a research paper of 3500-4000 words in length (about 15-20 pages, double-spaced). Your paper should reflect the approved paper proposal unless you receive permission from the instructor. Your paper should have a clear research question and argument accompanied by analysis tied to the key issues and themes covered in the course. Your argument should be backed up with the use of literature and data, and consider critical alternatives responses. It should be properly referenced. You should refer to readings assigned for this course as well as additional research from a variety of sources. More information on this assignment will be handed out in class. This assignment is due on Thursday, **December 9**. With permission from the instructor, you may turn it in on December 14.

6) Research presentation - In the last two sessions of the course, each student will present his/her research findings in a short 12-15 minute presentation to the rest of the class. You should be organized, clear, and persuasive in presenting your findings. Presentations will be organized by theme to approximate panels at a conference; chairs and discussant roles will also be assigned. Your research presentation mark will reflect all of these roles.

Policies:
Late Papers: Late papers will be accepted up to one week beyond the due date, and will be marked down at a rate of 3 percentage points per day. Exceptions to these guidelines will be rare events, and usually will require documentation. Contact the course instructor immediately.

Research Ethics: If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see www.research.uwaterloo.ca/ethics/human/

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://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm
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://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm
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://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm
Academic Integrity website (Arts):
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
Academic Integrity Office (UW): http://uwaterloo.ca/academicintegrity/

Accommodation 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.

Schedule of Topics and Readings

1. Introduction to major concepts and institutions

In the first part of the course, we begin with an overview of key actors and initiatives of global environmental governance. These will include both institutions and actors specifically intended to address environmental problems as well as the economic cleavages and institutions that may complicate their efforts. The final week in this first cluster of meetings introduces some of the major concepts and theoretical approaches used by global governance scholars to address environmental topics.

9.14   Course introduction; individual introductions

9.21   Historical evolution of global environmental governance and key actors

Issues to consider: What kinds of environmental governance take place within the United Nations framework? How effective do the UN entities appear to be, and how has that changed over time? What are their purposes, and on what issues have they achieved cooperation? How do they conceive of the "environment" and of "governance"?

I/PB: United Nations Environment Programme: http://www.unep.org/
United Nations Commission on Sustainable Development:
http://www.un.org/esa/sustdev/csd/policy.htm

Seyfang, Gill. (2003) "Environmental Mega-conferences: From Stockholm to Johannesburg and Beyond", *Global Environmental Change*, 13(3): 223-28.
Ivanova, Maria. (2007) "Designing the United Nations Environment Programme: A Story of Compromise and Confrontation", *International Environmental Agreements*, 7(4): 337-361.
Wapner, Paul. (2003) "World Summit on Sustainable Development: Toward a Post Jo'burg Environmentalism", *Global Environmental Politics*, 3(1): 1-10.
Kaasa, Stine Madland. (2007) "The UN Commission on Sustainable Development: Which Mechanisms Explain Its Accomplishments?" *Global Environmental Politics* 7(3): 107-129

9.28   North-south relations and international financial institutions

Issues to consider: Is there a global common future or is the globe fundamentally split by the North-South divide? How has that divide become part of global environmental governance debates? To what extent can/have/should international financial institutions help resolve environmental governance dilemmas, and to what extent do they create them?

I/PB: World Bank (focus on environmental dimensions): http://www.worldbank.org/
Global Environment Facility: http://www.gefweb.org/

Najam, Adil. (2005) "Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement", *International Environmental Agreements*, 5(3): 303-321.
Park, Susan. (2005) "Norm Diffusion Within International Organizations: A Case Study of the World Bank", *Journal of International Relations and Development*, 8(2): 111-141.

Mee, Laurence D., Holly T. Dublin, and Anton A. Eberhard. (2008) "Evaluating the Global Environment Facility: A Goodwill Gesture or a Serious Attempt to Deliver Global Benefits?" *Global Environmental Change* 18(4): 800-810.

10.5   Major concepts of global environmental governance

Issues to consider: In this week, we back off from the substance of global environmental governance a bit to discuss how scholars have approached the topic. What do these scholars and approaches mean by each of the words of "global" "environmental" "governance"? What do they tell us are the most important analytical and empirical dimensions for studying the topic? What do these approaches marginalize or take for granted in the study of environmental governance?

Weiss, Thomas G. (2009) "What Happened to the Idea of World Government?" *International Studies Quarterly* 53(2): 253-271.
Paterson, Matthew. (2006) "Theoretical Perspectives on International Environmental Politics". In *Palgrave Advances in International Environmental Politics*, edited by M. Betsill, K. Hochstetler, and D. Stevis. Basingstoke: Palgrave Macmillan.
Newell, Peter. (2008) "The Political Economy of Global Environmental Governance", *Review of International Studies* 34(3): 507-29.
Bernstein, Steven, Jennifer Clapp and Matthew Hoffmann. (2009) "Reframing Global Environmental Governance", *CIGI Working Paper #45*, December 2009, pp.6-35.

2. Challenges (possibly) requiring global environmental governance

In this section, we take up just three of the many pressing challenges of global environmental governance. These are meant to give you a sense of how the approaches and institutions of the first section appear in the context of concrete environmental dilemmas. Throughout, we will be concerned with the question of how issues are placed on the global environmental governance agenda – and whether they properly belong there or might be better handled at other levels or through other mechanisms. Another question implicit in each of these is the importance of the North-South dimension in exacerbating the problem and blocking or enabling a solution. All should feel free to raise comparisons – especially those based on your research papers – that might illuminate the global governance challenges of these issues.

10.12   International trade and the environment

Issues to consider: Are free trade and environmental protection compatible? How has the World Trade Organization narrowed or widened the gap between these two social aims? What do the trade arguments imply about the motivations and behaviors of firms with respect to the environment, and how would you test them empirically? I include my own recent paper to show you a work in progress and to raise a very current version of the North-South issue in the debate.
I/PB: World Trade Organization (focus on environment): http://www.wto.org
If you have strong regional interests, you could also select one of the regional trade organizations, e.g., EU, NAFTA, Asean, Mercosur. See the instructor.

Grossman, Gene M. and Alan B. Krueger. (1993) "Environmental Impacts of a North American Free Trade Agreement." In *The Mexico-US Free Trade Agreement*, edited by P.M.

Garber. Cambridge, MA: The MIT Press. Selected pages.
(Also published as NBER Working Paper No. W3914, November 1991)
Hochstetler, Kathryn. (2010) "South-South Trade and the Environment." Paper prepared for
presentation at the conference "The Future of South-South Economic Relations", Boston
University, 24 September 2010.
Eckersley, Robyn. (2004) "The Big Chill: The WTO and Multilateral Environmental
Agreements", *Global Environmental Politics*, 4(2): 24-50.
Neumayer, Eric. (2004) "The WTO and the Environment: Its Past Record is Better than Critics
Believe, but the Future Outlook is Bleak", *Global Environmental Politics* 4(3): 1-8.

10.19   Global climate change and ozone

Issues to consider: What are global commons issues, and how do they present special governance
challenges? Is it possible to say that any global commons issues have been successfully
addressed? What kind of problem is global climate change? Can it be solved?
I/PB: UNFCCC/Kyoto Protocol: unfccc.int/
Montreal Protocol: ozone.unep.org/
Clean Development Mechanism: cdm.unfccc.int/

Sunstein, Cass. (2007) "Of Montreal and Kyoto: A Tale of Two Protocols", *Harvard
Environmental Law Review*, 31(1): 1-64.
Depledge, Joanna. (2006) "The Opposite of Learning: Ossification in the Climate Change
Regime", *Global Environmental Politics*, 6(1): 1-22.
Dimitrov, Radislav. (2010) "Inside Copenhagen: The State of Climate Governance." *Global
Environmental Politics*, 10(2): 18-24.
Homer-Dixon, Thomas. (2009) "The Great Transformation: Climate Change as Cultural
Change". http://www.homerdixon.com/download/the_great_transformation.pdf

10.26   Transboundary issues: toxics and biosafety

Issues to consider: How are transboundary issues different from global commons issues, and
does this affect the ability to address them internationally? Who are the most affected actors in
these topics (toxics and biosafety), what are their preferences, and how much power do they have
to determine outcomes?
I/PB: Cartagena Protocol: www.cbd.int/biosafety/
Basel Convention (or Stockholm Convention or Rotterdam Convention): www.basel.int/

Krueger, Jonathan and Henrik Selin. (2002) "Governance for Sound Chemicals Management:
The Need for a More Comprehensive Global Strategy", *Global Governance*, 8(3): 323-342.
Iles, Alastair. (2004) "Mapping Environmental Justice in Technology Flows: Computer Waste
Impacts in Asia". *Global Environmental Politics*, 4(4): 76-107.
Falkner, Robert. (2007) "International Cooperation against the Hegemon: The Cartagena
Protocol on Biosafety". In *The International Politics of Genetically Modified Food:
Diplomacy, Trade and Law*, edited by R. Falkner. Basingstoke: Palgrave Macmillan.
Pages 15-33.

3. Reforming global environmental governance: Where to find better solutions?
This final section considers global environmental governance as one among multiple alternative strategies for addressing environmental challenges. The first meeting looks directly at examples of non-state actors and initiatives that are sometimes proposed as alternatives to state-based governance and considers their possible contribution. The next tackles the "global" dimension by examining a variety of ways in which governance issues move up and down the geographic levels. We will close the course with a session that evaluates whether it would be desirable and/or possible to try to deepen the global character of global environmental governance.

11.2   Firms, NGOs, and the role of non-state actors
Issues to consider: How might non-state actors tackle global environmental problems? How effective do their initiatives appear? Do they complement or compete with states' activities? Should all of these actors and behaviors be lumped together as "non-state actors"?
I/PB: ISO 14000 Environmental Management Standards:
http://www.iso.org/iso/iso_catalogue/management_standards.htm
Equator Principles: http://www.equator-principles.com/
Greenpeace: http://www.greenpeace.org/international/
Friends of the Earth International: www.foei.org/

Clapp, Jennifer. (1998) "The Privatization of Global Environmental Governance: ISO 14000 and
        the Developing World." *Global Governance* 4(1): 295-316.
Wapner, Paul. (1995) "Politics Beyond the State: Environmental Activism and World Civic
        Politics." *World Politics* 47(3): 311-340.
Corell, Elisabeth and Michele M. Betsill (2001) "A Comparative Look at NGO Influence in
        International Environmental Negotiations: Desertification and Climate Change". *Global
        Environmental Politics* 1(4): 86-107.
Maniates, Michael. (2001) "Individualization: Plant a Tree, Buy a Bike, Save the World?"
        Global Environmental Politics 1(3): 31-52.

11.9   From the local to the global and back
Issues to consider: Environmental problems themselves cross political boundaries, and so we should not be surprised when environmental governance does as well. What are some of the ways in which environmental governance moves from local to national to regional to global levels? Is there a consistent progression up or down as environmental problems are tackled? What mechanisms account for movement? Are there any levels that seem particularly helpful or unhelpful for addressing environmental problems? Does it depend on the problem?

Rabe, Barry. (2007) "Beyond Kyoto: Climate Change Policy in Multilevel Governance
        Systems". *Governance* 20(3): 423-444.
Zeng, Ka and Josh Eastin. (2007) "International Economic Integration and Environmental
        Protection: The Case of China." *International Studies Quarterly* 51(4): 971-995.
Hochstetler, Kathryn. (2002) "After the Boomerang: Environmental Movements and Politics in
        the La Plata River Basin." *Global Environmental Politics* 2(4): 35-57.

11.16 Going *really* global
Issues to consider: To what extent do current deficiencies in global environmental governance stem from the fact that global environmental governance is insufficiently global? Is that a fact? How should global-level environmental governance be reformulated, and can it be? Is a World Environmental Organization (of the type Biermann proposes or some other kind) necessary?

Biermann, Frank. (2002) "The Case for a World Environment Organisation". *Environment* 42(9): 22-31.
Najam, Adil. (2003) "The Case Against a New International Environmental Organization". *Global Governance* 9(3): 367-384.
Biermann, Frank, Philipp Pattberg, Harro van Asselt, and Fariborz Zelli. (2009). "The Fragmentation of Global Governance Architectures: A Framework for Analysis." *Global Environmental Politics* 9(4): 14-40.
Young, Oran R. (2008) "The Architecture of Global Environmental Governance: Bringing Science to Bear on Policy." *Global Environmental Politics* 8(1): 14-32.

11.23 Student presentations – schedule to be determined

11.30 Student presentations – schedule to be determined