

GGOV 620 & ERS/PSCI 604 Global Environmental Governance Course Outline: Winter Term 2018

Course Director: Professor Jennifer Clapp

Office: EV2 Rm. 2041; on Wednesdays: BSIA 342

Office Hours: Wednesdays 1-2pm at BSIA, or by appointment on the main UW campus (I will usually be on UW campus most Thursdays).

Email: jclapp @ uwaterloo.ca

Times and Location: Wednesdays 2:30-5:20 pm in BSIA 1-31

The course is scheduled as a three-hour seminar. I will be away on January 24th, and we will not hold class on that day.

Course Information:

Calendar 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.

Detailed description and course objectives: The principal aim of the course is to provide students with an overview of the key literature and developments in the field of global environmental governance. A key objective is to prepare students to conduct research and analysis at the leading edge of the field of global environmental governance. Emphasis will be placed on new and emerging forms of global governance for the environment, including private authority and multi-level responses to environmental change, and how these new forms of governance relate to more traditional forms of governance such as international environmental agreements. To cover this range of themes, we will focus our readings on four books, each of which highlights a different aspect of global environmental governance.

The first book is *The Art and Craft of International Environmental Law*, by Daniel Bodansky (Harvard University Press, 2010). We are starting with this book because it provides an overview of the history and development of international environmental law, which is the basis for much interstate cooperation on international environmental issues. In our discussion of this book, we will consider the main drivers of international environmental problems, the key actors in global environmental governance, and key concepts in the study of international environmental cooperation, including for example: legitimacy, power, equity, and effectiveness. We will also examine a range of empirical environment problems.

The second book is *Rethinking Private Authority: Agents and Entrepreneurs in Global Environmental Governance* by Jessica Green (Princeton University Press, 2014). This book looks at the role of non-state actors in global environmental governance in greater depth. In

particular, the book focuses on a burgeoning area of global environmental governance, which is often referred to as “private authority” in which states delegate authority to private actors or where private actors generate their own sets of international environmental rules outside of the state system, including certification schemes. The author presents a theory to explain the emergence of different types of private authority in different circumstances. In our discussion of this book, we will look more specifically of the concepts of authority, legitimacy, and corporate social responsibility. Empirically, this book focuses on a range of certification schemes, including food and forest tree products, as well as climate change - specifically the Clean Development Mechanism and the Greenhouse Gas Protocol.

The third book is *Environmentalism of the Rich*, by Peter Dauvergne (MIT Press, 2016). This book steps back from the specifics of international environmental cooperation to ask the bigger question of why, given a greater awareness of global environmental issues, and a proliferation of cooperation agreements, the state of the environment is not much improved, and in many cases is worse. The book focuses on questions of consumption behaviour, and attitudes toward addressing global environmental problems, especially those emanating from rich industrialized countries, which tend to rely on greening business. In so doing, the book provides a critique of the kinds of private authority approaches that are outlined in Green’s book as being inadequate to the task. In our discussion of this book, we will examine the concepts of consumption, ecological shadows, distancing, and corporate power.

The final book is *Ending the Fossil Fuel Era*, edited by Thomas Princen, Jack Manno and Pamela Martin (MIT Press, 2015). This edited collection focuses on fossil fuels not merely as units of carbon and their impact on climate change, but rather as a force that creates ecological and social problems especially at the point of extraction. The book presents theoretical and conceptual ideas linked to fossil fuel extraction and consumption (biophysical, ethical, political, and cultural dimensions) as well as case studies of local and national movements to reduce or eliminate fossil fuel consumption, with special attention to indigenous communities and values. In our discussion of this book, we will consider the value of normative approaches to global environmental governance and political strategies for transition to a post-fossil fuel era, as well as the challenges such initiatives face.

Together, these four books cover a range of topics and approaches to the field of global environmental governance that are illustrative of the broader scholarship in this area. The first book focuses on state and institutional approaches to environmental cooperation and law; the second focuses on private actors and the ways in which they engage in global environmental rulemaking including formal and entrepreneurial mechanisms; the third provides a critique of the dominant approaches to environmental governance, including both entrepreneurial and state-based mechanisms and calls for broader approaches to collective action; and finally, the fourth book draws our attention to the biophysical, cultural, ethical, and political dynamics surrounding resource extraction, and provides a normative call for a transition to a world free from fossil fuels. The intention in choosing these books is not to advocate one approach over another, but rather to give students an overview of the breadth of the field and the dominant debates within it.

Students are encouraged to keep a notebook with key insights, questions, and commentary that arise from the readings, and use these as a basis for discussion in class.

Marks Distribution

Seminar participation – 20%
Policy/Analysis brief – 30%
Policy/Analysis brief presentation – 5%
Final paper – 40%
Final paper presentation – 5%

Expectations for each of these components is outlined below.

Seminar participation: You are expected to be present and to participate in all class sessions. Good participation is not simply a matter of speaking out in class. It involves contributions that demonstrate your engagement and connection with the course materials. This might include showing that you are making connections between different parts of the course materials and also between course materials and current events and external readings, as well as demonstration that you have carefully weighed the arguments and viewpoints expressed in readings and in class and have incorporated them into your own analysis. Each week, you are expected to have read and thought about that week's readings, and come prepared to discuss your thoughts and ideas with your classmates in a constructive and respectful manner. **In addition, three times** during the term, you are to respond to the assigned readings by providing a **short presentation of up to 5 minutes in length** that maps out your main reaction to the ideas presented in the readings, and offers **2-3 discussion questions for the group**. You are to hand in your proposed discussion questions at the time of your presentation. We will use the first meeting to develop a schedule for these short presentations.

Policy/Analysis brief: You are to write a policy or analysis brief on a key issue area, institution, or initiative in global environmental governance. The brief should be approximately 2000-2500 words in length. Each student is to write a brief on a different topic of your own choosing. For this brief, you should outline the history and background to the issue, initiative or institution, and the key activities with which it is associated. Please include references in this brief. Your sources should be varied – from academic articles and books, official websites, and NGO websites. You should also present the key debates associated with your topic, and provide your own analysis and policy suggestions if applicable. **This paper is due February 15, 2018 – in hard copy please.**

Policy/Analysis brief presentation: You will present your policy/analysis brief to the class in the weeks scheduled for those presentations (you will have approximately 12-15 minutes for this presentation). You may use PowerPoint if you wish, but it is not required. We will discuss possible topics for these briefs in the first class, and sort out topics by the second or third week of term.

Final paper: For your final paper, you will have a choice among two options. These are:

- 1) a **book review essay** that reviews a fifth book in the field of global environmental governance (title must be approved by the course instructor) in the context of the themes covered in the course;

- 2) a **research paper** on the topic of your own choosing (topic must be approved by the course instructor) that analyzes the topic in the context of the course material.

Book Review Essay option: The book review should analyze the key ideas presented in the book and clearly link them to the assigned readings (i.e. the other books we read) and themes that came up in discussions in this course (which should be properly cited where appropriate). The review essay should have a clear argument about the broader literature in the context of your review. This review should be approximately 3500-4000 words in length (excluding references). Please choose an academic book, rather than one geared to a popular audience.

Research paper option: You are to write a research paper on one aspect of global environmental governance (the specific topic is your choice). The paper is to be approximately 3500-4000 words in length excluding references. 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 should be properly referenced. You should refer to readings assigned for this course as well as additional research from a variety of sources, which should be properly referenced.

The final paper is due April 9, 2018 – in hard copy please.

Final Presentation: In the last two sessions of the course, each student will present his/her final paper (book review essay or research paper) in a short, 12-15 minute presentation to the rest of the class. You may use PowerPoint if you wish, but it is not required. The schedule for these presentations will be determined in class.

Course Reading Materials:

1. *The Art and Craft of International Environmental Law* by Daniel Bodansky (Harvard University Press, 2010).
2. *Rethinking Private Authority Agents and Entrepreneurs in Global Environmental Governance* by Jessica F. Green (Princeton University Press, 2014).
3. *Environmentalism of the Rich* by Peter Dauvergne (MIT Press, 2016).
4. *Ending the Fossil Fuel Era* Edited by Thomas Princen, Jack P. Manno and Pamela L. Martin (MIT Press, 2015).

These books are available at the University of Waterloo bookstore. These books are also on reserve at the Dana Porter Library at UW on 3-hour loan.

Assigned readings should be read *before* the relevant classes.

Schedule of Topics and Readings

January 3 – Introduction to the course

January 10 – Bodansky, chapters 1-7, pages 1-153.

January 17 – Bodansky, chapters 7-12 + conclusion, pages 154-271.

January 24 – Green, introduction + chapters 1-3, pages 1-103 (*Note: no class meeting - Professor Clapp will be out of town*).

January 31 – Green, chapters 4-6, pp. 104-181.

February 7 – Policy Brief Presentations I – schedule TBD

February 14 – Policy Brief Presentations II – schedule TBD

February 21 – No class – Reading Week – Start reading Dauvergne

February 28 – Dauvergne, chapters 1-12, pages 1-190.

March 7 – Princen, Manno and Martin, chapters 1-4, pages 1-105.

March 14 – Princen, Manno and Martin, chapters 5, 11, 12, and 13 + one other case study chapter of your choosing.

March 21 – Final presentations I – Schedule TBD

March 28 – Final presentations II – Schedule TBD

Policies:

Plagiarism: Plagiarism is an extremely serious academic offence and carries penalties varying from failure in an assignment to debarment from the University. Definitions, procedures, and penalties for dealing with plagiarism are set out on the University of Waterloo webpage (Policy #71 Student Academic Discipline Policy) at:

<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

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. Once registered with OPD, please meet with the professor, in confidence, during my office hours to discuss your needs.

STUDENT CONDUCT AND APPROPRIATE BEHAVIOUR

◆ 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).

◆ **Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here:

<http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need 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. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

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: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

◆ **Note for students with disabilities:** AccessAbility Services, <https://uwaterloo.ca/accessability-services/>, 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 AccessAbility Services at the beginning of each academic term.

◆ **Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <https://uwaterloo.ca/campus-wellness/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

◆ **Religious Observances:** Students need to inform the 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.

◆ **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. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

◆ **Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

◆ **Unclaimed assignments:** Unclaimed assignments will be retained for one year. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

◆ **Communications with Instructor and Teaching Assistants:** All communication with students must be through either the student’s University of Waterloo email account or via Learn. If a student emails the instructor from a personal account they will be requested to resend the email using their personal University of Waterloo email account.