

PSCI 4808A  
GLOBAL ENVIRONMENTAL POLITICS  
Friday 08:35-11:25 a.m.  
Please confirm location on Carleton Central

Professor: James Meadowcroft  
Office: Dunton Tower 1018  
Office Hours: Monday 13.00-14.00; Friday 11.30-12.30  
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This course examines the contested world of global environmental politics. The institutions and practices of modern environmental governance date from the early 1970s, and over the past four decades international programmes and initiatives to manage environmental burdens have proliferated. Yet the total pressure human societies place on the global environment continues to rise.

The course will draw together approaches and arguments from comparative politics, international relations, and political theory. Issues to be explored during the semester include: the evolution of environmental governance and the comparative performance of national states; changing configurations of problems, approaches and policy instruments; globalization and trans-national environmental governance; and arguments about climate change, biodiversity and growth.

### **Course Objectives**

This course aims to provide students with an understanding of global environmental politics. By the end of the course students will be able to:

- demonstrate an understanding of global environmental politics;
- demonstrate appropriate cognitive, communicative and transferable skills, including understanding complex concepts and theories, exercising critical judgement, making effective oral and written presentations, utilising specialist primary and secondary sources, and deepening their capacity for independent learning.

### **Organisation**

Twelve 3 hour classes to be held Fridays 08:35 to 11:25.

### **Assessment**

Assessment is based on the following:

15%	1500 word short paper, due Monday October 15, 2010
15%	group presentation
55%	5000 word research paper, due Friday December 3, 2010
15%	class participation

**Short paper:** This exercise involves writing a short (1500 words) response to ONE of the following statements:

- *Either:* ‘Four decades of policy intervention have done little to slow human destruction of the environment’.
- *Or:* ‘Technological innovation not value change is the key to addressing contemporary environmental challenges.’

Answers should respond directly to the statement, making a clear and structured argument and drawing in course readings and other material to strengthen the case.

**Group presentation:** Class presentations will focus on controversial issues in global environmental politics. Each student must participate in one group: this implies preparing the collective presentation and taking part in the appropriate class. The six topics for group presentations are:

1. Approaches for assessing comparative environmental performance.
2. The need (or otherwise) for an International Environment Organization.
3. The relative merits of ‘cap and trade’ and ‘carbon taxes’ to control greenhouse gas emissions.
4. Renewable power as an answer to climate change.
5. The compatibility of global trade flows with sustainability.
6. The extent to which population growth represents a real problem.

**Research paper:** This is to be an original piece of work that examines a theme related to this course in more detail. Students are encouraged to explore topics that relate to *limits to growth*, *climate change* and *biodiversity*. Topics must be approved by the instructor at an individual appointment by Thursday 21 October. In preparing this project students are expected to examine material on their specialist subject well beyond that cited in the reading list.

**Class participation:** This mark reflects the contribution made to classes over the course as a whole. This includes presentations of readings, and class discussion. Attendance, keeping up with the readings, and the quality and consistency of participation are all relevant. Students are expected to read the assigned material before class, and to attend all sessions.

All assessed components must be completed if credit is to be awarded for this course. Late essays without prior arrangement or documented medical leave will be penalized at the rate of one mark increment per day (i.e. A drops to A-, or C+ drops to C, if the work is one day late). Written work should be properly referenced and annotated.

## **Reading**

The reading listed under each topic is intended to provide an introduction to the issues involved, an anchor for the class discussion, and a basis from which students can extend their investigations. There is no single textbook for this course, but readings are available in the library and on WebCT.

## **Seminar Program**

Week 1: Introduction (September 10)

Week 2: Understanding environmental problems (September 17)

Week 3: The evolution of environmental governance (September 24)

Week 4: Policy approaches and instruments (October 1)

Week 5: International frameworks and initiatives (October 8)

Class presentation group 1

Week 6: Climate Change 1: (October 22)

Class presentation group 2

- Week 7: Climate Change 2 (October 29)  
 Class presentation group 3
- Week 8: Climate Change 3: (November 5)  
 Class presentation group 4
- Week 9: Biodiversity (November 12)  
 Class presentation group 5
- Week 10: Limits and Growth 1: (November 19)  
 Class presentation group 6
- Week 11: Limits and Growth 2: (November 26)
- Week 12: Politics, democracy and choice (December 3)

Week 1: Introduction (September 10)

The purpose of this session is to examine the structure of the course, organize seminar presentations, group projects, and initiate preliminary reflection upon substantive issues. Questions to think about: How successful has societal engagement with environmental issues been to date? What is global environmental politics?

Week 2: Understanding environmental problems (September 17)

This session considers the anatomy of modern environmental problems. It examines where they have come from and why our efforts to address them encounter so many difficulties. Questions to think about: Where do environmental problems come from? How are environmental problems constituted in the political realm? What counts as a solution to an environmental problem? How central is value change and technology development to defining and resolving environmental issues?

Core reading:

Cohen, S., *Understanding Environmental Policy* (Columbia University Press, 2006), Chapter 1: 'Understanding environmental policy'.

Patterson, M., *Understanding Global Environmental Politics: Domination, Accumulation and Resistance* (Palgrave, 2001), Chapter 3: 'The "normal and mundane practices of modernity": global power structures and the environment'.

Eckersley, R., *The Green State: Rethinking Democracy and Sovereignty* (MIT Press, 2004), Chapter 1: 'Introduction'.

Clapp, J. and Dauvergne, P., *Paths to a Green World* (MIT Press, 2005), Chapter 8: 'Paths to a green world?: Four visions for a healthy global environment'.

Week 3: The evolution of environmental governance (September 24)

This class traces the evolution of government engagement with environmental problems and identifies key features of contemporary approaches to environmental issues. Questions for reflection: What are the most pressing environmental issues faced by developed societies? How have government approaches to environmental problems changed over time?

Core reading:

Hanf, K. and Jansen, A., (eds.), *Governance and Environment in Western Europe: Politics, Policy and Administration* (Longman, 1998), Chapter 13: 'Environmental challenges and institutional changes'.

Meadowcroft, J., 'From welfare state to ecostate?', in J. Barry and R. Eckersley (eds.), *The State and the Global Ecological Crisis* (MIT Press, 2005), pp. 3-23.

Mol, A. and G. Spaargaren, 'Ecological modernization theory in debate: a review', in A. Mol and D. Sonnenfeld (eds.), *Ecological Modernization around the World* (Frank Cass, 2000).

Mazmanian, D. and M. Kraft, *Towards sustainable communities* (MIT Press, 2009), Chapter 1: the three epochs of the environmental movement'.

#### Week 4: Policy approaches and instruments (October 1)

This class focuses on approaches to policy making in a complex world. It considers some of the key issues that must be addressed if governments are to take on the ecological challenges in the 21<sup>st</sup> century. Questions for discussion: what is the significance of policy integration? Why is 'participation' so central to the new environmental paradigm. To what extent can 'economic instruments' help address environmental issues? Why are governments so reluctant to undertake ecological fiscal reform?

##### Core reading:

Lafferty, W., 'From environmental protection to sustainable development: the challenge of decoupling through sectoral integration', in W. Lafferty (ed), *Governance for Sustainable Development: The Challenge of Adapting Form to Function* (Edward Elgar, 2004), pp. 191-221.

Meadowcroft, J., 'Participation and sustainable development: modes of citizen, community, and organizational involvement', in W. Lafferty (ed), *Governance for Sustainable Development: The Challenge of Adapting Form to Function* (Edward Elgar, 2004), pp.162-190.

European Environment Agency, 'Market-based instruments for environmental policy in Europe', EEA, 2005.

Connelly, J. and G. Smith, *Politics and the Environment: from Theory to Practice* (Routledge, 2<sup>nd</sup> edition, 2003), Chapter 5: 'Choosing the means'.

#### Week 5: International frameworks and initiatives (October 8)

This class examines efforts to manage environmental problems at the international level. It considers the development of international regimes. It also explores manifestations of environmental issues in the developing world. Questions for reflection: What determines the relative success of international environmental regimes? How do environmental issues differ in North and South?

##### Core reading:

World Commission on Environment and Development, *Our Common Future* (Oxford University Press, 1987).

Vogler, John, 'In defence of international environmental cooperation', in J. Barry and R. Eckersley (eds.), *The State and the Global Ecological Crisis* (MIT Press, 2005), pp. 229-254.

Kauffman, J., 'Domestic and international linkages in global environmental politics: a case-study of the Montreal Protocol', in M. Schreurs and E. Economy (eds.), *The Internationalization of Environmental Protection* (Cambridge 1997), pp. 74-96.

Conca, K., 'Old states in new bottles: the hybridisation of authority in global environmental governance', in J. Barry and R. Eckersley (eds.), *The State and the Global Ecological Crisis* (MIT Press, 2005), pp. 181-205.

Week 6: Climate change 1: (October 22)

This session is the first of three focused on climate change. It deals with the science and politics of climate change and reviews the history of the development of the international climate regime. Questions for reflection: what uncertainties cloud the prognosis over climate change? Why has this issue proven difficult to address?

Core reading:

IPCC, Fourth Assessment Report, Summary for Policy Makers, WGI: 'The Physical Science Basis', IPCC, 2007.

OR

John Houghton, *Global Warming: the Complete Briefing*, 3<sup>rd</sup> edition (Cambridge, 2004), Chapter 5: 'Modelling the climate'; Chapter 7: The impacts of climate change; and Chapter 9 'Weighing the uncertainty'.

Molitor, M. 'The United Nations Climate Change Agreements', in N. Vig and S. Axelrod (eds.), *The Global Environment: Institutions, Law and Policy* (Earthscan, 1999).

Selin and S. VanDeveer 'Global climate Change' in N. Vig and M. Kraft, *Environmental Policy: New Directions for the Twentieth Century*, 7<sup>th</sup> edition (Congressional Quarterly Press, 2010), Chapter 12.

Week 7: Climate change 2: (October 29)

This session continues the examination of international climate change politics, focusing on the outlines for a post 2012 agreement. Questions for discussion: What are the obstacles preventing more rapid progress on the international climate change file? What is the likely shape of a post 2012 agreement? Why has Canada had so much difficulty with climate policy?

Core reading:

IPCC, Fourth Assessment Report, Summaries for Policy Makers, Working Group 2 and Working Group 3, IPCC, 2007.

Hoffmann, M. 'The global regime: current status of and *Quo Vadis* for Kyoto', Chapter 7 in S. Bernstein et al., *A Globally Integrated Climate Policy for Canada* (University of Toronto Press, 2008).

Roberts, J. and B. Parks, 'Grandfathering, carbon intensity, historical responsibility or contract/converge', Chapter 8 in S. Bernstein et al, *A Globally Integrated Climate Policy for Canada* (University of Toronto Press, 2008).

Macdonald, D., 'The failure of Canadian climate change policy: veto power, absent leadership and institutional weakness', Chapter 11 in D. VanNijnatten and R. Boardman, *Canadian Environmental Policy and Politics*, 3<sup>rd</sup> edition.

Week 8: Climate change 3: (November 5)

This final seminar on climate change deals with policy approaches for emissions reduction especially in the energy sector. Questions for discussion: what measures can be applied to control domestic emissions? How can a transformation of the energy system be secured? To what extent are 'lifestyle changes' required to address climate change?

Core reading:

Houghton, J. *Global Warming: the Complete Briefing*, 3<sup>rd</sup> edition (Cambridge, 2004), Chapter 11 'Energy and transport for the future'

Etcheverry, J. 'Local and global energy needs: towards a renewable future', in C. Gore and P. Stoett, *Environmental Challenges and Opportunities: Local-Global Perspectives on Canadian Issues* (Emond Montgomery, 2009), Chapter 10.

Conca, Ken, 'Consumption and environment in a global economy', in Princen, T., M. Maniates and K. Conca, *Confronting Consumption*, (MIT Press 2002).

Meadowcroft, J, and O. Langhelle, *Caching the Carbon: the Politics and Policy of Carbon Capture and Storage* (Edward Elgar, 2010), Chapter 11 'The politics and policy of CCS: the uncertain road ahead'.

Week 9: Biodiversity: (November 12)

This class deals with developing issue of biodiversity. After climate change, this is the most discussed global environmental issue. Questions for reflection: how did the biodiversity issue emerge on the international agenda? Why has it matured more slowly than climate change? Why does biodiversity matter?

Core reading:

Bocking, S., 'Making space for species: local and global challenges of biodiversity', in C. Gore and P. Stoett, *Environmental Challenges and Opportunities: Local-Global Perspectives on Canadian Issues* (Emond Montgomery, 2009), Chapter 2.

Raustiala, K., 'The domestic politics of global biodiversity protection in the United Kingdom and the United States', in M. Schreurs and E. Economy, *The Internationalization of Environmental Protection* (Cambridge, 1997), chapter 3.

Elgie, S., 'The politics of extinction: the birth of Canada's Species and Risk Act', in D. VanNijnatten and R. Boardman, *Canadian Environmental Policy and Politics*, 3<sup>rd</sup> edition, Chapter 14.

Millennium Ecosystem Assessment, *Ecosystems and Human Well Being: General Synthesis*, 2005, available at: <http://www.millenniumassessment.org/en/Synthesis.aspx>

Week 10: Limits and growth 1: (November 19)

This session focuses on environmental limits and the debate about economic growth. Questions for discussion: Are the arguments of the original limits to growth debate still pertinent? How do recent concerns about limits to growth differ from earlier iterations? Is 'decoupling' possible?

Core reading:

Meadows, D., D. Meadows, J. Randers and W. Behrens, *The Limits to Growth*, A Report to the Club of Rome, Pan Books 1972.

Tim Jackson, *Prosperity Without Growth* (Earthscan, 2009), Chapter 5, 'The myth of decoupling' and Chapter 6, 'The "Iron Cage" of consumerism'.

P. Victor, *Managing Without Growth* (Edward Elgar, 2008), Chapter 1, 'The idea of economic growth'; Chapter 2, 'Why manage without growth'; Chapter 9, 'The disappointments of growth'.

Hawken, P., A. Lovins and L. Lovins, *Natural Capitalism* (Little, Brown and Company, 1999), Chapter 1: 'The next industrial revolution', pp.1-23.

Week 11: Limits and growth 2 (November 26)

This session continues the discussion of limits to growth, examining some of the solutions proposed in the literature. It considers the ideas of 'green growth' and a steady state economy.

Core reading:

Netherlands Environmental Assessment Agency, *Growing within limits*, 2009. Available at: <http://www.clubofrome.at/news/sup2010/dl-01-amster.pdf>

Daly, H., 'A steady state economy', testimony to the UK Sustainable Development Commission, 2008. Available at: [http://steadystaterevolution.org/files/pdf/Daly\\_UK\\_Paper.pdf](http://steadystaterevolution.org/files/pdf/Daly_UK_Paper.pdf)

P. Victor, *Managing Without Growth* (Edward Elgar, 2008), Chapter 11, 'Policies for managing without growth'.

UNEP documents on 'Green Growth', the 'Green Economy Initiative', and 'Green jobs'. See for example: <http://www.unep.org/greeneconomy/AboutGEI/tabid/1370/Default.aspx>

Week 12: Politics, democracy and choice (December 3)

This class concludes the course with a general discussion of democratic decision making and the management of environmental burdens. Questions for discussion: What is the potential for the state to manage environmental problems in coming decades? What are the key issues to address? Are there grounds for optimism?

Core reading:

Christoff, P., 'Green governance and the green state: capacity building as a political project', in R. Paehlke and D. Torgerson, *Managing Leviathan: Environmental Politics and the Administrative State*, 2<sup>nd</sup> edition (Broadview 2005), Chapter 16.

Vig, N. and M. Kraft, *Environmental Policy: New Directions for the Twentieth Century*, 7<sup>th</sup> edition (Congressional Quarterly Press, 2010), Chapter 16, 'Towards sustainable development?'

Hunhold, C. and J. Dryzek, 'Green political strategy and the state: combining political theory and comparative history,' in J. Barry and R. Eckersley (eds.), *The State and the Global Ecological Crisis* (MIT Press, 2005), pp. 75-96.

Barry, J. and R. Eckersley, 'W(h)ither the green state' in J. Barry and R. Eckersley (eds.), *The State and the Global Ecological Crisis* (MIT Press, 2005), pp. 255-272.

### Academic Accommodations

**For students with Disabilities:** Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 15 2010 for December examinations and March 11 2011 for April examinations**.

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Course Requirements:** Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available **ONLY** if the student is in good standing in the course.

**Connect Email Accounts:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.