Course Description:

Global environmental governance has become a key term in environmental and resource politics. The environment has traditionally been approached from an institutional angle in international politics. The concept of governance helps to show how broader global political forces and trends shape environmental politics. Global environmental governance describes world politics that go beyond states as actors to include other actors such as multinational corporations, international organizations, civil society groups and networks of experts and local communities. While the concept of global environmental governance allows us to capture this multiplicity of actors, environmental governance is not a uniform political process. On the contrary, variance and fragmentation can be identified as characteristics of global environmental governance.

This seminar aims to explore these characteristics of environmental politics. It focuses on the exploration of environmental governance in various geographic contexts. It analyzes the theory and practice of "sustainable development" with a focus on the role of international financial institutions, transnational corporations, civil society organizations and trade agreements among
nation states. Some of the questions that will be addressed are: how is the term global environmental governance used? What are the implications of shifts in global political economy for ecological change? What has been the shape of environmental governance under different historical and geographical circumstances? How have international economic processes affected environmental outcomes? Who have been the actors that have determined particular forms of environmental governance? How can we think of more democratic forms of environmental governance? How and who can deliver a more effective environmental governance? Does the multiplicity of actors participating in global environmental governance imply a more democratic system or does it raise questions regarding democracy, and environmental and social justice?

We will focus on the role played by the United Nations in bringing environment into the international community; global trade and the environment; global finance and the environment, with a focus on the development of the World Bank’s environmental policy and other multilateral lending institutions such as IMF, EBRD, ADB, IADB and AfDB; and global investment and the environment, focusing on Transnational Corporations and environmental governance. In order to explore these facets of environmental governance we will look at specific environmental issues and case studies related to infrastructure and resource extraction projects. This course aims to achieve three objectives: 1) to offer a broad introduction to the growing field of global environmental governance; 2) to provide the tools that will help students to understand the links between global political economy and ecological change; and 3) to serve as a spring board for a deeper and critical analysis regarding global economic processes, and social and environmental challenges that arise from them.

Readings: The required readings for the course include journal articles and chapters from books, which can be found on reserve in MacOdrum Library. All assigned readings are compulsory unless stated otherwise.

Course Requirements

Evaluation

Attendance and participation: 30%
Reading responses: 20%
News Analysis: 10%
Essay proposal: (Due October 7, in-class) 10%
Research Essay: (Due November 18, in-class) 30%

Participation and attendance: 30%

Your participation grade will be divided between attendance and class participation. 10% will be based on attendance in weekly class. Absences will be excused if you can provide documentation (e.g. a doctor’s note). Attendance will be taken in the first half of the class. The other 20% is based on the quality of your contributions to class discussions and your ability to interact with your fellow classmates in a respectful manner. This class is of a seminar format and regular student participation is a requirement.

Reading responses: 20%

On the day of each class for 8 of the 12 weeks for which there are readings assigned, each student should submit a short (250-300 words, excluding references) response to that week’s readings to the instructor. Also one day before each class an electronic copy of the reading response should be submitted to the CU Learn site. This short piece should present your own analysis and insights on at least three or more of the readings for that week and it should fulfill one of the following tasks: a) to respond to an issue raised by the author(s), what is your assessment of the piece? Did you find it convincing, interesting, or useful in understanding the topic? Why or why not?; b) to relate the readings to the topic you are researching for your essay; c) to pick a representative quote and critiquing it in reference to other readings for the week or previous week’s readings; and/or d) to raise questions for further discussion. The primary purpose for reading responses is to generate discussions and to identify issues that need further elaboration. It should also demonstrate that you have a working knowledge of the central arguments of two or more of the readings for that week. Come prepared to read (or have your response read out) in class, and to contribute to discussions based on the readings. Failure to be present in class, at the appropriate time, to discuss your reading response results in a grade of 0 for that response. Reading responses are graded out of 2.5, with the grade depending on the quality and originality of the insights presented. Responses which do not demonstrate consideration of at least 3 readings will not receive a passing grade. Reading responses will not normally receive written feedback. Grades and occasional written feedback will be posted to CU Learn. Frequent failure to submit responses can have repercussions beyond your reading response grade. It can also be expected to affect your participation grade. Reading responses will not be accepted after 12:30 PM on Tuesday unless supported by sustainable documentation (e.g. a doctor’s note). In those cases, a hard copy of the response, along with a photocopy of the
documentation, should be submitted to the instructor. The following information should also appear on the hard copy submitted in-class to the instructor: a) your name; b) author, title or chapter of reading, publication data.

**News Analysis: 10%**

Each student is required to present one short (10 minutes) news analysis over the span of the term. Students will sign up for individual weeks at the beginning of the term and will offer an analytical briefing on an issue that is related to the theme of the week. The news could be related to the issue being discussed in that week or it can be news related to the theme but not covered by the week’s readings. The analysis is expected to be a briefing that an expert on the issue would give to a politician, a government representative, the corporate social responsibility representative of a corporation, an international organization, NGO director, or informing members of local community.

**Essay proposal: 10%**

In this assignment you are required to do preliminary research on an aspect of the themes explored in this class. The proposal is intended to assist you with developing a research question and a frame of analysis for your research essay. The proposal must include the following elements: 1) a statement topic and an explanation of how this relates to course themes; 2) a preliminary thesis suggesting the directions you will pursue in this paper; 3) a brief summary of what you have learned regarding key issues and debates in the relevant scholarly literature; 4) a proposed bibliography including seven sources (a minimum of three primary sources and four scholarly articles is required). The length of this assignment is 5 pages, double space, 12 pt font. **Note:** This assignment is expected to be of a short essay format. Essay proposals presented in a point or bullet format are discouraged and will be considered as incomplete assignments. **The essay proposal is due in class on October 7, 2014. Marked essay proposals will be returned in class on October 14, 2014.**

**Research Essay:** The research paper will be an original piece of writing using at least 12 sources including at least 7 secondary sources (i.e. academic journal articles or books, course readings are acceptable but not sufficient) and 5 primary sources (i.e. government documents, international organizations, civil society, MNCs documents). The topic has to be related to course themes and can be developed in consultation with the instructor. Papers will be graded on effectiveness of writing as well as analysis. The first marking criteria will be on the power of the argument, organization and logic. The second marking criteria will be related to research and use
of evidence and documentation. Papers that simply assemble or reiterate information, or which do not demonstrate sufficiently rigorous research will not be considered satisfactory assignments. Further details about marking criteria will be provided in-class. The essay should show that feedback received during proposal presentation has been taken into account. The paper should be 12 pt font, and between 3,000-3,500 words. Word count should be indicated. **Note: The research essay is due on November 18 in class. Marked essays will be returned in class on December 2, 2014.**

Late essays (only) may be submitted to the Political Science department’s mail box outside B640 Loeb and will be penalized one-third of a letter grade per business day (e.g. a B paper handed in two day late would be reduced to a C+). Retain a copy of all written assignments. The departmental drop box cut off time is 4 pm. Assignments submitted after 4 pm will be date stamped for the following weekday.

**SCHEDULE OF CLASS MEETINGS**

**Week 1 (September 9):** course introduction; history of global environmental politics


**Week 2 (September 16):** Nature of Environmental Governance problem, assessing limits; Environmental justice and ecological democracy


**Week 3 (September 23):** Concepts and approaches - international relations, sustainable development, “global”, “environmental”, “governance”.


**Week 4 (September 30):** Concepts and approaches (cont.) - international relations, sustainable development, globalization, and “global”, “environmental”, “governance”.


Week 5 (October 7): Strong states- the role of the nation-state; powerful states; shifts over time


Week 6 (October 14): Intergovernmental organizations - United Nations and global environmental governance; UN Commission on Sustainable Development, Rio+20.


**Week 7 (October 21):** Private environmental governance- multinational corporations; greening of business or greenwash; transparency in global environmental governance.


**October 27-31 Fall Break, classes suspended**

**Week 8 (November 4):** Civil Society – the power of NGOs; social movements; ecological democracy, environmental justice and empowering local communities


**Week 9 (November 11):** International trade- the position of the World Trade Organization; trade and environment case-studies


Week 10 (November 18): Global financing – multilateral lending, the World Bank and IMF; the World Bank’s role in sustainable development; the Global Environmental Facility; Export Credit Agencies; institutional reform and problematic projects.


**Week 11 (November 25):** Case studies - large infrastructure projects, extractive industries, transparency, human rights and implications for sustainable development.


**Week 12 (December 2):** Taking Stock - The Future of Environmental Governance


Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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).

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.

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**Grades:** Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.

**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.

**Carleton E-mail Accounts:** All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

**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 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, visit [https://www.facebook.com/groups/politicalsciencesociety/](https://www.facebook.com/groups/politicalsciencesociety/)
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.