

Carleton University
Fall 2019
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 4808A
Global Environmental Politics
Thursday 11:35am to 2:25pm
Please confirm location on Carleton Central

Instructor: Peter Andrée
Office: Loeb D691
Office Hours: Tuesdays 10:00 am to 12:00 pm or by appointment
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Calendar Description:

Global politics of transboundary environmental issues such as biodiversity protection, climate change and desertification. The perspectives, actors, institutions and economic relationships affecting international policy responses to these issues.

Purpose and Objectives:

The course aims to provide students with a solid understanding of the linkages between the global political system, the global economy, and the world's natural environment. It involves an in-depth exploration of the history, perspectives, actors, institutions and economic relationships as they relate to the environment in international relations. In particular, the course addresses the following: conceptions of environmental politics in the fields of international relations and international political economy; environmental and political implications of the relationships between states, international institutions, and the global political economy; actors in global environmental politics; the role of the environmental sciences; and the relationships between trade and environmental agreements. Throughout the course, students will be introduced to case studies of a variety of international environmental policy issues. Students will be given the opportunity to use the conceptual basis developed through the readings and class discussions to undertake in-depth analysis of the politics of a substantive global environmental policy issue of their own choice. Assignments are designed to build public policy research, critical analysis, and verbal and written communication skills. They include a mock UN negotiations session on a hypothetical global plastics convention. This course is designed as a fourth year seminar in political science. As such, students will be expected to be prepared to discuss 50+ pages of assigned readings each week, as well as to provide insights into the readings and case studies from their own areas of research and concentration.

Texts

There is one required texts for this course. It is available at Haven Books on Sunnyside Avenue.

<http://www.havenbooks.ca/>

Stevenson, Hayley. 2018. Global Environmental Politics: Problems, Policy and Practice. Cambridge University Press

Optional Field Trip (Temagami, Ontario, Sept. 19-22)

There is an optional field trip that students in this class are invited to participate in. From Thursday morning on Sept 19, to Sunday evening of September 22, a group of Carleton students will join a contingent from Trent University at Camp Wanapitei on the shores of Lake Temagami in Northern Ontario. Part outdoor adventure (with canoeing, hiking, etc.), part academic conference focused on the history and politics of environmental and Indigenous issues in Northern Ontario, this is an event not to be missed! More details can be found at: <http://www.trenttemagami.ca/> For students, the fee is only \$150 for the four days plus a share of costs for rental vehicles driving up and two meals en route. If you are interested in this optional field trip, let me know and then just register through the website. Spaces are limited. Final payment is due on Sept. 16.

Evaluation

Participation	10%
Reading responses (five due over course of semester)	15%
UN negotiation policy statement, participation and reflection (November 7 to 28)	15%
Policy research essay proposal (due for in class October 10)	15%
Policy research essay (due in class December 5)	30%
In-class pecha kucha presentation (sign up for dates via cuLearn)	15%

Participation: Your participation grade will be based on your attendance, the quality of your contributions to seminar group discussions, and your ability to interact with your fellow classmates in a respectful manner.

Reading Responses:

By noon on the day of class for five of the seven weeks for which there are assigned readings, students should submit a short (200-250 words) response to that week's readings to the course CuLearn site. This piece can do one of three things: First, you can pick a representative quote from the readings, explain what the author means, and then present your own analysis or critique of the statement, drawing in points from the other readings of the week. Second, you can discuss specific points of similarity or difference among all of the readings, being sure to bring in, and substantiate, your own point of view. Finally, you can relate the readings to your own area of research for your essays or policy statement. In any case, the response should demonstrate that you are familiar with the central arguments of all of the readings (and/or video clips) for the week while presenting and substantiating a position of your own. You can also use the response to raise questions for clarification or discussion. Each submitted response is worth 3% of your final grade. Responses will not normally receive written feedback from the instructor. Their primary purpose is to kick-start seminar discussions and to identify issues that need further elaboration, so come prepared to have your response read out in seminar, and to discuss the reading(s) it relates to. Failure to be present in class to discuss your reading response results in a grade of 0 for that response. Reading responses will not be accepted after the beginning of the relevant seminar unless supported by suitable documentation (e.g. a doctor or guidance counselor's note). In those cases, a hard copy of the response, along with a photocopy of the documentation, should be submitted to the instructor in a subsequent week.

UN Negotiation Policy Statement

Each student in the course will represent a country or other key stakeholder in a mock UN negotiation on the problem of plastic pollution. You can sign up for a particular actor via the course cuLearn site. Prior to the simulation, you must research the issue of plastics pollution, relevant policy options, and determine your country's national interest regarding these options. At the beginning of class on the first day of negotiations, you

must submit a negotiating strategy providing a rationale for initial and fallback positions. You must also submit an original opening statement outlining your preferred outcomes for the meeting (the opening statement must be able to be read within two minutes). The total submission should be under 1000 words, excluding references. The simulation will follow UN diplomatic protocol. After opening statements are presented on November 7, negotiations will take place during that class and the subsequent 2 sessions on November 14 and 21. In order to achieve the objective of establishing a new plastics convention, you will need to argue skillfully, listen carefully, offer incentives (or threats), create alliances, and make compromises that you believe will be acceptable to the actors you represent. Further instructions on the negotiations will be posted to cuLearn. There is also a reading posted on cuLearn on multiple-party negotiations which you should read before the first session. On November 28, you should also submit a short (up to 500 words) post-mortem on the experience, detailing your efforts, their effects, and what you learned from the process. 10% of your course grade is based on the written submissions, with an additional 5% for your performance in the negotiations. Please take into consideration that this assignment is as important to your classmates as it is to you. Respect the rights of others to participate, and do not deprive them of their share of the total time available.

Policy Research Essay Proposal

You are to select a specific international (whether global or regional) environmental policy issue which you will deal with in your research essay and in-class presentation. Examples of topics can be found in the list below. The goal of your essay will be to address the question: What are the factors that led to the adoption of this particular policy? In your argumentative response to this question, you should focus on what you think are the key economic, institutional and ideational factors that shaped the policy outcome, drawing on suitable academic sources to help you substantiate your argument. In the proposal, you should include, in narrative form (and not necessarily in this order): 1) A brief description of the environmental issue at stake; 2) a brief introduction to the key state and non-state actors involved in the issue; 3) a description of the key international policy relevant to your issue area (such as a convention or protocol, etc.) and the specific section(s) of the policy that you are focussing on; 4) your draft thesis statement; 5) a review of the main pieces of evidence you have found to back your claim; 6) a description of the work that you intend to do (research, analysis) to complete your paper. (Note: of these six items, the fifth should be the most substantial – up to half of the proposal). In this proposal, you must cite at least two academic journal articles or books, one (or more) of which must be a theoretical source (e.g. helping you make your argument on the politics of policy-making). You should also cite at least one government document, an international organization document, NGO material (web site or otherwise), and industry material (web site or otherwise). Citations should follow APA style. **The proposal is due via cuLearn on October 11, 11:55pm. It should be 1000-1200 words in length, with the word-count noted on the cover.**

The Policy Research Essay is due via cuLearn on December 5, 11:55pm. This essay should be 2500-3000 words in length (word count must again be indicated). It should cite at least ten sources, including at least four secondary sources (e.g. academic journal articles or books) and six primary sources (e.g. gov't documents or actor-generated documents). The essay should take into account any feedback you received on your proposal.

Late proposals and essays will be penalized one-third of a letter grade per business day (e.g. a B paper handed in two days late would be reduced to a C+).

Potential Research Topics:

Aarhus Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters

International Trade in Hazardous Waste/ Basel Convention

Persistent Organic Pollutants/ POPs Treaty
Deforestation/ Statement of Forest Principles
Biodiversity/ Convention on Biodiversity
Biotechnology/Cartagena Protocol on Biosafety/Trade Related Intellectual Property Rights (TRIPS) agreement/
Agreement on the Conservation of African-Eurasian Migratory Waterbirds
Food Safety Issues/CODEX Alimentarius/ Sanitary and Phytosanitary Measures (SPS) agreement of WTO or
NAFTA
Whaling/ IWC
Ozone Depletion/ Montreal Protocol/ Illegal trade in CFCs
Freshwater Resources/ Fishing Disputes
Transboundary Air Pollution (acid rain)/ LRTAP
Trade in Dangerous Chemicals/ PIC treaty
Endangered Species/ CITES
European Agreement Concerning the International Carriage of Dangerous Goods by Inland Waterways
Desertification/ Convention to Combat Desertification
NAFTA and the Environment/ Chapter 11
WTO and the Environment
Voluntary Industry initiatives/ ISO 14000
World Bank Environmental Policy
UNFCCC/ Paris Agreement
Etc, (See: https://en.wikipedia.org/wiki/List_of_international_environmental_agreements)

In-class presentations:

The study of global environmental politics is inherently interdisciplinary. The goal of the presentation is to show that you are acquainted with both the science and the politics of the issue you are researching for your essays. The specific objectives are: 1) to explain, in accessible language, some of the important scientific concepts, trends and debates underlying your policy research area (citing appropriate references); 2) to outline key policy debates and your analysis of past or prospective outcomes – with a focus on the argument you are developing in your research essay; and 3) to draw connections between your topic and one or more of the readings for the week. Presentations will be done in a pecha kucha format (20 slides, 20 seconds each, for a total presentation time of 6 min and 40 seconds (<https://en.wikipedia.org/wiki/PechaKucha>)). Rehearse well especially if this is your first time presenting using this format! There are lots of tips available online (e.g. <https://www.youtube.com/watch?v=viDV0gCbeXA>) Presenters should use slides (e.g. PowerPoint or Prezi) and post them to the course cuLearn site. Grading will be based on both content and style. When there is overlap in research topics from week to week, subsequent presenters are expected to make an effort to build on previous discussions rather than repeating the same material.

Schedule of course topics and readings:

Week 1: September 5

Introduction to course

Video and discussion: Six Miles Deep (https://www.nfb.ca/film/six_miles_deep/)

Week 2: September 12

Key concepts in global environmental politics

- Stevenson, Hayley. 2018. Chapters 1 and 2 of *Global Environmental Politics* (pp.1-35)

- Ostrom, E., J. Burger, and Shritopher B. Field. 1999. 'Revisiting the Commons: Local Lessons, Global Challenges'. *Science*. 284(5412):278-282 <http://science.sciencemag.org/content/284/5412/278>
- Video: Lester Brown. 2012. *Perspectives on Limits to Growth: World on the Edge* <http://www.youtube.com/watch?v=KPfUqEj5mok>
- Video: *The PRC Forum: Julian Simon*. http://www.youtube.com/watch?v=uLQoa_FA_zo

Week 3: September 19 (class cancelled – optional field trip to Temagami)

Week 4: September 26

Guest Speaker: Jay Sinha, Co-Founder of Life Without Plastic (LifeWithoutPlastic.com)

- Stevenson, Hayley. Chapters 3 and 4 of *Global Environmental Politics* (pp. 37-78)
- Video: Vandana Shiva. 2014. Decolonize the mind. <https://www.youtube.com/watch?v=-rV0soljRQk>
- Dauvergne, Peter. 2018. Why is the global governance of plastic failing the oceans? *Global Environmental Change* 51: 22-31
- Eco-Innovation Summit 2011: Philips Lighting's Harry Verhaar <http://www.youtube.com/watch?v=1F4FI4rXjYY&feature=relmfu>

Week 5: October 3

Research Methods and Approaches I

- Dauvergne, Peter, and Jennifer Clapp. 2016. Researching global environmental politics in the 21st century. *Global Environmental Politics* 16(1): 1-12.
- Stevenson, Hayley. Chapter 7 of *Global Environmental Politics* (pp.140-166)
- 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

Week 6: October 10

Research Methods and Approaches II

Stevenson chapters 8 and 9 of *Global Environmental Politics* (pp.167-223)

- Levy, David L. and Peter J. Newell. 2002. "Business Strategy and International Environmental Governance: Towards a Neo-Gramscian Synthesis." *Global Environmental Politics* 2(4): 84-101
- Dimitrov, Radaslov S. 2005. "Hostage to Norms: States, Institutions and Global Forest Politics." *Global Environmental Politics*. 5(4): 1-24

Week 7: October 17

Theorizing Science in Global Environmental Policy

- Haas, Peter. 1992. "Introduction: epistemic communities and international policy coordination." *International Organization* 46 (1):1-35.
- Video: Nova/A Hole in the Sky (3 minute excerpt) <http://www.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.antarctica/a-hole-in-the-sky/>
- Litfin, Karen. 1995. "Framing science: precautionary discourse and the ozone treaty" *Millennium* 24(2): 251-277

Reading Break: October 21-25

Week 8: October 30

The Role of the State

- Stevenson, Hayley. Chapters 5 and 6 of *Global Environmental Politics* (pp.79-138)

- Simpson, Leanne. 2008. Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships. *Wicazo Sa Review* 23 (2)2: 29-42
- Simon, Nils; Schulte, Maro Luisa (2017). Strengthening plastic governance: Towards a new global convention. Berlin: Adelphi https://www.adelphi.de/de/system/files/mediathek/bilder/Simon-Schulte%202017%20-%20Strengthening%20Plastic%20Governance_final.pdf

Week 9: November 7 (Policy statements due)

Mock UN Negotiations (no reading responses)

- Reading on course website: Lewicki, Roy J.J., David M. Saunders, Bruce Barry. Coalitions, Multiple Parties, and Teams (Internet Chapter B): 1-16

Week 10: November 14

Mock UN Negotiations continued (no reading responses)

Week 11: November 21

Mock UN Negotiations continued (no reading responses)

Week 12: November 28 (reflections on UN Negotiations due)

Next steps in global environmental politics

- Stevenson, Hayley. 2018. Chapters 10, 11 and 12 of *Global Environmental Politics* (pp.224-293)
- Meadowcroft, James. 2013. 'Reaching the limits? Developed country engagement with sustainable development in a challenging conjuncture', *Environment and Planning C*, 31(6): 988 –1002.

Week 13: Dec 5 (Essays due)

No readings

Academic Accommodations

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.
