

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

Instructor: Peter Andrée  
Office: B691  
In-person office hours: Tuesdays 3:00 pm to 4:00 pm  
Online office hours: Thursdays 3:00 to 4:00 pm (to book a slot, [schedule found here](#))  
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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:**

**PSCI 4808 deliberately embraces group work and discussion. I will be using little classroom time to lecture. Instead, students are required to listen to one or more podcast episode from the [ecopolitics.ca](http://ecopolitics.ca) website and to review some supplemental resources (readings, videos, etc.) before attending class each week. Classroom time will focus on discussing and clarifying podcast content, workshoping your essay research, preparing for and delivering presentations, as well as undertaking mock UN negotiations. Attendance in person is important to success in this course.**

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, podcasts 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 40+ pages of assigned readings each week and listen to at one or two podcasts each week. Students are expected to provide insights into the readings and podcasts based on their own areas of research and concentration.

**Texts**

There is one required text for this course:

Stevenson, Hayley. 2017. *Global Environmental Politics: Problems, Policy and Practice*. Cambridge University Press

## Evaluation

Participation	10%
Reading/podcast responses	20%
UN negotiation policy statement, participation, and reflection ( <b>March 19 to April 2</b> )	15%
Policy research essay proposal ( <b>due to Brightspace Feb 2</b> )	15%
Policy research essay ( <b>due to Brightspace April 9</b> )	30%
In-class presentation ( <b>sign up for dates via Brightspace</b> )	10%

**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.

### ***Podcast and Reading Responses: "Save the last word for me"***

At least eight times over the course of the term, each student is expected to arrive in class prepared to discuss a significant quote from that week's podcast and/or readings. Quotes can be up to 40 words, but most will be shorter. Students should prepare 200-300 words, in advance, critically engaging with the quote. These responses should contextualize the quote and then give the students' own critical response to it, drawing on the week's podcast(s), readings, and/or external sources as appropriate. To get grades for doing this portion of the work (4% of your course grade for simply arriving with a quote and analysis six times during the term), submit your quote and prepared comments to the appropriate assignment box on Brightspace BEFORE class begins (i.e. by 11:35 AM on the day of class). Please note that you will not get feedback on these submissions. Your submission is made simply to track participation in the exercise.

Each week, during class discussions with 3-4 students in each group, students will first share the quote with their colleagues and get their perspectives on it before sharing and discussing their own prepared thoughts on the quote.

**Then, by Friday February 16 at 11:55pm, and again by Wednesday April 10, 11:55pm, each student should upload what they deem their two 'best' quotes and critical analysis (for a total of four for the term) to the relevant assignment drop box in Brightspace to be graded.** These submissions for grading can be revised from what the student originally submitted on the day of the class and can be up to 500 words in length. Each should directly refer to at least 1 podcast and at least two additional course resources (including readings and other material listed as "supplemental material" on the [ecopoliticspodcast.ca](http://ecopoliticspodcast.ca) website). Each submitted response is worth 4% of your course grade.

### **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 Brightspace. 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 a simplified version of UN diplomatic protocol. After opening statements are presented on March 19 negotiations will take place during that class and the subsequent sessions on March 26 and April 2. 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 actor you represent. Further instructions on the negotiations will be posted to Brightspace. There is also a reading posted on Brightspace on multiple-party negotiations which you should read before the first session. Prior to class on April 9, 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. 15% of your course grade is based on the written submissions and the quality of your participation 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 regime which you will deal with in your research essay and in-class presentation. Examples of topics are found in the list below. The goal of your essay will be to analyse how a specific policy controversy is playing out (or has been resolved, if studying a historical controversy) in the context of this regime, paying attention to the key actors involved (both state and non-state actors), the strategies they employ to influence others, and how ideas, economic interests, and institutions affect political decisions. Your essay proposal should include: 1) A brief description of the environmental issue(s) at stake; 2) an introduction to key state and non-state actors involved in the issue; 3) an introduction to the international environmental policy regime of interest, including any specific policies (or parts of policies) or decisions important for your analysis; 4) a clear research question; 5) a draft thesis statement that encapsulates your argument; 5) an outline of the main pieces of evidence (primary and secondary) 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). This proposal 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 international policy-making). It should also cite at least one government document, an international organization document, NGO material (web site or otherwise), and primary material from at least one other non-state actor (web site or otherwise). Citations should follow APA style.

**The proposal is due to Brightspace on Feb 2. It should be 1000-1200 words in length, with the word-count noted on the cover.**

**The Policy Research Essay is due to Brightspace on the last day of class, April 9.** 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) in addition to suitable 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/ Illegal trade in CFCs / Montreal Protocol on Ozone Depleting Substances

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

CUSMA/NAFTA and the Environment

WTO and the Environment

Voluntary Industry initiatives (e.g. Fast Fashion)/ ISO 14000  
World Bank Environmental Policy  
UNFCCC/ Paris Agreement  
Negotiations towards an international legally binding instrument to end plastic pollution  
(For more ideas, see: [https://en.wikipedia.org/wiki/List\\_of\\_international\\_environmental\\_agreements](https://en.wikipedia.org/wiki/List_of_international_environmental_agreements))

### **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 research question and argument you are developing in your research essay; and 3) to draw connections between your topic and one or more of the readings or other resources 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=vIDVOgCbeXA>) Presenters should use slides (e.g. PowerPoint or Prezi) and post them to Brightspace. 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.

### **Course Policy on Generative AI**

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google’s Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. Generative AI can be used as a guide to new topics and bodies of literature. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about, much as one might use Wikipedia. As with Wikipedia, the validity of which also varies, text written by Generative AI tools should not be copied into a student’s assignment, or even quoted from directly. Instead, students should find and work from original primary or secondary sources, as appropriate, to inform their papers, and then cite those sources in their list of references cited.

If Generative AI tools are used as aids in the research process for any course assignment, students must include, in an attachment alongside the relevant assignment submission, a word or pdf document that includes a statement about how they used generative AI, along with copies of all texts generated by these tools that informed their research process. I reserve the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

### **Schedule of topics and readings:**

#### **Week 1: January 9**

##### **Introduction to course**

Video and discussion: The UN Conference on the Human Environment 1972  
(<https://www.youtube.com/watch?v=jKaYPk5YnsU>)

#### **Week 2: January 16**

##### **Key concepts in global environmental politics**

- Podcasts: Season 2, Episodes 1 and 2: Introduction to Global Ecopolitics 1 and 2
- 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>

### **Week 3: January 23**

#### **Research Methods and Approaches; Introduction to Pecha Kucha presentations**

*Podcasts: Season 2, Episode 3: Theory and Methods*

- 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
- 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

### **Week 4: January 30**

#### **Student presentations begin**

#### **Guest Speaker: Karen Wirsig, Senior Program Manager, Plastics (Environmental Defence)**

- Podcast : *ecopolitics podcast, Season 1, episode 3 : Plastics case study*
- Stevenson, Hayley. Chapters 3 and 4 of *Global Environmental Politics* (pp. 37-78)
- Dauvergne, Peter. 2018. Why is the global governance of plastic failing the oceans? *Global Environmental Change* 51: 22-31
- 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](https://www.adelphi.de/de/system/files/mediathek/bilder/Simon-Schulte%202017%20-%20Strengthening%20Plastic%20Governance_final.pdf)

### **Week 5: February 6**

#### **Environmental change, displacement, states and global institutions. Guests: Prof. Martin Geiger and students of PSCI 1501**

Resources: TBD

### **Week 6: February 13**

#### **The role of the State**

- Podcasts: Ecopolitics podcast, Season 1, episodes 6 (Great power politics) and 7 (MEAs)*
- Stevenson, Hayley. Chapter 6 of *Global Environmental Politics* (pp.107-138)

### **Week 7: February 20 Reading week (no class)**

### **Week 8: February 27**

#### **Global Indigenous Environmental Politics**

- Podcasts: listen to any two of three: Ecopolitics podcast Season 2 Episodes 8 (Whyte), 9 (Maya) and 10 (Aotearoa)*
- Simpson, Leanne. 2008. Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships. *Wicazo Sa Review* 23 (2)2: 29-42

### **Week 9: March 5**

#### **North-South Dynamics**

- Podcasts: Ecopolitics podcast Season 2 Episode 4 (Elephants in Botswana) and Episode 13 (Right to Water)*
- Stevenson, Hayley. Chapter 5 of *Global Environmental Politics* (p.79 to 106)

### **Week 10: March 12**

## **The role of Industry, Social Movements, and Local Government Actors**

*Podcasts: listen to any two of: Ecopolitics Podcast Season 3, episodes 5 (mining), Season 2, episode 5 (Social Movements) and 14 (Global Cities)*

-Stevenson chapter 9 of *Global Environmental Politics* (pp.197-223)

**Week 11: March 19** (UN Negotiating positions due)

### **Mock UN Negotiations (no podcast/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 12: March 26**

### **Mock UN Negotiations continued (no podcast/reading responses)**

**Week 13: April 2**

### **Mock UN Negotiations conclude (no podcast/reading responses)**

**Week 14: April 9** (reflections on UN Negotiations due before class starts)

### **Next steps in global environmental politics**

*Podcast: Ecopolitics podcast, Season 2, episode 11 (Growth, Agrowth, Degrowth)*

- Stevenson, Hayley. Chapters 11 and 12 of *Global Environmental Politics* (pp.256-293)

## **Appendix**

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### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **• Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **• Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## **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:

***Academic consideration for medical or other extenuating circumstances:*** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***Pregnancy accommodation:*** 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***Religious accommodation:*** 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 [click here](#).

***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](mailto: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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities 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. For more information, please [click here](#).

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

## **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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](http://carleton.ca/sexual-violence-support).

## **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.



## ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

## ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

## **Intellectual property**

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. The departmental office will not accept assignments submitted in hard copy.

## **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:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
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

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

## **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/>.

## **Official Course Outline**

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