

The College of William & Mary  
Spring 2008

## GOVT 322/ENST 249: Global Environmental Governance

Morton Hall 38

Tuesday and Thursday 9:30 – 10:50 am and 11:00 – 12:20 pm

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### Course Overview and Objectives

This course will examine the development of international environmental policy and the functioning of global environmental governance using key international relations theories as well as empirical studies across 12 environmental issue areas. The goal of the course is to present a broad overview of key concerns in global environmental governance and enable students to think critically about ways to address global environmental problems. The course will thus link broad theories with empirical work and shed light on the complexities of world politics shaping environmental efforts at the international level. The questions that will guide our work throughout the semester include: Why is global environmental governance necessary? How has it performed and why? What new approaches have emerged? What should the optimal institutional structure for global environmental governance look like?

The class is organized around three core themes: 1) the problems; 2) the institutions designed to solve them, and 3) possible alternative solutions. In the first part of the course we will analyze both the physical and the political dimensions of global environmental problems. We will then examine the existing institutional mechanisms, especially at the international level, and assess their achievements and constraints. We will conclude by thinking through a possible path forward.

Students will work in teams to critically examine the international responses to issues such as climate change, biodiversity, desertification, forests, invasive species, and many others using concepts and methodologies from the fast-growing literatures on international institutions, transnational activism, and multi-level governance. The aim is to help you develop your ability to think critically, causally, and constructively about global environmental governance. We will start by defining problems, proceed through causal analyses, and culminate in drafting a blueprint for innovative mechanisms for global environmental governance. The workload will be significant and group work will be required.

### Readings

Chasek, Pamela S., David L. Downie, and Janet Welsh Brown. 2006. *Global Environmental Politics*. Fourth ed: Westview Press.

Speth, James Gustave and Peter Haas. 2006. *Global Environmental Governance*. Washington, DC: Island Press.

Swart, Lydia and Estelle Perry. 2006. *Global Environmental Governance: Perspectives on the Current Debate*. New York, NY: Center for UN Reform Education.

Optional Reference Book:

Saunier, Richard E. and Richard A. Meganck. 2007. *Dictionary and Introduction to Global Environmental Governance*.

Additional reading materials are posted on Blackboard under a folder for each class session.

**NOTE: The readings not included in the books above will be posted on Blackboard. Due to the dynamic character of the issue, there are currently no readings listed for the last few classes. They will be announced as we come closer to those dates and new materials appear.**

### **Assignments and Grading**

The goal of the assignments in this class is to further our collective knowledge about global environmental governance. Twelve environmental issue areas will form the basis for research and group work. For a list of issues see [www.environmentalgovernance.com/issues](http://www.environmentalgovernance.com/issues). You will work in a team of 3 or 4 people. Your presentations and mapping project will be evaluated as a team assignment. All other assignments are individual.

### **Participation (10%)**

Attend class and actively participate in discussions. Ask questions, make comments, and challenge the assumptions presented in the readings, by the instructors, and your classmates. Attendance alone does not count as participation; your grade will include an assessment of your in-class participation and participation in an online discussion forum on Blackboard facilitated by the Teaching Fellows. There will be a number of outside lectures that you will be invited to attend and react to on the Blackboard forum. Those will count toward your participation grade.

### **Issue Paper with Annotated Bibliography (10%)**

1 to 2-page memo (single spaced, 1" margins, Times New Roman 11 or 12 point font) analyzing the political dimensions of your environmental issue area. The memo should briefly describe the issue and its key characteristics and focus mostly on the underlying dynamics that make it difficult to solve. An annotated bibliography of key sources should also be attached. It can include primary and secondary literature as well as web resources. A minimum of 6 sources should be covered. For guidance on creating an annotated bibliography, see <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>.

### **Presentations (10% total)**

You will present formally as a group two times in the semester: 1) a review and analysis of a global environmental issue and 2) your vision for the necessary global environmental governance arrangements in order to more effectively address the issue you have been analyzing throughout the semester.

### **Midterm Exam (25%)**

In-class midterm examination

### **Mapping Project (20%)**

A group research project outlining the institutional landscape and possible governance solutions in your chosen issue area. This assignment aims to tap into your creativity – you will be free to choose a form of expression that would best relay the key message about your issue. Instructions will be distributed in class.

### **Final Exam (25%)**

<i>Assignment</i>	<i>Due Date</i>
Issue Paper with Annotated Bibliography	February 7 – individual assignment
Presentations	February 12/14 and April 15/17 – group assignments
Midterm Exam	March 18 – in-class
Mapping Project	April 22 – group assignment
Final Exam	TBA

### Course Policies

All assignments, whether graded or not, must be completed to pass this course.

**Academic Integrity:** William & Mary operates on the Honor Code and you are expected to uphold standards of academic honesty. Academic dishonesty or cheating includes any misrepresentation of another’s work as your own, including unacknowledged paraphrasing or quoting, use of another student’s material, incomplete acknowledgement of sources including Internet sources, or submission of the same work to complete the requirements of more than one class. Please consult *Sources: Their Use and Acknowledgement* <http://www.dartmouth.edu/~sources/> on the standard processes of documentation.

**Attendance:** Students are required to attend class regularly. You may miss three classes without penalty. Thereafter, your participation grade will drop 10% for each class you miss. If you miss more than six classes, you will fail the course.

**Assignment submissions:** Written assignments should be submitted in **both** electronic and hard copy. Paper copies are due in class on the day noted in the syllabus; electronic submissions should be posted at the latest just before class. Electronic copies should be posted to the Discussion Board on Blackboard and will often serve as basis for in-class discussion. Late papers will be assigned the following penalties: One day late = 20% off; Two days late = 35% off; Three days late = 50% off; Four days late = 100% off. Exceptions will be made for documented medical or personal emergencies only.

**Class cancellations:** If class must be cancelled, continue reading as scheduled in the syllabus. We will make up the lost time in class.

**Changes to Syllabus:** Minor changes to the syllabus may be made in the course of the semester. Some readings may be added to Blackboard as new material on contemporary topics we are discussing comes out. Any changes will be announced in class in advance and revisions will be made to the Blackboard version of the syllabus.

**Grading scale:**

- A range: 90-100
- B range: 80-89
- C range: 70-79
- D range: 60-69
- F: below 60

## LECTURE SCHEDULE

### Week 1: Thursday, January 17

#### *Introduction*

- What is global environmental governance?
- What are the goals, objectives, and teaching methods of the class?
- What problem set are we going to tackle and how?

#### *No Readings*

### Week 2: Tuesday, January 22

#### *Environment and Politics: Bridges and Barriers*

- What is necessary for the solution of environmental problems: personal responsibility or policy change?
- What are the key obstacles to international cooperation?

Maniates, Michael F. 2001. Individualization: Plant a Tree, Buy a Bike, Save the World? *Global Environmental Politics* 1:3 (August 2001), 31-52.

Arthur Stein, "Coordination and Collaboration: Regimes in an Anarchic World," *International Organization*, Vol. 36, no. 2 (Spring, 1982), pp. 299-324.

Alex Williams, "Buying into the Green Movement," *New York Times*, 1 July 2007.

### Week 2: Thursday, January 24

#### *The Global and Local Dimensions of Environmental Problems*

- What makes certain environmental issues *global* problems?
- What are the drivers of environmental deterioration?
- What opportunities and stresses does the new world economy present?

Speth and Haas, Chapters I and II

Chasek et al, Chapter 1 (till p 16)

Joseph Kahn and Jim Yardley, "As China Roars, Pollution Reaches Deadly Extremes", *New York Times*, 26 August 2007. See

[http://www.nytimes.com/interactive/2007/08/26/world/asia/choking\\_on\\_growth.html](http://www.nytimes.com/interactive/2007/08/26/world/asia/choking_on_growth.html) for interactive features, videos, and all the articles in this series "Choking on Growth"

### Week 3: Tuesday, January 29

#### *Assessing Environmental Deterioration: the Limits Approach*

- Why is there a disagreement about the existence and severity of environmental problems?
- What are the limits to human activity? Why?

Meadows, Donella H., Dennis L. Meadows, Jorgen Randers, and William H. Behrens III. "The Nature of Exponential Growth." *The Limits to Growth*. New York: Universe Books, 1972, 25-44.

Hardin, Garrett. "The Tragedy of the Commons." *Science*, 162, 13 December 1968.

Brown, Lester. "A Planet Under Stress." *Plan B: Rescuing a Planet Under Stress and a Civilization in Trouble*. Earth Policy Institute, 2003, 3-19.

### **Week 3: Thursday, January 31**

*Assessing Environmental Deterioration: the Promethean Approach*

- Are there no limits to human ingenuity to overcome problems?
- How do we judge the nature and the severity of the environmental predicament?

Simon, Julian L. and Herman Kahn. "Introduction to *The Resourceful Earth*." *The Resourceful Earth*. New York: Basil Blackwell, 1984, 1-27.

Lomborg, Bjorn. "The Truth About the Environment." *The Economist*, 2001.

[www.economist.com/science/displayStory.cfm?Story\\_ID=718860](http://www.economist.com/science/displayStory.cfm?Story_ID=718860)

Burke, Tom. "Ten Pinches of Salt: A Reply to Bjorn Lomborg." *Critique of Lomborg*. [www.green-alliance.org.uk/Documents/Reports/ten%20pinches%20of%20salt.pdf](http://www.green-alliance.org.uk/Documents/Reports/ten%20pinches%20of%20salt.pdf)

### **Week 4: Tuesday, February 5**

*Global Environmental Concerns: Overview and Analysis*

- What are the key characteristics of contemporary environmental problems?
- Group work in class

Chasek et. al., Chapter 3

New York Times, "Choking on Growth" series – choose one article and post your reaction to it on Blackboard (1/2 page, single-spaced). Come prepared to discuss in class.

### **Week 4: Thursday, February 7**

*Global Public Goods and Collective Action*

- What are global public goods?
- What distinguishes the collective action problem at the national level from that at the global level?
- What tools and mechanisms have been devised to facilitate collective action?

International Task Force on Global Public Goods. 2007. Meeting Global Challenges, Chapter 2 "Global Public Goods: What they are and why many are in short supply" available at

[http://www.gpgtaskforce.org/bazment.aspx?page\\_id=268#bazAnchor](http://www.gpgtaskforce.org/bazment.aspx?page_id=268#bazAnchor)

Buck, Susan J. "No Tragedy of the Commons" in *Green Planet Blues: Environmental Politics from Stockholm to Rio*, ed. Ken Conca, Michael Albery & Geoffrey Dabelko. Boulder: Westview Press.

### **Week 5: Tuesday, February 12**

*Global Environmental Concerns: Overview and Analysis*

Student presentations

### **Week 5: Thursday, February 14**

*Global Environmental Concerns: Overview and Analysis*

Student presentations

### **Week 6: Tuesday, February 19**

*Environmental Ethics – Professor Mark Fowler*

- Why do we need an environmental ethic?
- Are there universal values? Should there be?

Leopold, Aldo. 1948. "The Land Ethic." From *A Sand Country Almanac*. Available at <http://www.tipiglen.dircon.co.uk/landethic.html>

Okereke, Chukwumerije. "The Ethical Dimensions of Global Environmental Change." *The Politics of the Environment*. London: Routledge, 2007, 136-157.

Quinn, Daniel. *Ishmael*. New York: Bantam and Turner, 1993, 67-84.

### **Week 6: Thursday, February 21**

*International Relations Theories as Explanatory Tools I*

- Are power and interest good explanatory tools for the results of global environmental governance efforts?
- Why?

Karns, Margaret P., and Karen A. Mingst. 2004. *International Organizations: The Politics and Processes of Global Governance*. Boulder, London: Lynne Rienner Publishers. Chapter 2. (pp. 35-50)

### **Week 7: Tuesday, February 26**

*International Relations Theories as Explanatory Tools II*

- Are knowledge and ideas good explanatory tools for the results of global environmental governance efforts? Why?
- What obstacles are there to better knowledge and ideas exchange?

Karns, Margaret P., and Karen A. Mingst. 2004. *International Organizations: The Politics and Processes of Global Governance*. Boulder, London: Lynne Rienner Publishers. Chapter 2. (pp. 50-60)

### **Week 7: Thursday, February 28**

*International environmental regimes, institutions, and organizations*

- How do environmental regimes, institutions, and organizations differ?
- Why are they so numerous?

Speth and Haas, Chapter IV

Chasek et. al., Chapter 1, pp. 16-40

### **SPRING BREAK – NO CLASS MARCH 4 AND 6**

### **Week 8: Tuesday, March 11**

*The United Nations*

- How does the United Nations system operate?
- What obstacles and opportunities does it create?

- What are the core issues in UN Reform?

Speth and Haas, Chapter V

Garies, Sven Bernhard, and Johannes Varwick. 2005. *The United Nations: An Introduction*. New York: Palgrave Macmillan. Focus on pp. 201-212 of Chapter 7 and skim the rest.

### **Week 8: Thursday, March 13**

*From Stockholm to Johannesburg: the History of Global Environmental Governance*

- How did global environmental governance begin?
- What were the key accomplishments at Stockholm, Rio and Johannesburg?
- What were the failures?

Speth and Haas, Chapter III

Ivanova, “Moving forward by Looking Back” in Swart and Perry

### **Week 9: Tuesday, March 18**

MIDTERM EXAM – IN CLASS

### **Week 9: Thursday, March 20**

*Multiplicity or Fragmentation: Mapping out the Institutional Landscape*

- How does the institutional landscape for global environmental governance look like?
- What are the institutions designed to solve global environmental problems?

Ivanova and Roy, “The Architecture of Global Environmental Governance” in Swart and Perry  
Kanie, “Governance with Multilateral Environmental Agreements” in Swart and Perry

### **Week 10: Tuesday, March 25**

*Group work mapping out the institutional landscape in issue areas*

### **Week 10: Thursday, March 27**

*Group work mapping out the institutional landscape in issue areas*

### **Week 11: Tuesday, April 1**

*Evaluating Effectiveness in Global Environmental Governance*

- What are the obstacles to creating effective environmental governance institutions?
- What are the obstacles to compliance in environmental regimes?
- What are the opportunities?

Chasek et. al., Chapter 4

### **Week 11: Thursday, April 3**

*Comparing Actors and Approaches: Governments, International Organizations, Civil Society and Business*

- What innovative approaches to governance has civil society ushered in?

- What is the role of business in global environmental governance?

Chasek et. al., Chapter 2

Esty, Daniel and Andrew Winston, *From Green to Gold* (excerpts posted online)

Blaine Harden, "The Greening of Evangelicals: Christian Right Turns, Sometimes Warily, to Environmentalism," *Washington Post*, February 6, 2005; Page A01.

### **Week 12: Tuesday, April 8**

*Current Reform Initiatives: the Context for the Debates*

- Why is reform of the existing institutions necessary?
- What other global issues have to be taken into consideration?
- What policy initiatives are currently under way?

Chasek et. al, Chapter 5

Introduction by Mohamed El-Ashry in Swart and Perry

Introduction by Enrique Berruga and Peter Maurer in Swart and Perry

### **Week 12: Thursday, April 10**

*Designing Better Governance: the Debates II*

- What are some new institutional design options in global environmental governance?
- What are the arguments for and against a World Environmental Organization?
- Do you agree or disagree with them? Why?

Biermann in Swart and Perry

Meyer-Ohlendorf and Knigge in Swart and Perry

Von Moltke, "The Organization of the Impossible," *Global Environmental Politics*, vol.1, issue 1, 2001.

### **Week 13: Tuesday, April 15**

*Designing Better Governance: a Practical Approach*

#### **Presentations**

### **Week 13: Thursday, April 17**

*Designing Better Governance: a Practical Approach*

#### **Presentations**

### **Week 14: Tuesday, April 22**

*Moving Forward in a New World*

- What changes in the contemporary context influence the potential for change in the environment?

Figueres chapter in Swart and Perry

Boykoff, Maxwell, "Mass Media and Environmental Politics," in *The Politics of the Environment: A Survey*, Chukwumerije Okereke (ed.), Routledge, 2007.

Select materials from the current media

### **Week 14: Tuesday, April 24**

*Toward a Global Theory of Mind: The Future of Global Environmental Governance*

- What has the academic world of theory told us? What does the practical evidence show?
- Where do we go from here?