International Environmental Policy
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1. Course Description

This course examines important issues in international environmental policy and provides students with a foundation of conceptual frameworks and factual knowledge required to understand and do more advanced work. By the end of the course, students will understand and be able to define and apply concepts central to international environmental policy (IEP), including: the international environmental policy process; causal factors known to inhibit or promote effective IEP; key historical developments and current trends; dominant paradigms; roles played by the major actors in IEP; and the current policy, debates and remaining challenges in key issues such as climate change, biodiversity, toxic pollution, whaling, stratospheric ozone depletion, and trade and the environment.

2. Required Readings


3. Course Requirements

COURSE REQUIREMENTS
Mid-Term Exam 27% of final grade. Exam 1 scheduled for Session 14.
2 Current Fact Sheets 20% of final grade. Due No Later than Session 24.
IEP Log 14% of final grade. Due No Later than Session 26.
Final Exam 34% of final grade. Final exam on Session 28.
Participation 5% of final grade. Due every session.

The exams, fact sheets, log and participation requirements total 100 potential points. As many as 3 extra credit points are also available.

MID-TERM EXAM: 27 points. 27% of the final grade. The mid-term will include short-answer, definition, and multiple choice questions. A study guide will be distributed approximately 2-3 weeks before the mid-term exam. The guide will contain many more questions than will be on the mid-term but all the questions on the mid-term exam will be included on the study guide
FACT SHEETS: 10 points each. 20 points total. 20% of the final grade. The facts sheets allow you to obtain greater knowledge of international environmental issues in which you are interested. Details to be distributed separately. Fact Sheets are due no later than Session 24.

ENVIRONMENTAL POLICY LOG: 15 total points. 14% of the final grade. Details to be distributed.

FINAL EXAM: 34 points. 33% of the final grade. The final exam will include short-answer, definition, multiple choice and essay questions. A study guide will be distributed approximately one month before the exam. It will include questions from the entire course but emphasize the second half. The guide will contain many more questions than will be on the final exam but all the questions on the exam will be included on the study guide. The purpose of both exams is to ensure that you learn key concepts, definitions, actors and historical developments in international environmental policy.

PARTICIPATION: 5 total points. 5% of the final grade. Your participation represents an important component of the course. The reading list for most sessions, and the Chasek, Downie and Brown book, include questions. As I preview readings for the following session, I will also highlight issues and questions that you should consider while doing the reading. Some classes will consist primarily of lectures but during all meetings I will use these questions to initiate and propel group discussion. So talk, ask questions, express opinions and link material in the course to specialized knowledge you have on particular subjects. Preparation, effort, professional conduct, and consistent, meaningful (but it need not be constant) participation in the discussion of the reading and associated questions will yield a high participation grade. Activities that will yield a very low participation grade include being late, more than two unexcused absences, not being prepared, never participating in discussion, checking or sending a text, having your phone ring or audibly vibrate, web surfing, snoring, emailing, committing arson, or engaging in similar activities doing class. Be professional.

4. Class Schedule and Reading Guide

COURSE TOPICS AND READING ASSIGNMENTS
The course consists of three interrelated sections: (1) The Process, Difficulty, and Possibility of Creating and Implementing Effective International Environmental Policy (IEP); (2) History, Paradigms, Trends, and Actors; and (3) Selected Current Issues. Readings are not listed in order of importance but it can be helpful to read them in the order they appear. Many readings may not mean many pages. Some of the readings in the Chasek, Downie and Brown book repeat and some of the chapters in Conca and DeBelko are very short. However, the assigned reading is very important. You will not understand all the lecture or discussion or be able to use the study guide effectively without doing the reading each session. Only readings marked with this symbol: Vare required. Required or recommended readings marked with (parentheses) can be summarized for the log.
PART I: The Process, the Difficulty and the Possibility of Creating and Implementing Effective International Environmental Policy (IEP).

Session 1: (1) Course Introduction: Instructor, Syllabus, Assignments. (2) Why is there International Environmental Policy and Politics? (3) What is International Environmental Policy? (4) What is Effective International Environmental Policy?

veis  
Chasek, Downie and Brown: Chronology.  
“The Migratory Journey of the Majestic Plastic Bag”  
http://www.wimp.com/plasticbag/


veis  
Conca and Dabelko, pp. 1-7.  
Chasek, Downie and Brown, Ch. 1.  
Chasek, Downie and Brown, pp. 117-121 and Glossary.  
Conca and Dabelko, chapter 10.  

In general, what are the broad stages of IEP? Are there necessary but not sufficient conditions? What are lead, veto and swing states? What roles do they play? What are leader and laggard states with regard to policy implementation? What are the 3 C’s? What is an "international regime”? What are its constituent components?

Sessions 3 & 4: Obstacles to Creating and Implementing Effective International Environmental Policy - and Ways to Overcome those obstacles

(1) The Structures of International Politics – Structural Obstacles
   a. International System Structure:
      i. IR Theory – Cooperation Under Anarchy is Difficult
      ii. The analogy of the Tragedy of the Commons
      iii. CPR Logic
      iv. Game Theory and Incentive Structures
b. Non-Congruence of Political and Ecological Systems

c. Structure of International Law

d. Current Structure of the Global Economic System

(2) Lack of Necessary but not Sufficient Conditions (3 C’s)

(3) Procedural Obstacles

(4) Common and Inherent Characteristics of International Environmental Issues

(5) Interconnections between Environmental Issues

(6) Regime Design – The Difficulty of Designing Effective Global Policy for Dynamic Issue Areas

(7) Implementation Obstacles - The Difficulty of Effective Domestic Implementation and Compliance

(8) Cognitive Obstacles (probably not but…..)?

- Chasek, Downie and Brown, chapter 6 (read pp. 271-298 especially carefully).
- Conca and Dabelko: pp. 1-23.
- Garrett Hardin, “The Tragedy of the Commons.” Ch. 3 in Conca and Dabelko.
- Susan Buck, “No Tragedy on the Commons.” Ch. 4 in Conca and Dabelko.
- João Augusto de Araujo Castro, “Environment and Development: The Case of the Developing Countries,” Ch. 2 in Conca and Dabelko.
- Conca and Dabelko: pp. 57-63; chapter 5; and pp. 119-134.


We will return to these issues throughout the class: What factors make effective international environmental policy/cooperation difficult to achieve? Why? How does the “structure” of international politics matter? How do characteristics of international environmental issues matter? What factors related to the existing set of standard procedures for regime negotiation and implementation make effective policy difficult to achieve? Why? What is Hardin’s argument about “the tragedy of the commons”? What does Hardin miss? What are some ways to craft international policy that can overcome the lowest-common-denominator and slow boat problems.

Sessions 5 & 6: A Successful Example: Global Policy for Stratospheric Ozone (and a little regarding the non-successful example of Climate Change)

- Chasek, Downie and Brown, pp. chapter 4.
Downie, Ozone Article, to be emailed.
Summary of control measures under the Montreal Protocol (just look at to see CBDR in action)
Continuing challenges for O3 layer:
2011 Ozone Loss in Arctic:
http://ozone.unep.org/Publications/The_2011_Ozone_Loss_in_the_Arctic-051011.pdf

Montreal Protocol Scientific Assessment Panels, “2010 Scientific Assessment FAQs” and “2010 Environmental Effects FAQs”
Ozone Regime Multilateral Fund Website: http://www.multilateralfund.org/

What is stratospheric ozone? What is the ozone layer? Why is it important? What depletes it? What would be the impacts of significant ozone depletion? Why is it an important regime to study? What lessons does the issue have? What is the Montreal Protocol? What are the main rules of the Protocol and the ozone regime? Delineate key points in the development of the ozone-layer issue-area and regime. What were the key scientific, economic, policy and political debates? Who were/are the key actors? What factors molded the regime’s development? Specifically, how did advancing scientific knowledge, changing patterns of economic interests, and the regime structure influence the development of global ozone policy? What does this process tell us concerning how to address other global problems? What is innovative and/or effective about the design of the ozone regime? How do the assessment panels, multilateral fund, and implementation committee operate? What is their impact on regime development and effectiveness?
Sessions 7 & 8: Factors that can Promote Effective IEP Creation and Implementation

(1) Meta-Factors that Shape Policy and Regime Development
   a. Science, Knowledge and Information
   b. Patterns of Economic Interests
   c. Existing Regime Structure
(2) Design Features – “Regime Design Matters”
(3) Compliance and Implementation Strategies
(4) 3 C’s – Concern, Capacity and the Contractual Environment
(5) Hints from Structural Realism and Game Theory: Alter the Pay-Off Structure, Enhance the Shadow of the Future, and Reduce the Number of Players.
(6) Helpful Institutions - Can they help overcome obstacles? Can they Augment necessary but not sufficient conditions?
(7) Additional Discussion of Economic Incentives


(scientific knowledge and epistemic communities) Peter Haas, “Science and International Environmental Governance, Ch. 24 in Dauvergne, Handbook of Global Environmental Politics.
(regime design) Sand, "Lessons Learned in Global Environmental Governance"; Mitchell, "Regime Design Matters";
(3 C’s), Hass, Keohane and Levy, Institutions for the Earth. Keohane and Levy, Institutions for Environmental Aid.
(economic interests and regime design) CDM and JI information on UNFCCC Website: http://unfccc.int/2860.php; Ozone Regime Multilateral Fund Website: http://www.multilateralfund.org
(labeling/economic incentives, non-regime policy) Lars Gulbrandsen, Transnational Environmental Governance: The Emergence and Effects of the Certification of Forests and Fisheries, 2011.

We will return to all of these issues when we discuss each of the specific issue areas addressed in the later 2/3 of the course. Our purpose now is to introduce them.

Why/How does knowledge matter? What types of knowledge matter? List ways that expanding scientific knowledge can augment the opportunity for creating and implementing effective international environmental regimes. How do various regimes provide for regime strengthening? What is required for effective regime strengthening? Why does it matter? What is the main focus and key points in each section in chapters 4, 5 and 6 of the Mitchell’s book?

What is the logic behind using economic tools, eg: CDM, JJ, GEF programs, ozone MF, emissions trading, taxes, DFNs? What arguments exist for and against employing them to create or implement effective environmental management? What factors make using them especially difficult at the international level? How can/should policy-makers decide between these and other options? How does each strategy rely on market forces to be effective? How does each require political forces to be effective? Evaluate the statement, "Enlisting market forces is the best single strategy for creating effective international cooperation." What are the financial mechanisms used in the major global environment conventions? How do they work? How are they different? Define “financial and technical assistance.”

Can international institutions significantly enhance the ability of states to address environmental problems, including the creation, expansion and implementation of regimes? What roles did UNEP play that assisted the development of global ozone policy? If and only if you did the Oye reading (not assigned), what are Oye’s three ‘strategies’? Do they apply to addressing environmental issues? How?

**PART II: History, Paradigms, Trends and Actors**

**Sessions 9 & 10: History, Paradigms, Trends, Perspectives.**

- Chasek, Downie and Brown: pp. 41-44; and pp. 342-370.
- Conca and Dabelko: pp, 1-23; Chapters 1 and 2; pp. 201-205; and Chapters 16, 18, 19 and 20.

What broad changes in env. law and institutions have taken place since 1972? What are the major paradigms that impact IEP? What is international environmental law? Where does it come from (sources)? What does “Common but Differentiated Responsibilities” mean? What is the precautionary principle? What is the polluter pays principle? What are some of the relations between trade and the environment? Can a country restrict certain types of imports to address a national or global environmental issue? What is globalization? Why does it matter for the environment? What is the central argument about the links between environment and security as discussed in Chasek and Downie (pp. 41-44, see bottom of p. 41).

**Sessions 11, 12 & 13:** Actors in International Environmental Politics: States and IOs and the Roles they Play.

(1) State Actors – the Major Players and Coalitions  
(2) Roles – Review Lead States, Veto States, Leaders and Laggards  
(3) Factors that Impact States Choices on its Role  
(4) Strategies Open to Lead States  
(5) International Organizations (IOs or IGOs) – the Major Players – UNEP, UNDP, GEF, World Bank, WTO  
(6) Do International Organizations have a significant impact of policy outcomes?  
(7) Possible Roles for International Organizations  
(8) Trade and the Environment and the WTO

- Chasek, Downie and Brown: Ch 2 (especially pp, 53-91); and pp. 342-352.  
- Conca and Dabelko: pp. 119-124; and Chapters 11, 13, 14, and 15  

Are States the most important actors in international environmental politics? Why or Why not? If so, which States are most important?

What are CSD, EU, FAO, GEF, OECD, UNDP, UNEP, WMO, WTO, WTO/CTE, World Bank, etc? What are the most prominent international organizations in environmental politics? What are their respective spheres of influence? Who controls their agendas and operations? Which organizations work in what areas? Which are most important (positively or negatively) or effective in different issue areas? How are different organizations funded?
Session 14: MID-TERM EXAM!

Sessions 15 & 16: Actors in International Environmental Politics: Non-governmental Organizations (NGOs), Corporations, Individuals.

- Chasek, Downie and Brown, Chapter 2 and 342-352 (both (already assigned).
- Conca and Dabelko: Chapters 7, 8, 26, 27.
- Readings - source material from NGOs to be announced - TBA.


http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=11365&mode=toc

Why are NGOs important actors in environmental politics? What roles do they play? How do NGOs influence, or attempt to influence, international environmental policy? Why are multinational corporations (MNCs) and industry groups important actors in environmental politics? What roles do MNCs play? How do MNCs impact, influence, or attempt to influence, international environmental policy?

Part III: Selected Current Issues and Policy Debates in IEP.

Session 17: The Environment and Security Nexus

- Conca and Dabelko: pp. 249-254; and Chapters 21, 22, 23, and 25.


Env Change and Security Prog: [www.wilsoncenter.org/index.cfm?fuseaction=topics.home&topic_id=1413](http://www.wilsoncenter.org/index.cfm?fuseaction=topics.home&topic_id=1413)
What is the central argument about the links between environment and security as discussed in Chasek and Downie (pp. 41-44, see bottom of p. 41). In Conca and Dabelko, what is Karl’s central argument? Can you express it in a sentence? What evidence does he provide? Does the UN report on the Sudan argue that environmental degradation played a role in the Civil War? In what ways does the report support Kahl’s argument? What is the argument by those that resource management can be a tool to prevent or end conflict in particular regions (pp.300-302)

Sessions 18 & 19: Climate Change

- Conca and Dabelko: chapters 10, 21 and 29.

Steven Cohen, Ch.6 in Understanding Environmental Policy, Columbia Univ. Press, 2006.

What do these terms mean: Greenhouse Effect; Greenhouse Gases; Global Warming; Climate Change? How do we know the world is warming? How do we know human activity is causing the warming? How do we know this warming will cause negative impacts? What will be the major impacts? What impacts are occurring now? What have been the major arguments of climate change skeptics? What countries have the highest GHG emissions? What countries have the highest per-capita emissions? Why does this matter? What are the sources of GHG emissions (energy, deforestation, economic sectors etc)? Do these vary across countries? Does this matter? Do we know enough about the causes and impacts of climate change to make policy? Can we act without perfect information? What is the precautionary principle? How should we try to reduce emissions? What goals should be set – long-term and short-term? Why? What are the current terms of the UNFCCC and Kyoto Protocol? What is the IPCC? What are their strengths and weaknesses? Why do we need a new climate treaty? What major factors have molded global climate policy? Specifically, how did
advancing scientific knowledge, changing patterns of economic interests, and the regime structure influence the development of global ozone policy?

Session 20: International Air Pollution: Success in Europe but a challenge in Asia and the World

- Chasek, Downie and Brown, pp. 117-129.

What is CLRTAP? Why have separate Protocols? In very general terms, what issues do the individual Protocols cover? More specifically, what is the environmental issue/problem being addressed in each Protocol? Who were/are the lead and veto states and why? What is the main air-borne sources of international mercury pollution?

Sessions 21 & 22: Hazardous Wastes and Toxic Chemicals

- Chart of the CLRTAP, Basel, Rotterdam, and Stockholm Conventions
- Chasek, Downie and Brown, chapter 3.

David Downie and Terry Fenge, Northern Lights Against POPs. McGill-Queens University Press.


What are the CLRTAP, Basel, Rotterdam and Stockholm Conventions? For each treaty/regime ask: What is the environmental issue/problem being addressed? Why is it important? What are the main causes of the problem – both direct and indirect? What is the level of scientific knowledge and/or evidence concerning the issue and its impact, threat, or importance? What are the main provisions of the treaty and/or regime? That is, what are states required or urged to do? How does the treaty/regime operate? What was the time line for the development of the treaty? What were the key policy questions that had to be resolved? Who were/are the key actors and coalitions? What were the major obstacles? What causal factors helped produce international cooperation on this issue? What major factors have molded global climate policy? Specifically, how did advancing scientific knowledge, changing patterns of economic interests, and the regime structure influence the development of global ozone policy? What is the level of effectiveness and compliance to date? Moving forward, what are the key scientific and policy issues that remain to be resolved? What factors might present obstacles or assist resolving these issues?
Sessions 23 & 24  Natural Resources, Species and Habitat: Biodiversity, CITES, Whales, Forests and Fisheries – Students Select Topics for focused discussion

FACTS SHEETS DUE SESSION 24.

- Chasek, Downie and Brown, Ch 5.
- Samuel Barkin and Elizabeth DeSombre, Saving Global Fisheries, book draft
- Readings on certification programs and current developments related to forests and fisheries


Elizabeth DeSombre and Samuel Barkin, Turtles and Trade: The WTO’s Acceptance of Environmental Trade Restrictions,” Global Environmental Politics, 2(1), February 2002.


J. Domask, "From Boycotts to Partnership: NGOs, the Private Sector, and the World’s Forests" ch. 8, in Globalization and NGOs, Greenwood/Praeger 2003.


Readings from Biodiversity and CITES Secretariat.

What are the main treaties that relate to protecting biodiversity, broadly defined? In general, what types of things do they attempt to do? For CBD, CITES and the whaling regime, ask the same questions posed above for toxic chemicals. How do trade rules impact national efforts to protect biodiversity?

What are the main agreements or policy initiatives for forests and fisheries? Why are there no formal, effective, binding global treaties for forests and fish like there are for whales and CITES? For each issue, ask the same questions posed above for toxic chemicals.
Sessions 25 & 26: Globalization, Trade and the Environment, the Global Economic-Environmental Policy Interface, and the Future of Global Environmental Politics

LOGS DUE SESSION 26.

- Downie, Chasek and Brown, Chapters 7 and 8.
- Conca and Dabelko: chapters 6, 13 and 21.

Elizabeth DeSombre and Samuel Barkin, Turtles and Trade: The WTO’s Acceptance of Environmental Trade Restrictions,” Global Environmental Politics, 2(1), February 2002.


O. Neill and Burns, “Trade liberalization and global environmental governance: the potential for conflict,” ch. 20 in Dauvergne.


Hochstelter, “Race to the Middle: Environmental Politics in the Mercosur Free Trade Agreement,” ch. 22 in Dauvergne.

Lars H. Gulbrandsen, Transnational Environmental Governance: The Emergence and Effects of the Certification of Forests and Fisheries, 2011.


What is Globalization and does/might it impact national and international environmental issues? What are the main rules for the global trade regime and how do/might they impact national and international environmental issues and policy? What does the future hold? Why is the intersection of international trade and environmental policy important? What are green taxes? Are gas taxes in the USA high or low? What future trends will be critical to IEP?

Session 27: Conclusion and Exam Review

Session 28: FINAL EXAM