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science and religion
From the PSO President

*Science, Religion, and Ostriches*

One can advocate discussion without advocating a particular position. That seems almost a truism, but looking around at syllabi it often seems a lost art. Regardless of what one thinks about the alleged collisions between science and religion, an unfortunate effect on the curriculum has been that courses are avoided because they represent potential conflict. Rather than deal with issues such as evolution or cloning or human reproduction, and so many current issues in science, the courses that might deal with such topics are simply sidetracked. This is more common in high schools than in colleges, but it is still observable at the tertiary level. Often we are not aware of the omissions: they are muted and not made openly but very quietly.

There is no reason why, with some civility, the curriculum cannot deal with controversial issues where people of good will differ. Classes where differing opinions are on exhibit are much more interesting than the academic equivalent of reading the telephone book. Avoiding the major policy questions because they will raise blood pressures is a sad comment on the ingenuity of teachers. We need teachers with the wit and wisdom to present material without divesting any of their students of their sense of identity.

Sterilization of the curriculum is insidious because it often goes on in a very muted way. Science today is at times very controversial, and we would say that is a good thing. Let us get more debate into the classroom, but let us use wit and wisdom to treat everyone fairly. Surely that is not beyond professorial capacities. We do have colleagues who are good at stirring the pot and some of them are represented in the syllabi published in the Proceedings. We need more on the team. A professor who resembles an ostrich is depriving students of something that every good policy syllabus should do: promote a lifelong debate and dialogue about issues that matter.

Paul J. Rich
pauljrigh@gmail.com
Syllabi

This issue of The Proceedings is the second of three that will publish syllabi for courses taught by members of the Science, Technology, and Environmental Politics section of the American Political Science Association. In this issue, we have included five syllabi on international environmental politics and policy. The courses are diverse in the subjects they cover, and in how they engage with important themes in political science and other disciplines. We hope that you will find them useful.

David Konisky
Georgetown University

Chair, Science, Technology and Environmental Politics Section
American Political Science Association

Contents

I. Environmental Politics and Democratization
   Mary Alice Haddad, Wesleyan University

II. International Environmental Politics
    Ronald Mitchell, University of Oregon

III. International Environmental Policy
     David Downie, Fairfield University

IV. International Environmental Relations
    Betul Gokkir, University of Florida

V. Environmental Politics: Domestic & International Dimensions
    Tim Knievel, Rutgers University
Environmental Politics and Democratization
Mary Alice Haddad
Wesleyan University

1. Course Description

This is an upper division interdisciplinary seminar that investigates the connections between environmental politics and democratization. While environmental policy will be of some consideration, the focus of the course will be on the politics of the environment—the political, social, and cultural battles that occur around environmental issues. We will be examining the ways that these confrontations shape the broader political landscape in communities, states, and the world. Of particular concern will be the ways that politics around the issue of the environment shapes, and is shaped by, democratic participation and politics.

This seminar will cover very wide geographic and intellectual ground. We will investigate ultra-local environmental issues. We will also study how global environmental actors such as international nongovernmental organizations and multinational corporations are shaping the process and the content of environmental policy around the world.

It is expected that each of you will be actively contributing to our collective learning experience throughout the semester. We will be utilizing a multidisciplinary approach to this topic throughout the course. This means that you should expect to feel very comfortable with the subject matter and methodological approaches during some weeks but quite uncomfortable and at a loss on other weeks. This feeling of disorientation is an intended component of the course. One of the major goals of the course is to stretch your intellectual boundaries and help make you more comfortable with different ways of thinking about and engaging with environmental (and other) issues.

Although the course is pitched at a high level and in class we will be discussing rather general topics, each of you will become an expert in the environmental politics of a particular country by the end of the semester. Each week you will be conducting research about your country, updating your wiki, and contributing your country-specific knowledge to our general discussion. At the end of the semester you will hand in a final paper that includes a summary of the collective information that you have gathered about your country, an analysis of that information, and a reflection on your experience in the seminar. Each student will also “do” some environmental politics during the semester, and your experiences and reflections on those experiences will enhance our understanding of how the abstract theories and far-away policies that we discuss in class take on shape and context in real life.
Learning Objectives

- Enhanced knowledge of different types of environmental politics
- Enhanced understanding of the complex ways that environmental politics interacts with democracy
- Enhanced ability to think about ethical challenges related to the environment in multiple cultural contexts
- Enhanced ability to understand and utilize multi-disciplinary modes of inquiry
- Deeper knowledge about the environmental politics about a particular country
- Greater sense of empowerment to become positively involved in environmental politics

2. Required Reading

There is one book for this course:

3. Course Requirements

Your seminar grade will be comprised of five parts:

**Class Participation**
- Seminars rely on quality participation by their members in order to be successful. Students are expected to come to class prepared and engage productively with the material and with their peers during class meetings. Participation in the movement and art workshops are included in this grade.

**Public Event Response Papers**
- One page response papers to public talks/films/performances related to the class that include 1) articulation of the main argument of the talk/film/event, 2) description of the evidence used to support the argument, and 3) three questions that emerge from the event. Two papers minimum. The average of all papers will be the final grade for this section.
**Participant Observation Assignment**

Each student will participate in some form of environmental politics. The activity must be part of an organized environmental politics related event (e.g., public hearing at city hall, public protest, community clean-up, etc.). Prior to the activity, the student must submit a one-page plan for the observation including how it relates to class material. After the activity the student must submit a 2-3 page response paper that includes: 1) a description of what the student did, 2) how it relates to one or more topics discussed in class, and 3) two questions/responses that have emerged for the student from the experience (e.g., now that I understand X, I wonder why...; now that I have done A, I would like to...).

**Wiki**

Throughout the semester students will maintain and update their wiki about the environmental politics of one particular country. The wiki should be updated each week with information related to the topic of that week and include issues specifically related to those raised by the readings. (5% per wiki for 8 weeks plus a 5% creativity bonus)

**Topic Papers**

Students must write two 5-6 page analytic papers over the course of the semester. Each paper will be a reflection on one of the weekly topics. The papers must have a clear argument and use the readings as well as the wiki contributions of classmates as evidence to support that argument. (2 papers -10% each)

**Final Paper**

The final paper will represent a culmination of the class. It is intended to offer an opportunity to demonstrate the analytic skills that you have gained over the course of the semester as well as challenge your intellectual creativity. Length and topic TBA.

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### 4. Class Schedule and Reading Guide

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Think about/pick country that will be your research focus for the semester. You will have your assignment by next week. Think about what your participant observation assignment will be.</td>
</tr>
</tbody>
</table>

• Why is the environment such an issue?
• Who are the main actors?
• What are the main issues?
• What tradeoffs do policymakers make?
• Why/how is environmental politics related to democracy? To capitalism?
2 Governmental Regulatory Framework

- International regulatory framework
- National regulatory framework
- Sub-national regulatory framework
- Why is regulation necessary?
- Who regulates?
- Who is regulated?
- What is the purpose of regulation?
- What kind of regulation is effective?
- How does regulatory capacity vary across regulatory bodies/countries?

Marc Eisner, Governing the Environment. Ch. 1.


Update Wiki: List main actors involved in environmental politics and what they do in your country. Include 1-2 paragraphs discussing how the issues raised in the reading relate to your country.

3 International/Transnational Organizations

- Which intergovernmental organizations are involved in the environment? What do they do?
- Which international, non-governmental organizations are involved? What do they do?
- How do transnational actors connect to environmental politics on the ground?

Participant Observation assignment handed out

Peter M. Haas. “Banning Chlorofluorocarbons."

Ralph Litzinger, “In Search of the Grassroots"

Update Wiki: List transnational organizations involved in your country and what they do. Include 1-2 paragraphs discussing how issues raised in the readings relate to your country.

4 Environmental Ethics

- What is environmental ethics?
- What are some of the issues related to environmental ethics?
- How does cultural heritage affect environmental ethics?
- How are environmental ethics issues resolved/ameliorated?


Figueroa and Mills “Environmental Justice”

Tu Weiming, “The Continuity of Being: Chinese Visions of Nature”

Update Wiki What are the environmental ethics issues in your country? Include 1-2 paragraphs discussing how the issues raised in the readings relate to your country.
5 Creative Campus Movement Workshop—arts and environmental politics

- What role does art play in environmental politics?
- Does the involvement of artists have different significance in democratic and non-democratic societies?
- How does artistic expression alter your relationship to the environment?
- Does it change your ideas about environmental politics?

Jacqueline Adams. “Art in Social Movements.”

Doug Blandy et al “Art, Ecological Restoration, and Art Education.”

Update Wiki: List types of artists involved in environmental politics and what they do in your country. Include 1-2 paragraphs discussing how the issues raised in the reading relate to your country.

6 Conservation Politics

- Who are the main actors involved in conservation politics?
- What are some of the features of conservation politics that makes it distinct from other forms of environmental politics?
- Which features are similar to other kinds of politics?
- Do these political processes vary in democratic and non-democratic contexts?

Peterson et al “A Tale of Two Species”

Jamie Waterman, selected readings

Update Wiki: Describe main conservation issues and actors in your country. Include 1-2 paragraphs discussing how the issues raised in the reading relate to your country.

7 The Politicization of Science

- Who identifies environmental “problems”?
- How is science used in political battles concerning the environment?
- How do different actors use/view science and knowledge differently?
- What are the ethical components of the treatment of different kinds of knowledge?

Connie Ozawa. “Science in Environmental Conflict.”

Paul Robbins. “The Practical Politics of Knowing”

Update Wiki: How is science used politically in your country? Include 1-2 paragraphs discussing how the issues raised in the reading relate to your country.
8 Energy Politics

- What are the main sources of energy in your country?
- What is the energy consumption rate?
- What are the main energy political players and debates?
- Any plans/hope for changing the energy mix?

Michael Ross, “Does Oil Hinder Democracy?”

Jacobsson and Lauber Renewable energy in Germany

Update Wiki: Describe energy politics in your country: basic statistics, key players, and main battles. Include 1-2 paragraphs discussing how the issues raised in the reading relate to your country.

9 Direct Action and Eco-terrorism

- What is ecoterrorism?
- Why do people engage in ecoterrorism?
- What are the differences between local and transnational ecoterrorists?
- What are the distinctions between direct action and eco-terrorism?
- How does democracy make a difference?


Muzaffar Assadi. “Tribals on Warpath”

Update Wiki: Describe direct action and eco-terrorists in your country. Include 1-2 paragraphs discussing issues raised in the readings/clip in your country.

10 Environmental Activism Leading to Democratization?

- How does environmental politics operate in an undemocratic context?
- How can environmental activism promote democratization?
- Why do authoritarian governments allow environmental activism?

Participant Observation Assignment Due

Shannon O'Lear. “Networks of Engagement.”

Robert Weller. Alternate Civilities. ch.6
11 **Rethinking Garbage**
- How does waste management relate to broader environmental concerns?
- How is it similar or different from other environmental issues?
- Does politics of waste differ in democracies and non-democracies?
- What are the international dimensions of waste politics?

**Update Wiki:** Describe garbage issues and politics in your country. Include 1-2 paragraphs discussing issues raised in the readings relate to your country.

Bring in item of clean “garbage”. It will be used as part of movement workshop and may be basis for collective public art installation.

Eileen McGurty “From NIMBY to Civil Rights”

Toshizo Maeda IGRS Policy Brief

Foreign Policy “Digital Dumping”

12 **Bringing It All Together—Negative forces converge in developing countries**
- What are the main environmental issues in Liberia?
- What are the ethical issues involved?
- How are environmental politics related to democratization and development in Liberia?

**Install Collective Public Art Project**

William Powers. *Blue Clay People*

13 **Working towards solutions around the world—Wrapping Up**

One news article/link about positive action in your country posted to class wiki by midnight two days before Session 13. Read all posts by Session.

14 **Final Paper Due**
1. Course Description

**Goals of course:**

Nations cannot solve their environmental problems through unilateral action and domestic policy alone. Governments, nongovernmental organizations, and editorial pundits frequently proclaim the need for international solutions to environmental problems ranging from preserving wetlands and wildlife to protecting the global atmosphere. In some issue areas, nations have signed aggressive international treaties but in others they have not. Although environmental problems certainly -- and, we hope, their solutions -- will increase in number in the future, solutions to many existing problems provide the experience to understand the solutions available, the processes by which they can be created, and how effective those solutions have been at solving environmental problems.

This course starts by outlining five perspectives on why environmental problems arise and how we can solve them. It then explores three processes of international policy development: identifying problems, designing and negotiating solutions, and implementing policies to change national behavior. We will use case studies to develop our understanding of these processes and ask questions such as: What conditions help countries negotiate treaties to resolve problems? What types of rules work best? How do we evaluate whether a treaty has been effective or successful? In short, we want to identify how nations will solve global environmental problems.

These questions require careful attention to causal analysis, i.e., to showing that one or more factors caused the outcome we observe and that if that factor had been absent, the observed outcome would not have occurred. Thus, a major element of this course will require that you identify and skeptically evaluate all causal claims (your own, mine, and those of authors you read). For example, this will require being initially dubious of claims that the International Whaling Commission has led to fewer whales being killed since 1980, that growing scientific knowledge caused countries to sign the ozone treaty, or that treaties ever influence behavior. I hope that developing your ability to think causally will be this course’s most important contribution to your education.

**Word of warning:** Most past students have found this course -- and particularly the final paper -- to be quite difficult but also have found it very rewarding. The requirements to do well in this course are quite demanding.
Some Thoughts as You Begin the Course

- Sustainable development means “treating the earth as if we intended to stay” -- (Robert Gray, 1993).
- When asked whether he would like people in India to have the same standard of living as the British, Mahatma Gandhi responded “It took Britain half the resources of the planet to achieve this prosperity. How many planets will a country like India require?” -- (T. N. Khoshoo, 1995).
- A serious research study is “a study by someone whose mind could conceivably have been changed by the evidence” -- (Paul Krugman, 1993).

2. Required Readings


3. Course Requirements and Grading

**READINGS (NO PERCENT): ALL READINGS ARE REQUIRED.**
If you must make choices, place higher priority on Mitchell and others, and less on Conca. Readings are intended as additional to (rather than redundant with) class lectures. Please ask questions about readings in class.

**CLASS PARTICIPATION (10%)**
Attend and participate in class. Those who ask questions and make comments will get better grades. Shy people cannot waive this requirement. Even if you are shy, please speak up several times during the term.

**2 SHORT (3-4 PAGES) DISCUSSION PAPERS (FIRST: 10%; SECOND: 20%; 30% TOTAL)**
Write two essays responding to a brief question regarding the reading and the material in lecture. The one on the Tragedy of the Commons is worth 10% and the other on the Relative Effectiveness of Regimes is worth 20%.
3 ASSIGNMENTS RELATED TO FINAL PAPER (FIRST: 5%; SECOND: 10%; THIRD: 10%; 25% TOTAL)
There are three assignments related to developing the argument of your final paper for the course. Their main value lies in providing you with feedback that will help you improve the final paper you write.

15-20 PAGE RESEARCH PAPER (35%): NO LATE PAPERS ACCEPTED!
Undergraduates: Write a research paper of 15-20 double-spaced pages evaluating whether a particular environmental treaty was effective.

Graduate students: Write a research paper of 25-30 double-spaced pages that carefully and rigorously evaluates whether a particular environmental treaty was effective. The paper must include a thoughtful literature review that cites at least 10 references, a carefully delineated set of hypotheses, and evaluation of those hypotheses with empirical evidence. The paper should be at a level comparable to a first draft of a Masters thesis.

EXTRA CREDIT
The only extra credit I will give in this class is 2% of the total course score to students who present their research on the last day of class. All students who want to present will have 2 to 3 minutes to:
-- discuss your graph AND
-- explain WHY you think your treaty was OR was not effective.

IMPORTANT NOTE FOR GRADUATE STUDENTS:
Graduate students enrolled in PS577 must do more work than undergraduates and at a higher level of quality. Read the syllabus carefully and complete all readings and assignments required of graduate students.

POLICY ON LATE ASSIGNMENTS
Late assignments will lose 2 points per day. Thus, an assignment that is 0-24 hours late would have 2 of 100 points deducted, one that is 25-48 hours late would have 4 of 100 points deducted, etc.

NOTE: Passing the class requires that you turn in ALL assignments. I rarely fail anyone who turns in all assignments. The rare times that I do fail people, however, is when they fail to turn in all assignments (since each is such a large portion of the final grade). So, please, turn in even late assignments. Help me help you pass the course.
4. Class Schedule and Reading Guide

INTRODUCTION

SESSION 1:  
Introduction

SESSION 2:  
Introduction (continued)

Mitchell, Chapter 1.  
“Three Decades of Global Environmental Politics” in Conca ch. Intro.  

SESSION 3:  
Identifying the influence of policy solutions: preparing for your paper

These readings are crucial for understanding the final paper requirements and for doing a good job in evaluating the treaty you choose to study. You should read these for this class but also re-read them several times during the term.


PERSPECTIVES ON ENVIRONMENTAL PROBLEMS

SESSION 4:  -- IF YOU HAVE A LAPTOP PLEASE BRING IT TO CLASS FOR USE IN THE SIMULATION!

Economic and Legal Perspectives

DISCUSSION PAPER: “Tragedy of the Commons” due at beginning of class (< 1500 words – provide a word count).

Garrett Hardin, “The Tragedy of the Commons” in Conca ch. 03.  
Susan J. Buck, “No Tragedy of the Commons” in Conca ch. 04.
We will simulate the Tragedy of the Commons online during class. Prepare your strategy BEFORE class. Start by playing the “Optimizing a Private Farm” game on the website. During the in-class game, you will decide how many cows you want to put on a commons to which all other students have access. Your goal is to maximize the milk your cows produce (so you can share that milk with homeless people). What strategy will you use to ensure that you and the rest of the class do not overgraze the commons? How will you convince others to adopt your strategy? What should you do in the meantime to make sure you still can give milk to homeless people this year?

SESSION 5:
Ecophilosopahical and Political Perspectives

Mitchell, Chapter 3.
Donella H. Meadows, et. al., “Limits to Growth” in Conca ch. 01.
Ken Conca, “Rethinking the Ecology-Sovereignty Debate” in Conca ch. 05.

PROCESSES OF INTERNATIONAL ENVIRONMENTAL MANAGEMENT

Identifying Environmental Problems

SESSION 6:
Problem Identification and the Role of Science in Policy Making

Mitchell, Chapter 4.
Skim the IPCC Executive Summary:

SESSION 7:
Science for Sustainability and a Scientific Perspective

TREATY ASSIGNMENT #1: due at beginning of class.

Re-read Mitchell and Bernauer readings, think about causal questions and feedback from professor, and come in with questions prepared. This should help you prepare over the weekend for the next assignment of Outline and Graph of DV, and get started on your paper.

Initial discussion on writing final paper and conducting a good causal evaluation of a treaty’s influence.

SESSION 8:  
*Problem Identification and the Role of Nongovernmental Actors*

Chico Mendes, “Fight for the Forest” in Conca ch. 07.  

----*

**Negotiating International Agreements**

SESSION 9:  
*Negotiation Theory*

Norichika Kanie, “Governance with Multilateral Environmental Agreements: A Healthy or Ill-Equipped Fragmentation?” in Conca ch. 10.  

SESSION 10:  
*Negotiation Practice*


Ensuring Compliance and Effectiveness

SESSION 11:  
*Compliance Theory*

Mitchell, Chapter 6.  
SESSION 12:
Case Study – Relative Regime Effectiveness: Whaling and Ozone Protection

DISCUSSION PAPER: “Relative Effectiveness” due at beginning of session (< 1500 words – provide a word count). I have provided more extensive readings than usual to help you prepare your discussion paper:

Text of International Convention for the Regulation of Whaling.
Illegal Trade in Ozone Depleting Substances (UNEP 2001).

ISSUES AND DEBATES IN INTERNATIONAL ENVIRONMENTAL POLITICS

SESSION 13:
Free Trade and the Environment


SESSION 14:
FINAL PAPER DISCUSSION

TREATY ASSIGNMENT #2: due at beginning of class.

Please read the online lecture notes for this day and be prepared to bring in any questions you have regarding writing your final paper.
SESSION 15:
*Environment and Security*


SESSION 16:
*Sustainable Development*


SESSION 17:
*Population*

*TREATY ASSIGNMENT #3: due at beginning of class.*

Re-read first few pages of Mitchell, Chapter 3.
Population control is good but even Sierra Club won’t take it up: [http://www.washingtonpost.com/wp-dyn/content/article/2009/09/14/AR2009091403308_pf.html](http://www.washingtonpost.com/wp-dyn/content/article/2009/09/14/AR2009091403308_pf.html)

SESSION 18:
*Climate Change, Part 1*

Watch one or more of the videos from each of the following NSF links:
• How do we know: [http://www.nsf.gov/news/special_reports/degree/how_do_we_know.jsp](http://www.nsf.gov/news/special_reports/degree/how_do_we_know.jsp)


**SESSION 19:**
**Climate Change, Part 2**

*EXTRA CREDIT Deadline: Powerpoint slide for those presenting in class.*


*Recent Climate Change meeting documents*
What Happened (and Why): An Assessment of the Cancun Agreements
[http://enews.belfercenter.org/ct.html?rtr=on&s=lj1i,ofqa,7oo,7cxg,5zio,fg8z,69wo](http://enews.belfercenter.org/ct.html?rtr=on&s=lj1i,ofqa,7oo,7cxg,5zio,fg8z,69wo)

**CONCLUSIONS**

**SESSION 20:**
**The Future of Global Environmental Governance – Problems we will face and Solutions we will have**

Mitchell, Chapter 7.

*FINAL PAPER DUE at the beginning of session 20.*
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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>27% of final grade</td>
<td>Exam 1 scheduled for Session 14.</td>
</tr>
<tr>
<td>2 Current Fact Sheets</td>
<td>20% of final grade</td>
<td>Due No Later than Session 24.</td>
</tr>
<tr>
<td>IEP Log</td>
<td>14% of final grade</td>
<td>Due No Later than Session 26.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>34% of final grade</td>
<td>Final exam on Session 28.</td>
</tr>
<tr>
<td>Participation</td>
<td>5% of final grade</td>
<td>Due every session.</td>
</tr>
</tbody>
</table>

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 assignments: (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?

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

(2) Lead, Veto and Swing States 
(3) Leaders and Laggards 
(4) Necessary but Not Sufficient Conditions for Effective IEP.
(5) International Regimes

- 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)

- Brief primer on the Montreal Protocol:  
  http://ozone.unep.org/Publications/MP_Brief_Primer_on_MP-E.pdf  
- Achievements of the Montreal Protocol:  
  http://ozone.unep.org/Publications/MP_Key_Achievements-E.pdf  
- Chasek, Downie and Brown, pp. chapter 4.  
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


(science, 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.


European Environmental Agency (EEA), "Global Governance: The rise of non-state actors," [Text URL]


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: [Text URL]
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.


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
1. Course Description

Environmental issues increasingly become a fundamental element of global political agenda thanks to their relationship with economy, natural resources, and human security. International environmental relations (IER) is a field offering several cases and questions to understand and analyze developments in contemporary global affairs. This course introduces major approaches, topics, and debates in global environmental politics and aims at enabling students to evaluate issues in world politics like international cooperation and economic globalization through developments in IER.

This course begins with a review of theoretical approaches to IER, and then studies the recent phenomena in world politics, such as transnational movements and private governance, through topics in IER. The latter part of the course addresses specific issue-areas like climate change, oceans, and global forest governance. The course will conclude with a discussion of the notion of global environmental governance with its existing practices and future meaning.

2. Required Readings

All required readings for this course are listed under the course outline. There is no required textbook for this course. The two books below are optional for students who would like to resort to reference books on main IER topics and questions.


3. Course Requirements

Discussion Questions: Students are required to write two discussion questions on readings for assigned sessions. Discussion questions should demonstrate that students engage in critical thinking about what they read. Questions should be typed and submitted at the beginning of the session. The sessions students are expected to turn in question sets are specified at the course outline. Unless the student presents an official excuse, no late submissions will be accepted.
**Leading In-class Discussion:** Half of each session will be a discussion and 2-3 students will serve as discussion leaders. Discussion leaders’ questions and comments should combine the readings, students’ own interpretations, and contemporary developments pertaining to that topic. Students are encouraged to meet the instructor before the date they are assigned to lead the discussion.

**Reaction Paper:** Students are expected to write a reaction paper on a brief documentary that will be shown in class. The content of reaction papers should address issues covered by this course, such as, development, transnational actors, and international political economy. The reaction paper should be 600-900 words (double spaced, 12 pt. font).

**Midterm Examination:** The purpose of this exam is to assess students’ understanding of the concepts and arguments discussed in the class. During the exam, students are expected to answer five or six short essay questions related to materials covered in this course.

**Research Proposal and Paper:** Each student is expected to write a final research paper that tackles a specific organization/agreement/issue-area/case the student is interested in. The topic of the paper should be reviewed and analyzed with reference to concepts and materials discussed in class. Students should first propose a research design that clarifies (1) what topic they will study, (2) what their particular thesis is and (3) what sources they will use. After receiving approval to their proposals, students are required to write a research paper on the same topic. The research proposal should be around 500 words and the final paper should be 3500-4000 words (double spaced, 12 pt. font).

**Attendance and Participation:** Participation presumes attendance. All students are expected to actively take part in discussions during the class. Students are required to do readings prior to class meetings and attend the classes regularly in order to succeed in this part of the course.

### Evaluation

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<th>Session Due</th>
<th>Grade</th>
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<tr>
<td>Discussion Questions:</td>
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<td>Leading In-class Discussion:</td>
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<tr>
<td>Reaction Paper:</td>
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<td>Midterm Examination:</td>
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<td>Research Paper:</td>
<td>16</td>
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<tr>
<td>Attendance and Participation:</td>
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Grading Scale: A, 95 – 100; A-, 90 – 94; B+, 87 – 89; B, 83 – 86; B-, 80 – 82; C+, 77 – 79; C, 73 – 76; C-, 70 – 72; D+, 67 – 69; D, 63 – 66, D-, 60 – 62; E, 59 – 0.
4. Class Schedule and Reading Guide

Session 1: Introduction

Introduction of the course and syllabus.
Assignment of in-class discussion topics.

Session 2: Theoretical Approaches to IER


Session 3: International Environmental Politics as Politics of Global Commons


Session 4: Science, Knowledge, and Uncertainty


Session 5: Environment and International Regimes


Session 6: Environment and Intergovernmental Institutions


Session 7: Environment and Nongovernmental Actors


Session 8: Environment and International Political Economy


Session 9: Private Governance

Reaction Papers due


**Session 10: Development and International Environmental Policies**


**Session 11: Exam**

**MIDTERM EXAMINATION**

**SESSION 12: Climate Change**


SESSION 13: Governance of Oceans

Research Proposals due


Session 14: Governance of Forests


Session 15: Global Environmental Governance: How Does it Occur?


Session 16: Conclusion

*Research Papers due.*

Concluding Discussion.
Environmental Politics: Domestic and International Dimensions
Tim Knievel
Rutgers University

1. Course Description

The purpose of this course is to familiarize students with the key institutions and issues relevant to the study of domestic and international environmental politics. Environmental protection is truly an *intermestic* issue, meaning that it almost always resides at the intersection of domestic and international politics. The course will largely proceed in two parts. In Part 1 of the course (sessions 1–8) we will be introduced to the key institutions, actors, concepts and ideas relevant to the study of environmental policymaking in the United States. In Part 2 (sessions 9–27), we will address major domestic and international environmental issues, including water and air pollution, hazardous waste, public land management, conservation of biological diversity, trade and agricultural issues, climate change, renewable energy competition, and environment justice and equity.

2. Required Readings

The two required texts for this course as follows:


3. Course Requirements

**Grading:**

**Attendance** 100 points
I will take attendance randomly ten times throughout the semester.

**Midterm 1** (Session 8) 200 points
The first midterm exam will cover all material discussed between the beginning of the course and this session. The exam will feature a combination of multiple choice, identification, and short answer responses.

**Midterm 2** (Session 16) 200 points
The second midterm exam will cover all material discussed since the first midterm. While the exam is cumulative, it will primarily emphasize issues discussed since the previous midterm. The exam will feature a combination of multiple choice, identification, and short answer responses.
Project (due session 22) 200 points
Students will be required to prepare a draft letter to a member of Congress regarding either a local, domestic, or international environmental issue of their choosing. Students will also be required to prepare a brief, 3-5 page background issue brief for the member of Congress. Additional instructions will be forthcoming. Your preliminary proposal for this project will be due session 12.

Final Exam (session 28) 300 points
The final exam will feature a combination of multiple choice, identification, and short answer responses. It will also feature an essay question. The exam will most heavily emphasize issues discussed since the second midterm, though it will be cumulative in nature (particularly on the essay question).

Final grades will be assigned as follows:

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<td>700-779</td>
<td>C</td>
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<tr>
<td>Below 600</td>
<td>F</td>
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</tbody>
</table>

4. Class Schedule and Reading Guide

COURSE INTRODUCTION AND HISTORICAL OVERVIEW

Session 1—Course Introduction
Syllabus discussed

Session 2—American Environmentalism: A Historical Perspective
Vaughn, Chapter 1, “A Historical Framework for Environmental Protection”
Rosenbaum, Chapter 1, “After Earth Day”

KEY CONCEPTS, ACTORS, AND INSTITUTIONS IN ENVIRONMENTAL POLICY

Session 3—The U.S. Environmental Policymaking Process

Session 4—Key Actors in the Policymaking Process
Rosenbaum, Chapter 3, “Making Policy: Institutions and Politics”

Session 5—Ideology, Public Opinion and Partisanship in U.S. Environmental Policymaking Gridlock
Layzer, Chapter 1, “A Policymaking Framework”, pp. 1-9

**Session 6—Regulation, Wise Use, and Property Rights: the Anti-Environmental Backlash**
Rosenbaum, Chapter 4, “Common Policy Challenges”, 128-147
Rosenbaum, Chapter 5, “More Choice: the Battle over Regulatory Economics”
Layzer, Chapter 13, “Backlash: Wise Use, Property Rights, and Anti-environmental Activism in the 1990s”

**Session 7—The States as Environmental Actors**

**Session 8—Midterm Exam 1**

**MAJOR ISSUES IN DOMESTIC AND INTERNATIONAL ENVIRONMENTAL POLITICS**

**Session 9—U.S. Environmental Foreign Policy: Leader or Laggard?**

**Session 10—The US and the European Union in Comparative Perspective**

**Session 11—Water Issues in the United States**
Layzer, Chapter 6, “Command and Control in Action”, 218-236
Layzer, Chapter 15, “Ecosystem-Based Management in the Chesapeake Bay”
Session 12—Global Water Issues

Session 13—Air Pollution in the United States
Layzer, Chapter 6, “Command and Control in Action”, pp. 200-218
Layzer, Chapter 14, “Market-Based Solutions: Acid Rain and the Clean Air Act Amendments of 1990”

Session 14—Hazardous Waste in the United States
Layzer, Chapter 3, “Love Canal”
Rosenbaum, Chapter 7, “A Regulatory Thicket: Toxic and Hazardous Substances”

Session 15—Global Pollution and Waste Issues

Session 16—Midterm Exam 2

Session 17—Conservation, Land Management and Biological Diversity in the United States
Rosenbaum, Chapter 9, “635 Million Acres of Politics: the Battle for Public Lands”

Session 18—Global Conservation, Land Management and Biological Diversity Issues
Cashore, Brian. 2006. Forest Certification in Developing and Transitioning Countries...Part of a Sustainable Future? Environment 48(9):6-25.
Session 19—Trade and the Environment
Layzer, Chapter 12, “Trade versus the Environment: Dolphins, Turtles, and Global Economic Expansion”

Session 20—Biotechnology and Agricultural Trade Issues

Session 21—Climate Change
Rosenbaum, Chapter 10, “Climate Change, Domestic Politics, and the Challenge of Global Policymaking”

Session 22—Climate Change

Session 23—Nuclear Energy at Home and Abroad
Rosenbaum, Chapter 8, “Energy: Nuclear Dreams, Black Gold, and Vanishing Crude”

Session 24 -- Renewable Energy in the United States
Layzer, Chapter 11, “Cape Wind: If Not Here, Where? If Not Now, When?”

Session 25—Global Renewable Energy Initiatives

Session 26—Environmental Justice and Equity Issues
Rosenbaum, pp. 147-155
Layzer, Chapter 17, “Hurricane Katrina Hits New Orleans: Disaster, Restoration and Resilience”
Layzer, Chapter 4, “Community Activism and Environmental Justice”

Session 27— Future Directions in Environmental Politics
Vaughn, Chapter 12, “Emerging Issues in Environmental Politics”

Session 28 -- FINAL EXAM

5. Research Project

PROJECT OVERVIEW (200 points)
Your course project involves preparing a cover letter and policy brief for a member of Congress on an environmental issue of your choosing. You may choose any environmental issue, whether it is primarily local, national, or international in character.
Project Proposal: Session 12, you should submit a 1-2 page project proposal that clearly and succinctly addresses the following:

- **Clearly identify what environmental issue you will be discussing:** ‘Climate change’, for example, is too vague. What aspect of climate change are you looking at?
- **Clearly identify what member of Congress you are choosing to write to, and why you are writing to them:** Are they on a particular committee that is relevant to the issue that concerns you? Did they take a position on your issue, or sponsor or vote on a bill, that you agree or disagree with?
- **Clearly identify 5-8 credible sources of information in a preliminary works-cited page.** Do not simply list sources; briefly explain to me why you have chosen them. It should be clear from the explanation that you read the sources you are listing. These may include, but should not be limited to, assigned class readings.
- **Late policy:** 10 points will be deducted from the overall project grade for every 24 hour period after the due date that the proposal has not been submitted.

**Cover Letter and Policy Brief: Session 22**, you will submit a document that includes the following:

- A cover letter to a member of Congress, explaining why you are writing to them. The text of this cover letter should be approximately 500 words.
- A policy brief of approximately 3-5 pages explaining why you are taking the position that you are on the particular environmental issue in question—and why they should, too. This policy brief should be backed up with credible information sources.
- A works cited page
- This project will be graded on the clarity of presentation, the rationale for sending the letter to a particular member of Congress, and the effectiveness of your use of credible sources of information to make your case.
- **Late policy:** 20 points will be deducted from the overall project grade for every 24 hour period after the due date that the proposal has not been submitted.

**CONDUCTING RESEARCH FOR YOUR PROJECT**

**Researching U.S. Legislation**

Database of Anti-Environment Votes in the 112th Congress, Committee on Energy and Commerce, Democratic Staff


Environment News (Compiled by Congress.org)

http://www.congress.org/issues/Environment
Thomas, Library of Congress: Browse **Subject Terms** on Bills  
http://thomas.loc.gov/cgi-bin/bssQuery/?Opt=s&Db=112

Thomas, Library of Congress: Search by **Bill Number**  
http://thomas.loc.gov/home/thomas.php

League of Conservation Voters, National Environmental Scorecard  
http://www.lcv.org/scorecard/

Project Vote Smart (Environmental Issues)  
http://www.votesmart.org/issues/NA/30

U.S. Government Printing Office  
http://www.gpo.gov/fdsys/

GovTrack  
http://www.govtrack.us/congress/billsearch.xpd

National Council for Science and Engineering: Congressional Research Service Reports  
http://www.ncseonline.org/programs/science-policy/crs-reports

The American Presidency Project  
http://www.presidency.ucsb.edu/

**News and Blog Sources**

E2 Wire: The Hill's Energy & Environment Blog (note: *this is available as an app on iPhone/iPad*)  
http://thehill.com/blogs/e2-wire

Energy & Environment (from *Politico*)  
http://www.politico.com/energy/

*Foreign Policy*: Environmental Section  
http://www.foreignpolicy.com/category/topic/environment

Grist  
http://www.grist.org/

Climate Progress (Joe Romm blog)  
http://thinkprogress.org/romm/issue/?mobile=nc

The Climate Agenda (The *Washington Post*)  
http://www.washingtonpost.com/wp-srv/special/climate-change/?sid=ST2010032802698
http://green.blogs.nytimes.com/

http://dotearth.blogs.nytimes.com/


Environmental Health News (from Environmental Health Sciences)
http://www.environmentalhealthnews.org/

Environmental News Network
http://www.enn.com/

E-The Environment Magazine
http://www.emagazine.com/

Environment News (National Geographic)

**General Foreign Policy Periodicals of Interest**

- The Atlantic Monthly
- Foreign Affairs
- Foreign Policy

**Legal Periodicals**

- American Journal of International Law
- The Harvard Environmental Law Review
- Chicago Journal of International Law
- Ecology Law Quarterly

**Environmentally-Focused Academic & Policy Periodicals**

- Environment: Science and Policy for Sustainable Development
- Journal of Environment and Development
- Global Environmental Politics
- Journal of Environmental Economics and Management

**Political Science Periodicals**

- American Journal of Political Science
- American Political Science Review
- Comparative Political Studies
- Foreign Policy Analysis
- International Organization
- International Studies Quarterly
- International Studies Review
- Journal of Politics
- Perspectives on Politics
- Political Science Quarterly
- World Politics
Advocacy, Nongovernmental Organizations & Research Institutions
Council on Foreign Relations: Energy and Environment Page
http://www.cfr.org/issue/energyenvironment/ri17?groupby=3&page=1&id=17

Brookings Institute: Environment Page
http://www.brookings.edu/topics/environment.aspx

Stanford University, Program on Energy and Sustainable Development
http://pesd.stanford.edu/

Center for Climate & Energy Solutions
http://www.c2es.org/

Earth Institute (Columbia University)
http://www.earth.columbia.edu/sections/view/9

Pew Center on Global Climate Change
http://www.pewclimate.org/

United States Climate Action Partnership (USCAP)
http://www.us-cap.org/

Alliance for Climate Protection
http://www.climateprotect.org/

Green for All (group advocating green jobs as anti-poverty mechanism)
http://www.greenforall.org/

Center for Biological Diversity
http://www.biologicaldiversity.org/

Republicans for Environmental Protection
http://www.rep.org/

U.S. Chamber of Commerce: Environmental Issues
http://www.uschamber.com/issues/environment

Federal Government: Executive Branch

Energy and Environment (The White House)
http://www.whitehouse.gov/energy

Council on Environmental Quality (The White House)
http://www.whitehouse.gov/administration/eop/ceq
U.S. State Department: Bureau of Oceans and International Environmental and Scientific Affairs
http://www.state.gov/g/oes/index.htm

United States Trade Representative, Office of Environment & Natural Resources
http://www.ustr.gov/trade-topics/environment

Environmental Protection Agency
www.epa.gov

US Agency for International Development (USAID), Environment
http://www.usaid.gov/our_work/environment/

National Renewable Energy Laboratory (Dept of Energy)
http://www.nrel.gov

Superfund (Environmental Protection Agency)
http://www.epa.gov/superfund/

Federal Government: Legislative Branch
Note: when visiting the website of congressional committees, please be sure to visit the sites of the various relevant subcommittees as well.

Democratic Party: Environmental Issues Website
http://www.democrats.org/issues/environment

U.S. Government Accountability Office: Key Topics
http://www.gao.gov/browse/topic

Select Committee on Energy Independence & Global Warming
http://globalwarming.house.gov/

House Committee on Energy & Commerce
http://energycommerce.house.gov/

House Committee on Foreign Affairs
http://foreignaffairs.house.gov/

House Committee on Natural Resources
http://naturalresources.house.gov/

House Committee on Science, Space & Technology
http://science.house.gov/

House Committee on Transportation & Infrastructure
http://transportation.house.gov/
House Committee on Ways and Means  
http://waysandmeans.house.gov/

Senate Committee on Agriculture, Nutrition, & Forestry  
http://www.agriculture.senate.gov/

Senate Committee on Appropriations  
http://www.appropriations.senate.gov/

Senate Committee on Energy & Natural Resources  
http://energy.senate.gov/public/

Senate Committee on Environment & Public Works  
http://epw.senate.gov/public/?CFID=128406506&CFTOKEN=24009889

Senate Committee on Finance  
http://www.finance.senate.gov/

Senate Committee on Foreign Affairs  
http://www.foreign.senate.gov/

State and Local Government/NGOs

Project Vote Smart: Environmental Votes & Issues in New Jersey  
http://www.votesmart.org/issues/NJ/30

New Jersey Department of Environmental Protection  
http://www.state.nj.us/dep/

New York City Department of Environmental Protection  

GreeNYC  

Environmental Council of the States  
http://www.ecos.org/

Local Governments for Sustainability  
http://www.iclei.org/

Regional Greenhouse Gas Initiative  
http://www.rggi.org/home
The Climate Registry
http://www.theclimateregistry.org/

U.S. Conference of Mayors: Mayors Climate Protection Center
http://usmayors.org/climateprotection/ClimateChange.asp

International

The World Factbook, Central Intelligence Agency

Environmental Performance Index, Yale University
http://epi.yale.edu/

United Nations Development Program, International Human Development Indicators

Environment Directorate, Organization for Economic Cooperation & Development (OECD)
http://www.oecd.org/department/0,3355,en_2649_33713_1_1_1_1_1,00.html

Environmental Data, The World Bank
http://data.worldbank.org/topic/environment

Environment (The World Bank)

North American Free Trade Agreement, Commission for Environmental Cooperation
http://www.cec.org/

World Trade Organization, Trade and Environment
http://www.wto.org/english/tratop_e/tratop_e/envir_e/envir_e.htm

Environment and Security Initiative

North Atlantic Treaty Organization: Environmental Security

United Nations Environment Programme
http://www.unep.org/

United Nations Treaty Collection, Environmental Treaties
United Nations Framework Convention on Climate Change
http:// unfccc.int/2860.php

Intergovernmental Panel on Climate Change
http:// www.ipcc.ch/

UNEP Ozone Secretariat

Convention on Biological Diversity
http:// www.cbd.int/

Stockholm Convention on Persistent Organic Pollutants

UNEP Ozone Secretariat

Comprehensive Nuclear Test Ban Treaty
http:// www.ctbto.org/

Global Zero: A World Without Nuclear Weapons
http:// www.globalzero.org/

G-77 (group representing interests of developing nations at the United Nations)
http:// www.g77.org/

Ministry of Environmental Protection, People's Republic of China
http:// english.mep.gov.cn/

Ministry of Environment and Forests, Government of India
http:// moefnic.in/index.php

European Commission Environmental Website, European Union
http:// ec.europa.eu/environment/policy_en.htm

Department for Environment, Food and Rural Affairs, United Kingdom
http:// www.defra.gov.uk/

http:// www.bmu.de/english/radiological_protection/aktuell/3856.php
SELECTION OF READINGS OF INTEREST BY TOPIC
(includes numerous assigned class readings)

Africa

Asia (General)
Westing, Arthur. 2010. Toward Environmental Sustainability and Reduced Tensions on the Korean Peninsula. *Environment* 52(1)

Agriculture and Food Issues

Arctic Regions
Biofuels

Biotechnology

Cap-and-Trade

China

Conflict and Human Security

Environmental Crises and Environmental Justice
**European Union**

**Foreign Aid**

**Forest Conservation & Biological Diversity**
Cashore, Brian. 2006. Forest Certification in Developing and Transitioning Countries...Part of a Sustainable Future? *Environment* 48(9):6-25.

**Global South (General)**
Latin America

Middle East

Nuclear Energy

Public Opinion, Psychology and Issue Framing

Renewable Energy (non-nuclear)
Win the Clean Energy Race. *Foreign Affairs* 89(6)

**Trade and the Environment**

**Urban Planning & Green Buildings**

**United Nations Framework Convention on Climate Change (UNFCCC): Copenhagen, Cancun and Durban, 2009-2011**
United States: Domestic Politics

United States: Environmental Foreign Policy

Global Water Issues
The PSO offices at 1527 New Hampshire Avenue were constructed in 1882 and for many years were the home of the family of United States President James Garfield. A cordial welcome awaits visitors.