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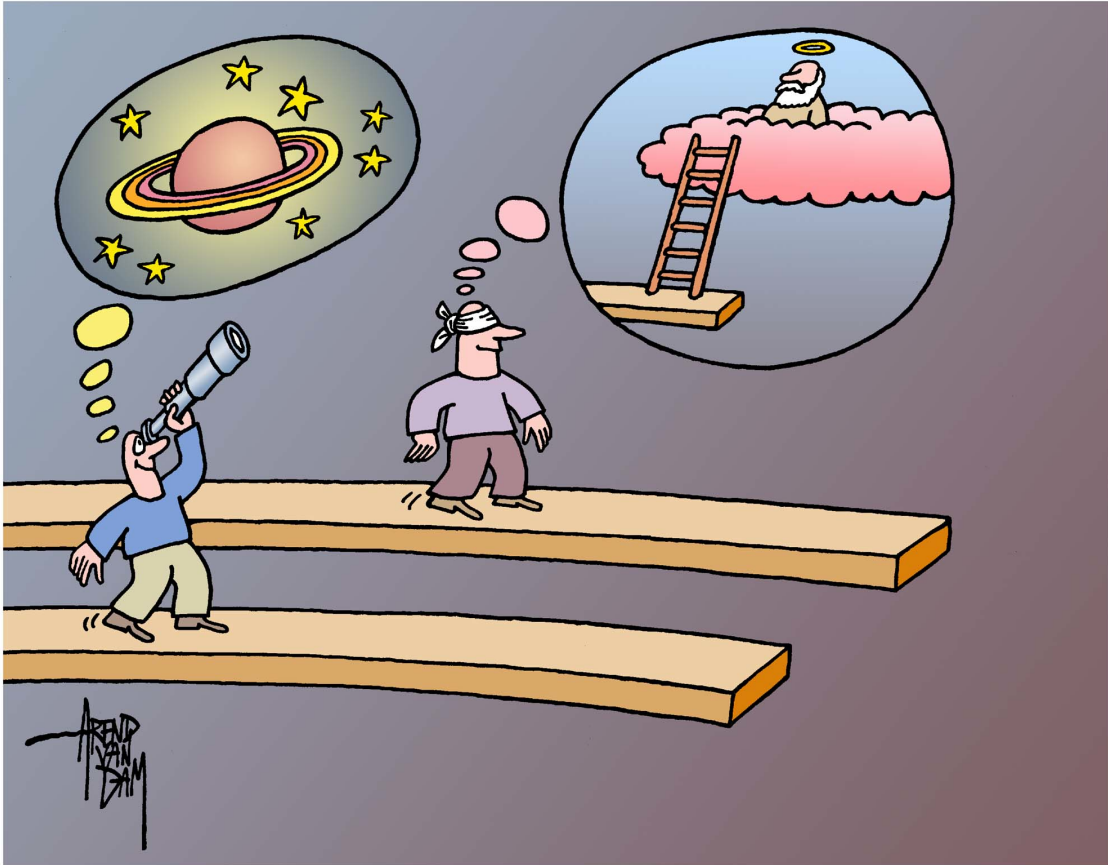
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science and religion

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

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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:

William Powers. *Blue Clay People: Seasons on Africa's Fragile Edge* (Blumsbury 2006).

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. 13%

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. 2%

Participant Observation Assignment	5%
<p>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...).</p>	
Wiki	45%
<p>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)</p>	
Topic Papers	20%
<p>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)</p>	
Final Paper	15%
<p>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.</p>	

4. Class Schedule and Reading Guide

<u>Session</u>	<u>Topic</u>	<u>Assignment Due</u>
1	<p>Introduction</p> <ul style="list-style-type: none"> • 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? 	<p>Think about/pick country that will be your research focus for the semester. You will have your assignment by next week.</p> <p>Think about what your participant observation assignment will be.</p>

- 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.
- Busch et al. "The Global Diffusion of Regulatory Instruments"
- 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?
- Stanford Encyclopedia on Environmental Ethics: <http://plato.stanford.edu/entries/ethics-environmental/>
- 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	<p>Energy Politics</p> <ul style="list-style-type: none"> • 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? 	<p>Michael Ross, “Does Oil Hinder Democracy?”</p> <p>Jacobsson and Lauber Renewable energy in Germany</p> <p>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.</p>
9	<p>Direct Action and Eco-terrorism</p> <ul style="list-style-type: none"> • 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? 	<p>Whale Wars: http://animal.discovery.com/videos/whale-wars-tools-tactics/</p> <p>Joose, Paul. “Leaderless Resistance and Ideological Inclusion.”</p> <p>Muzaffar Assadi. “Tribals on Warpath”</p> <p>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.</p>
10	<p>Environmental Activism Leading to Democratization?</p> <ul style="list-style-type: none"> • How does environmental politics operate in an undemocratic context? • How can environmental activism promote democratization? • Why do authoritarian governments allow environmental activism? 	<p>Participant Observation Assignment Due</p> <p>Shannon O'Lear. “Networks of Engagement.”</p> <p>Robert Weller. <i>Alternate Civilities</i>. ch.6</p>

- 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**

International Environmental Politics

Prof. Ronald Mitchell

University of Oregon

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

- Ronald B. Mitchell. 2010. *International politics and the environment*. New York: Sage Publications. ISBN: 9781412919753. Referred to as Mitchell.
- Ken Conca and Geoffrey Dabelko. 2010. *Green Planet Blues: Environmental Politics from Stockholm to Johannesburg*, 4th Edition. Boulder: Westview Press. ISBN: 0813344115 Referred to as Conca.

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.

Mitchell, R. B. 2002. International environment. *Handbook of International Relations*, edited by W. Carlsnaes, T. Risse and B. Simmons: 500-516. Thousand Oaks, CA: Sage.

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.

Mitchell, Chapter 2. Mitchell, R. B. and T. Bernauer. 1998. Empirical research on international environmental policy: designing qualitative case studies. *Journal of Environment and Development* 7(1): 4-31.

Jacobson, H. K. and E. Brown Weiss. 1998. A framework for analysis. *Engaging countries: strengthening compliance with international environmental accords*, edited by E. Brown Weiss and H. K. Jacobson: 1-18. Cambridge, MA: MIT Press. Jacobson, H. K. and E. Brown Weiss. 1998. Assessing the record and designing strategies to engage countries. *Engaging countries: strengthening compliance with international environmental accords*, edited by E. Brown Weiss and H. K. Jacobson: 511-554. Cambridge, MA: MIT Press.

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:

Ecophilosophical 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.

Mitchell, R. B., et al. 2006. Global environmental assessments: information and influence. Cambridge, MA: MIT Press.

Tesh, S. N. and B. A. Williams. 1996. Identity politics, disinterested politics, and environmental justice. *Polity* 28(3): 285-305.

Skim the IPCC Executive Summary:

http://www.ipcc.ch/pdf/assessmentreport/ar4/syr/ar4_syr.pdf.

SESSION 7:

Science for Sustainability and a Scientific Perspective

TREATY ASSIGNMENT #1: due at beginning of class.

Lubchenco, J. 1998. Entering the century of the environment: a new social contract for science. *Science* 279: 491- 497.

Vitousek, P. M., et al. 1997. Human domination of earth's ecosystems. *Science* 277(5325): 494-499.

Kates, R. W., et al. 2001. Sustainability science. *Science* 292(5517): 641-642.

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.

Ethirajan Anbarasan, "Kenya's Green Militant: An Interview with Wangari Muta Maathai" in Conca ch. 08.

Smitu Kothari, "Globalization, Global Alliances, and the Narmada Movement" in Conca ch. 09.

Negotiating International Agreements

SESSION 9:

Negotiation Theory

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

Sprinz, D. F. and T. Vaahoranta. 1994. The interest-based explanation of international environmental policy. *International Organization* 48(1): 77-105.

Betsill, M. M. and E. Corell. 2001. NGO influence in international environmental negotiations: a framework for analysis. *Global Environmental Politics* 1(4): 65-85.

SESSION 10:

Negotiation Practice

Mitchell, Chapter 5. Haas, P. M. 1992. Banning chlorofluorocarbons. *International Organization* 46(1): 187-224.

Ensuring Compliance and Effectiveness

SESSION 11:

Compliance Theory

Mitchell, Chapter 6.

Recommended: Mitchell, R. B. 2007. Compliance theory: compliance, effectiveness, and behavior change in international environmental law. *Oxford handbook of international environmental law*, edited by J. Brunee, D. Bodansky and E. Hey: 893-921. Cambridge, MA: Oxford University Press.

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:

- Peterson, M. J. 1992. Whalers, cetologists, environmentalists and the international management of whaling. *International Organization* 46(1): 147-186.
- Walsh, V. 1999. Illegal Whaling for Humpbacks by the Soviet Union in the Antarctic, 1947-1972. *Journal of Environment and Development* 8(3): 307-327..
- Grundmann, R. 1998. The strange success of the Montreal Protocol: why reductionist accounts fail. *International Environmental Affairs* 10(3): 197-220.
- Clapp, J. 1997. The illegal CFC trade: an unexpected wrinkle in the ozone protection regime. *International Environmental Affairs* 9(4): 259-273.
- Text of Convention for Protection of Ozone Layer and Text of Protocol.
- Text of International Convention for the Regulation of Whaling.
- Illegal Trade in Ozone Depleting Substances (UNEP 2001).
- Crucial:* Data on Montreal Protocol/Whaling Convention Excel file.

ISSUES AND DEBATES IN INTERNATIONAL ENVIRONMENTAL POLITICS

SESSION 13:

Free Trade and the Environment

- Hugo Cameron, “The Evolution of the Trade and Environment Debate at the WTO” in Conca ch. 13.
- Logsdon, J. M. and B. W. Husted. 2000. Mexico's environmental performance under NAFTA: the first 5 years. *Journal of Environment and Development* 9(4): 370-383.

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***

- Colin H. Kahl, "Demography, Environment, and Civil Strife" in Conca ch. 21.
United Nations Environment Programme, "Sudan: Conflict and the Environment" in Conca ch. 22.
Daniel Deudney, "The Case Against Linking Environmental Degradation and National Security" in Conca ch. 23.

SESSION 16:***Sustainable Development***

- World Commission on Environment & Development, "Towards Sustainable Development" in Conca ch. 16.
João Augusto de Araujo Castro, "Environment and Development: The Case of the Developing Countries" in Conca ch. 02.
Sharachchandra M. Lélé, "Sustainable Development: A Critical Review" Conca ch. 18.

SESSION 17:***Population***

TREATY ASSIGNMENT #3: due at beginning of class.

- Re-read first few pages of Mitchell, Chapter 3.
Daily, G., et al. 1994. Optimum human population size. *Population and Environment* 15(6): 469-475.
Sen, Amartya. 1994. Population: Delusion and Reality:
http://www.marathon.uwc.edu/geography/malthus/sen_NYR.htm
Revkin, Andrew. 2009. Population issues at Copenhagen.
<http://dotearth.blogs.nytimes.com/2009/12/16/the-missing-p-word-in-climate-talks/>
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
Economist article: Go forth & multiply a lot less.
http://www.economist.com/displaystory.cfm?story_id=14743589

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
- Climate modeling: http://www.nsf.gov/news/special_reports/degree/modeling.jsp
- The IPCC: http://www.nsf.gov/news/special_reports/degree/ipcc.jsp

- Oreskes, N. 2007. The scientific consensus on climate change: how do we know we're not wrong? Climate change, edited by J. F. C. DiMento and P. Doughman: 65-99. Cambridge, MA: MIT Press.
- Anderegg, W. R. L., et al. 2010. Expert credibility in climate change. *Proceedings of the National Academy of Sciences* 107(27): 12107-12109. . Why should we believe the science #2?

SESSION 19:
Climate Change, Part 2

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

- Victor, D. G. 2006. Toward effective international cooperation on climate change: numbers, interests and institutions. *Global Environmental Politics* 6(3): 90-103.
- Røgeberg, O., et al. 2010. International climate treaties: The case for pessimism. *Climate Law* 1(1): 177-197.

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>

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.

International Environmental Policy

David Downie

Fairfield University

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

- Pamela Chasek, David Downie and Janet Welsh Brown. *Global Environmental Politics*, 5th Edition. Boulder: Westview Press, 2010. Available at the bookstore.
- Ken Conca and Geoffrey Dabelko, eds., *Green Planet Blues*, 4th Edition. Westview Press, 2010. ISBN: 9780813344119. Available at the bookstore.

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 during 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: **V** are 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/>

**Session 2: (1) The Process of Creating International Environmental Policy:
Issue Definition, Fact-finding, Bargaining, Policy Creation,
Implementation, Strengthening.
(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.
- ❖ Press Release: "New UNEP Report Tracks Changing Global Environment over Past Two Decades as World Population Hits 7 Billion" to be distributed.

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.

UNEP/CMS News Release, 25 November 2011. “Protecting Migratory Animals in a Warming World UN Wildlife Conf. Agrees on Ambitious Targets for Migratory Species Hit by Climate Change.”

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.
- ❖ Video, “The Antarctic Ozone Hole -- From Discovery to Recovery, a Scientific Journey.” <http://www.youtube.com/watch?v=AU0eNa4GrgU>

- ❖ Downie, Ozone Article, to be emailed.
- ❖ Summary of control measures under the Montreal Protocol (just look at to see CBDP in action)
http://ozone.unep.org/new_site/en/Treaties/control_measures_summary.php
- ❖ Continuing challenges for O3 layer:
http://ozone.unep.org/Publicatons/MP_Future_challenges-E.pdf
- ❖ 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"

http://ozone.unep.org/new_site/en/faqs.php

Elizabeth DeSombre "The Experience of the Montreal Protocol: Particularly Remarkable and Remarkably Particular," *UCLA Journal of Environmental Law and Policy*, 19(2), 2001.

David Downie, "The Power to Destroy: Understanding Stratospheric Ozone Politics as a CPR Problem," in Barkin and Shambaugh, eds., *Common Pool Resources and Int. Env.Politics* (SUNY 1999).

David Downie, "Road Map or False Trail: Evaluating the Precedence of the Ozone Regime as Model and Strategy for Global Climate Change." *International Environmental Affairs*, 7(4):321-345 (Fall 1995).

David Downie, "UNEP and the Montreal Protocol: New Roles for International Organizations in Regime Creation and Change." In Robert Bartlett, Priya Kurian and Madhu Malik, eds., *International Organizations and Environmental Policy*. Westport, CT: Greenwood Press, 1995.

Ozone Secretariat website: http://ozone.unep.org/new_site/en/index.php

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

- ❖ Chasek and Downie, pp. 298-318, 53-55 and 63-64, 342-347, 352-354. 356-363, and 365-374.

Ronald B Mitchell. *International Politics and the Environment*. Sage Press, 2009.
Elizabeth DeSombre, *The Global Environment and World Politics: International Relations in the 21st Century*, 2nd Edition, Continuum Publishing Group, Ltd., 2007.

(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*.

(Hints from Structural Realism) Kenneth Oye, “Conditions for Cooperation in World Politics,” from *International Organization*, vol. 38, no. 1, (also in Art & Jervis, *International Politics*).

(Helpful Institutions) David Downie, “UNEP and the Montreal Protocol,” in Bartlett, et al., eds., *International Organizations and Environmental Policy*.

(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.

G. Auld. "Assessing Certification as Governance: Effects and Broader Consequences for Coffee." *Journal of Environment & Development*, 19, 2, 215-241.

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, JI, 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.
- ❖ Jacqueline Peel, "Environmental Protection in the 21st Century: The Role of International Law."
Chapter 3 in *The Global Environment*, 2nd ed, Axelrod, Van Deever & Downie, eds. To be distributed.
- ❖ Conca and Dabelko: pp. 1-23; Chapters 1 and 2; pp. 201-205; and Chapters 16, 18, 19 and 20.

Elizabeth DeSombre, "The Evolution of International Environmental Cooperation," *Journal of International Law and International Relations* 1(1-2), Winter 2004/Spring 2005.

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
- ❖ David Downie, "UNEP and the Montreal Protocol," on reserve (and in Bartlett, et al., eds., *International Organizations and Environmental Policy*).
- ❖ P.J. Mol, "China's Ascent and Africa's Environment" *Global Environmental Change: Human and Policy Dimensions*. Vol. 21, No. 3(October 2011), pp. 785-794

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.

John McCormick, "The Role of Environmental NGOs in International Regimes." Chapter 5 in *The Global Environment*, 2nd edition, Axelrod, Van Deever and Downie, eds.

European Environmental Agency (EEA), "Global Governance: The rise of non-state actors," http://uncsd.iisd.org/news/eea-reports-on-non-state-actors-in-global-governance/?referrer=uncsdupdate&utm_source=lists.iisd.ca&utm_medium=email&utm_campaign=UNCSD+Update++25+July+2011++Sustainable+Development+Policy+%26+Practice

Michele Betsil and Elisabeth Corell, "Introduction to NGO Diplomacy." Ch. 1 in *NGO Diplomacy: The Influence of [NGOs] in International Environmental Negotiations* (MIT Press, 2007).

<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.

Nicole Detraz and Michele Betsill, "Climate Change and Environmental Security." *International Studies Perspectives*. (2009) Vol. 10, pp. 303-320.

Daniel Moran, ed. *Climate Change and National Security: A Country Level Analysis*. Georgetown University Press, 2011.

Larry Swatuk, "Environment Security," ch. 8 in Bestsill, Hochesteltler, & Stevis, eds, *International Environmental Politics*."

Env Change and Security Prog:

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

- ❖ Chasek, Downie and Brown, pp. 117-121, 163-164 and 179-202.
- ❖ Downie, Brash and Vaughan, *Climate Change: A Reference Guide*, Chapters 2 & 3.
- ❖ Conca and Dabelko: chapters 10, 21 and 29.

UNFCCC Secretariat (<http://unfccc.int>), "Uniting on Climate." Online at:
http://unfccc.int/resource/docs/publications/unitingonclimate_eng.pdf
Steven Cohen, Ch.6 in *Understanding Environmental Policy*, Columbia Univ. Press, 2006.

Paul Harris, ed. *China's responsibility for climate change: Ethics, fairness and environmental policy*. Policy Press, 2011.

IPCC Working Group III, Renewable Energy Sources and Climate Change Mitigation, 2011 <<http://srren.ipcc-wg3.de/>>

Epstein et al. *Healthy Solutions for the Low Carbon Economy: Guidelines for Investors, Insurers and Policy Makers*. A website with links to the report, supporting materials and citations is:

<http://chge.med.harvard.edu/programs/ccf/healthysolutions.html>.

Intergovernmental Panel on Climate Change, Fourth Assessment Report (IPCC AR4): *Climate Change 2007: Synthesis Report*. "The Summary for Policy Makers," pp.1-23. Available on IPCC website <www.ipcc.ch>

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
- ❖ “An overview of the Basel, Rotterdam and Stockholm Conventions and their inter-relationship,” <http://www.pops.int/documents/background/hcwc.pdf>
- ❖ “Ridding the world of POPs: A guide to the Stockholm Convention on POPs” <http://chm.pops.int/Portals/0/Repository/CHM-general/UNEP-POPS-CHM-GUID-RIDDING.English.PDF>
- ❖ Chasek, Downie and Brown, chapter 3.

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

Kruger, Selin and Downie, “Global Policy for Hazardous Chemicals” in *The Global Environment*, 1st ed.

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

Special issue of the *Journal of International Wildlife Law & Policy* focused on the effectiveness of the Ramsar Convention on Wetlands at age 40, contents:
<http://www.tandfonline.com/toc/uwlp20/current>

Lars H. Gulbrandsen, ***Transnational Environmental Governance: The Emergence and Effects of the Certification of Forests and Fisheries.***
Edward Elgar, 2010, 213 p.

G. Auld. "Assessing Certification as Governance: Effects and Broader Consequences for Coffee." *Journal of Environment & Development*, 19, 2, 215-241.

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

Gulbrandsen, Lars (2004). "Overlapping Public and Private Governance: Can Forest Certification Fill the Gaps in the Global Forest Regime?" *Global Environmental Politics* 4(2): 75-99.

J. Domask, "From Boycotts to Partnership: NGOs, the Private Sector, and the World's Forests" ch. 8, in *Globalization and NGOs*, Greenwood/Praeger 2003.
Lipshutz, "Env regulation, certification and corporate standards: a critique," ch. 14, in *Dauvergne*.

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.
- ❖ Taxes and the Environment: What are green taxes? <http://www.taxpolicycenter.org/briefing-book/key-elements/environment/what-is.cfm>
- ❖ Taxes and the Environment: What green taxes does the United States impose? <http://www.taxpolicycenter.org/briefing-book/key-elements/environments/usa.cfm>

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

Global Governance: Special Issue on "The Future of the Multilateral Trade Systems – What Role for the WTO?" Vol. 15, no 3, July-September 2009.

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

Barkin, "The Environment, Trade, and International Organizations," ch. 21 in Dauvergne.

Hochstetler, "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.

Auld, G. (January 01, 2010). Assessing Certification as Governance: Effects and Broader Consequences for Coffee. *Journal of Environment & Development*, 19, 2, 215-241.

Gavin Fridell (2007). Fair-Trade Coffee and Commodity Fetishism: The Limits of Market-Driven Social Justice. *Historical Materialism* 15 (4): 79-104.

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

International Environmental Relations

Betul Gokkir

University of Florida

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.

Jennifer Clapp and Peter Dauvergne, *Paths to a Green World: The Political Economy of the Global Environment* (MIT Press, 2005).

Elizabeth R. DeSombre, *The Global Environment and World Politics* (Continuum, 2007).

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

	Session Due	Grade
Discussion Questions:		22%
Leading In-class Discussion:		8%
Reaction Paper:	9	10%
Midterm Examination:	11	20%
Research Proposal:	13	5%
Research Paper:	16	25%
Attendance and Participation:		10%

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

Steven Bernstein. 2000. "Ideas, Social Structure, and the Compromise of Liberal Environmentalism." *European Journal of International Relations* 6: 464-512.

Karen Litfin. 1998. "The Greening of Sovereignty: An Introduction," in *The Greening of Sovereignty in World Politics*, ed. Karen Litfin. Cambridge: MIT Press, pp. 1-27. (E-book)

Samuel Barkin. 2006. "Discounting the Discount Rate: Ecocentrism and Environmental Economics". *Global Environmental Politics* 6: 56-72.

Karin Backstrand. 2004. "Scientisation vs. Civic Expertise in Environmental Governance: Eco- feminist, Eco-modern and Post-modern Responses." *Environmental Politics* 13: 695-714.

Session 3: International Environmental Politics as Politics of Global Commons

Garrett Hardin. 1968. "The Tragedy of the Commons". *Science* 162: 1243-1248.

Elinor Ostrom, Joanna Burger, Christopher B Field, Richard B. Norgaard, and David Policansky. 1999. "Revisiting the Commons: Local Lessons, Global Challenges". *Science* 284: 278-282.

Thomas Dietz, Elinor Ostrom, and Paul C. Stern. 2003. "The Struggle to Govern the Commons". *Science* 302: 1907-1912.

Samuel Barkin and George Shambaugh. 1999. "Hypotheses on the International Politics of Common Pool Resources" and "Conclusions: Common Pool Resources and International Environmental Negotiations", in *Anarchy and the Environment: The International Relations of Common Pool Resources*, eds. Samuel Barkin and George Shambaugh. Albany: SUNY Press, pp. 1-25 and 176-198. (E-book)

Session 4: Science, Knowledge, and Uncertainty

Dale Jamieson. 1996. "Scientific Uncertainty and the Political Process." *Annals of the American Academy of Political and Social Sciences* 545: 35-43.

Peter M. Haas. 1989. "Do Regimes Matter? Epistemic Communities and Mediterranean Pollution Control". *International Organization* 43: 377-403.

Bjørn Lomborg. 2001. *The Skeptical Environmentalist*. Cambridge: Cambridge University Press, pp. 3-33.

Stephen Schneider, John Holdren, John Bongaarts and Thomas Lovejoy. 2002. "Misleading Math about the Earth". *Scientific American*. 286(1).

Session 5: Environment and International Regimes

Detlef Sprinz and Tapani Vahtoranta. 1994. "The Interest-Based Explanation of International Environmental Policy". *International Organization* 48: 77-105.

Oran R. Young. 2003. "Determining Regime Effectiveness: A Commentary on the Oslo-Potsdam Solution". *Global Environmental Politics* 3: 97-104.

Ronald Mitchell. 1994. "Regime Design Matters: International Oil Pollution and Treaty Compliance". *International Organization* 48: 425-458.

David Victor. 2006. "Toward Effective International Cooperation on Climate Change: Numbers, Interests and Institutions." *Global Environmental Politics* 6: 90-103.

Session 6: Environment and Intergovernmental Institutions

Declaration of the United Nations Conference on the Human Environment. 1972. United Nations Environmental Program. (Available at: <http://www.unep.org/Documents.Multilingual/Default.asp?documentid=97&articleid=1503>)

Robert Keohane, Peter Haas, and Marc Levy. 1993. "The Effectiveness of International Environmental Institutions" in *Institutions for the Earth: Sources of Effective International Environmental Protection*, eds. Peter M. Haas, Robert O. Keohane, and Marc Levy. Cambridge: MIT Press, pp. 3-24.

Daniel Nelson and Michael Tierney. 2003. "Delegation to International Organizations: Agency Theory and World Bank Environmental Reform". *International Organization* 57: 241-276.

K. Holzinger, C. Knill & T. Sommerer. 2008. "Environmental Policy Convergence: The Impact of International Harmonization, Transnational Communication, and Regulatory Competition". *International Organization* 62: 553-587.

Session 7: Environment and Nongovernmental Actors

Frank Biermann. 2008. "Earth System Governance: A Research Agenda" in *Institutions and Environmental Change: Principal Findings, Applications, and Research Frontiers*, eds. Oran R. Young, Leslie A. King, and Heike Schroder. Cambridge: MIT Press, 277-301.

Paul Wapner. 1995. "Politics Beyond the State: Environmental Activism and World Civic Politics". *World Politics* 47: 311-340.

Richard Price. 1998. "Reversing the Gun Sights: Transnational Civil Society Targets Land Mines". *International Organization* 52(3): 613-644.

Virginia Haufler. 2009. "Transnational Actors and Global Environmental Governance" in *Governance for the Environment: New Perspectives*, eds. Magali A. Delmas and Oran R. Young. Cambridge: Cambridge University Press, pp.119-143.

Session 8: Environment and International Political Economy

Coase, Ronald. 1960. "The Problem of Social Cost". *Journal of Law and Economics* 3:1-44.

Thomas Princen, Michael Maniates, and Ken Conca. 2002. "Confronting Consumption" in *Confronting Consumption*, eds. Thomas Princen, Michael Maniates and Ken Conca. Cambridge: MIT Press, pp. 1-20. (E-book)

Kates, Robert W. 2000. "Population and Consumption: What We Know, What We Need to Know". *Environment* 42: 10-19.

Ronie Garcia-Johnson. 2000. *Exporting Environmentalism: U.S. Multinational Chemical Corporations in Brazil and Mexico*. Cambridge: MIT Press, pp. 1-25 and 187-200. (E-book)

Session 9: Private Governance

Reaction Papers due

David L. Levy and Peter J. Newell. 2005. "Business and International Environmental Governance: Conclusions and Implications". In *The Business of Global Environmental Governance*, eds. David L. Levy and Peter J. Newell. Cambridge: MIT Press, pp. 329-344.

Christoph Knill and Dirk Lehmkuhl. 2002. "Private Actors and the State: Internationalization and Changing Patterns of Governance," *Governance* 5: 41-64.

Robert Falkner. 2003. "Private Environmental Governance and International Relations: Exploring the Links." *Global Environmental Politics* 3: 72-87.

Jennifer Clapp. 1998. "The Privatization of Global Governance: ISO 14000 and the Developing World". *Global Governance* 4: 296-316.

Session 10: Development and International Environmental Policies

Gro Harlem Brundtland. 1987. *Presentation of the Report of the World Commission on Environment and Development: Our Common Future*. United Nations Environmental Program, June 1987, Nairobi, Kenya.

Richard H. Steinberg. 1997. "Trade-Environment Negotiations in the EU, NAFTA, and WTO: Regional Trajectories of Rule Development". *The American Journal of International Law* ,91(2): 231-267.

Adil Najam and Nick Robbins. 2002. "Seizing the Future: The South, Sustainable Development and International Trade". In *The Earthscan Reader on International Trade and Sustainable Development*, eds. Kevin P Gallagher and Jacob Werksman. London: Earthscan Publications, pp. 166-185.

Candice Stevens. 2010. "Are Women Key to Sustainable Development?". *Sustainable Development Insights* (Issue 003). UN & Boston University Frederick S. Pardee Center for the Study of the Longer-Range Future.

Session 11: Exam

MIDTERM EXAMINATION

SESSION 12: Climate Change

Robert O. Keohane and David G. Victor. 2010. "The Regime Complex for Climate Change". *The Harvard Project on International Climate Agreements*. Discussion Paper No: 10-33.

Liliana Andonova, Michele Betsill, and Harriet. 2009. "Transnational Climate Governance". *Global Environmental Politics* 9: 52-73.

Thomas C. Schelling. 2002. "What Makes Greenhouse Sense?". *Foreign Affairs* 81:3.
Martin Freedman and Bikki Jaggi. 2011. "Global Warming Disclosures: Impact of Kyoto Protocol Across Countries". *Journal of International Financial Management & Accounting* 22: 46-90.

SESSION 13: Governance of Oceans

Research Proposals due

Elizabeth R. DeSombre. 2005. "Fishing under Flags of Convenience: Using Market Power to Increase Participation in International Regulation". *Global Environmental Politics* 5: 73-94.

Marion Markowski. 2009. "The International Legal Standard for Sustainable EEZ Fisheries Management". In *Towards Sustainable Fisheries Law: A Comparative Analysis*, ed. Gerd Winter. Gland: IUCN, pp. 1-27.

Magda Shahin. 1999. "Trade and Environment". *Journal of Economic Cooperation* 20(3): 1-19.

Lars H. Guldbrandsen. 2009. "The Emergence and Effectiveness of the Marine Stewardship Council." *Marine Policy* 33: 654-660.

Session 14: Governance of Forests

Michael Ross. 1996. "Conditionality and Logging Reform in the Tropics". in *Institutions for Environmental Aid*, eds. Robert O. Keohane and Marc A. Levy. Cambridge: MIT Press, pp. 167- 197.

Ronnie D Lipschutz. 2001. Why Is There No International Forestry Law?: An Examination of International Forestry Regulation, both Public and Private." *UCLA Journal of Environmental Law & Policy* 19: 153-179.

Lars H. Guldbrandsen. 2004. "Overlapping Public and Private Governance: Can Forest Certification Fill the Gaps in the Global Forest Regime?". *Global Environmental Politics* 4: 75- 99.

Kathryn Harrison. 1999. "Racing to the top or the bottom? Industry Resistance to Eco-labelling of Paper Products in Three Jurisdictions". *Environmental Politics* 8: 110-136.

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

Jon Birger Skjærseth, Olav Schram Stokke and Jørgen Wettestad. 2006. "Soft Law, Hard Law, and Effective Implementation of International Environmental Norms". *Global Environmental Politics* 6: 104-120.

Fikret Berkes. 2007. "Going Beyond Panaceas Special Feature: Community-based Conservation in a Globalized World." *PNAS* 104: 15188-15193.

Frank Bierman. 2000. "The Case for a World Environmental Organization." *Environment* 42: 22-31.

Najam, Adil. 2003. "The Case Against a New International Environmental Organization." *Global Governance* 9: 367-384.

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 are as follows:

Layzer, Judith. 2011. *The Environmental Case: Translating Values in Policy* [3rd edition]. CQ Press.

Rosenbaum, Walter A. 2011. *Environmental Politics and Policy* [8th edition]. CQ Press.

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:

900-1,000	A	780-799	C+	Below 600	F
880-899	B+	700-779	C		
800-879	B	600-699	D		

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”

VIDEO: Earth Days” (American *Experience*, PBS, April 10, 2010), available at

<http://video.pbs.org/video/1463378089/>

KEY CONCEPTS, ACTORS, AND INSTITUTIONS IN ENVIRONMENTAL POLICY

Session 3—The U.S. Environmental Policymaking Process

Rosenbaum, Chapter 2, “Making Policy: the 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

Klyza, Christopher McGrory and David J. Sousa. 2008. *American Environmental Policy, 1990- 2006: Beyond Gridlock*. Cambridge, MA: MIT Press. Chapter 2, ‘Creating the Current Institutional Landscape of Environmental Policymaking’

Dunlap, Riley E. and Aaron McCright. 2008. A Widening Gap: Republican and Democratic Views on Climate Change. *Environment* 50(5):26-35.

Wood, B. Dan and Arnold Vedlitz. 2007. Issue Definition, Information Processing, and the Politics of Global Warming. *American Journal of Political Science* 51(3):552-568.

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 Antienvironmental Activism in the 1990s”

Session 7—The States as Environmental Actors

Bogdonoff, Sondra and Jonathan Rubin. 2007. The Regional Greenhouse Gas Initiative: Taking Action in Maine. *Environment* 49(2):34-43.

Doughman, Pamela M. 2007. California’s Climate Change Policy: Raising the Bar. *Environment* 49(7):34-43.

Session 8—Midterm Exam 1

MAJOR ISSUES IN DOMESTIC AND INTERNATIONAL ENVIRONMENTAL POLITICS

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

DeSombre, Elizabeth. 2010. The United States and Global Environmental Politics: Domestic Sources of U.S. Unilateralism. In Regina S. Axelrod, et al (eds.), *The Global Environment: Institutions, Law and Policy*, pp. 192-212. Available at

<http://www.polisci.ufl.edu/usfpinstitute/2010/documents/readings/DeSombre%20Chapter.pdf>

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

Harris, Paul G. 2002. Sharing the Burdens of Environmental Change: Comparing EU and US Policies. *The Journal of Environment and Development* 11(4):380- 401.

Kelemen, R. Daniel and David Vogel. 2010. Trading Places: the Role of the United States and the European Union in International Environmental Politics. *Comparative Political Studies* 43(4):427-456.

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”

VIDEO: “Poisoned Waters” (Frontline, PBS, April 2009), available at

<http://video.pbs.org/video/1114515379/>

Session 12—Global Water Issues

Conca, Ken. 2008. The United States and International Water Policy. *The Journal of Environment and Development* 17(3):215-237.

Nickum, James E. Hydraulic Pressures: Into the Age of Water Scarcity? *Foreign Affairs* 89(5):130-137.

Varady, Robert G., et al. 2008. Strengthening Global Water Initiatives. *Environment* 50(2):18-30.

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

Huang, Yanzhong. 2011. The Sick Man of Asia. *Foreign Affairs* 90(6): 119-136.

Liu, John Chung-En and Anthony A. Leiserotitz. 2009. From Red to Green? *Environment* 51(4):32-45.

Liu, Lee. 2010. Made in China: Cancer Villages. *Environment* 52(2):8-21.

Selin, Henrik and Stacy D. VanDeveer. 2006. Raising Global Standards: Hazardous Substances and E-Waste Management in the European Union. *Environment* 48(10): 6-18.

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

Wynberg, Rachel and Sarah Laied. 2007. Bioprospecting. *Environment* 49(10):20-32.

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

Sanderson, Steven. 2009. Where the Wild Things Were: How Conservation Efforts are Faltering. *Foreign Affairs*, Postscript, available at <http://www.foreignaffairs.com/articles/65688/steven-sanderson/where-the-wild-things-were>

Victor, David G. and Jesse H. Ausubel. 2004. Restoring the Forests. *Foreign Affairs* 79(6):127- 144.

Session 19—Trade and the Environment

Layzer, Chapter 12, “Trade versus the Environment: Dolphins, Turtles, and Global Economic Expansion”

Jinnah, Sikina. 2011. Strategic Linkages: The Evolving Role of Trade Agreements in Global Environmental Governance. *The Journal of Environment and Development* 20(2):191-215.

Session 20—Biotechnology and Agricultural Trade Issues

“Agricultural Biotechnology Meets International Trade: The US-EU GMO Dispute”, available at

http://www.pii.com/publications/chapters_preview/3632/06iie3632.pdf

Paarlberg, Robert. 2000. The Global Food Fight. *Foreign Affairs* 79(3):24-38.

Victor, David and C. Ford Runge. 2002. Farming the Genetic Frontier. *Foreign Affairs* 81(3).

Session 21—Climate Change

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

VIDEO: “Heat”, PBS, *Frontline*, October 21, 2008, available at

<http://video.pbs.org/video/994540147/>

Session 22—Climate Change

Stavins, Robert N. and Robert C. Stowe. 2010. What Hath Copenhagen Wrought? A Preliminary Assessment. *Environment* 52(3):8-14.

Bell, Ruth Greenspan, et al. 2011. Beyond the Durban Climate Talks: To Fix the Environment, Fix the Negotiations. *Foreign Affairs*, Snapshot, available at <http://www.foreignaffairs.com/articles/136627/ruth-greenspan-bell-barry-blechman-and-micah-ziegler/beyond-the-durban-climate-talks#>

Bell, Ruth Greenspan and Barry Blechman. 2011. How Much Did the Climate Talks in Durban Accomplish? Why More of the Same Could Be Dooming the Planet. *Foreign Affairs*, Snapshot, available at

<http://www.foreignaffairs.com/articles/136762/ruth-greenspan-bell-and-barry-blechman/how-much-did-the-climate-talks-in-durban-accomplish>

Session 23—Nuclear Energy at Home and Abroad

Rosenbaum, Chapter 8, “Energy: Nuclear Dreams, Black Gold, and Vanishing Crude”

Butler, Catherine. 2011. Nuclear Power after Japan: the Social Dimensions. *Environment*, available at

<http://www.environmentmagazine.org/Archives/Back%20Issues/2011/November-December%202011/Nuclear-full.html>

Ferguson, Charles D. 2011. Thing Again: Nuclear Power: Japan Melted Down, But that Doesn't Mean the End of the Atomic Age. *Foreign Policy*, available at http://www.foreignpolicy.com/articles/2011/10/11/think_again_nuclear_power

MacFarlane, Allison. 2010. Nuclear Power: a Panacea for Future Energy Needs? *Environment* 52(2).
Moniz, Ernest. 2011. Why We Still Need Nuclear Power. *Foreign Affairs* 90(6): 83-94.

Session 24 -- Renewable Energy in the United States

Layzer, Chapter 11, "Cape Wind: If Not Here, Where? If Not Now, When?"
Joshua Green, "The Elusive Green Economy", *The Atlantic*, July/August 2009.

Session 25—Global Renewable Energy Initiatives

Friedmann, S. Julio. 2011. "How Chinese Innovation is Changing Green Technology", *Foreign Affairs*, Snapshot, available at <http://www.foreignaffairs.com/articles/136761/s-julio-friedmann/how-chinese-innovation-is-changing-green-technology>
Kenny, Charles. 2011. "Greening it Alone: the World is Building a Low-Carbon Global Economy—with or without the United States". *Foreign Policy*, available at http://www.foreignpolicy.com/articles/2011/08/01/greening_it_alone?page=0,0
Levi, Michael, et al. 2010. Globalizing the Energy Revolution: How to Really Win the Clean Energy Race. *Foreign Affairs* 89(6)
Victor, David G. and Kassia Yanosek. 2011. The Crisis in Clean Energy: Stark Realities of the Renewables Craze. *Foreign Affairs* 90(4):112-120.

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"
Global Trends 2025: A Transformed World (Excerpts), Available at http://www.dni.gov/nic/PDF_2025/2025_Global_Trends_Final_Report.pdf

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

<http://democrats.energycommerce.house.gov/index.php?q=page/legislative-database-the-most-anti-environment-house-in-history>

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>

Green: A Blog About Energy & the Environment (The New York Times)
<http://green.blogs.nytimes.com/>

Dot Earth (Andrew Revkin Blog, The New York Times)
<http://dotearth.blogs.nytimes.com/>

Science Topics (The New York Times)
<http://topics.nytimes.com/topics/news/science/topics/index.html>

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)
<http://news.nationalgeographic.com/news/archives/environment/>

General Foreign Policy Periodicals of Interest

The Atlantic Monthly

Foreign Affairs

Foreign Policy

Legal Periodicals

American Journal of International Law

Chicago Journal of International Law

The Harvard Environmental Law Review

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

<http://www.nyc.gov/html/dep/html/home/home.shtml>

GreenNYC

<http://www.nyc.gov/html/greenyc/html/home/home.shtml>

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
<https://www.cia.gov/library/publications/the-world-factbook/index.html>

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

United Nations Development Program, International Human Development Indicators
<http://hdr.undp.org/en/statistics/>

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)
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/ENVIRONMENT/0,,menuPK:176751~pagePK:149018~piPK:149093~theSitePK:244381,00.html>

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/envir_e/envir_e.htm

Environment and Security Initiative
<http://www.envsec.org/index.php?lang=en>

North Atlantic Treaty Organization: Environmental Security
<http://www.envsec.org/index.php?lang=en>

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

United Nations Treaty Collection, Environmental Treaties
<http://treaties.un.org/Pages/Treaties.aspx?id=27&subid=A&lang=en>

United Nations Framework Convention on Climate Change
<http://unfccc.int/2860.php>

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

UNEP Ozone Secretariat
http://ozone.unep.org/new_site/en/index.php

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

Stockholm Convention on Persistent Organic Pollutants
<http://chm.pops.int/Home/tabid/2121/mctl/ViewDetails/EventModID/871/EventID/230/xmid/6921/Default.aspx>

UNEP Ozone Secretariat
http://ozone.unep.org/new_site/en/index.php

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://moef.nic.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/>

Federal Ministry for the Environment, Nature Conservation and Nuclear Safety,
Federal Republic of Germany
http://www.bmu.de/english/radiological_protection/aktuell/3856.php

SELECTION OF READINGS OF INTEREST BY TOPIC
(includes numerous assigned class readings)

Africa

- Funke, Nikki. 2007. Redressing Inequality: South Africa's New Water Policy. *Environment* 49(3):10-23.
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Asia (General)

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Agriculture and Food Issues

- Bertini, Catherine and Dan Glickman. 2009. Farm Futures: Bringing Agriculture Back to US Foreign Policy. *Foreign Affairs* 88(3):93-105.
- Pinstrup-Andersen, Per and Anna Herforth. 2008. Food Security: Achieving the Potential. *Environment* 50(5):48-61.
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Arctic Regions

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Biofuels

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Biotechnology

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Cap-and-Trade

- Kurtzman, Joel. 2009. The Low-Carbon Diet: How the Market Can Curb Climate Change. *Foreign Affairs* 88(5):114-122.

China

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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.