

# GEOG 696R: International Environmental Policy and Governance

## Spring 2017

Wednesdays, 1-3:30pm ENR2, room 445S

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Office Hours: Mondays, 10am-12noon

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### Course Description

Welcome to GEOG 696H!

This seminar will examine the challenges of understanding and governing global environmental change. The goal of the seminar is to provide participants with an overview of the major scholars, theories, and debates about the governance of international environmental issues such as climate change, ozone, water, forests, biodiversity, land use, and transboundary resources and to engage, in particular with the current international politics of climate change, biodiversity, water, and the post-Rio+20 agenda. Drawing from the earth system governance framework, the course examines questions of architecture, agency, allocation, accountability and adaptability in governance with attention to power, norms, and scale. Theoretical perspectives discussed will include environmental determinism, realism, liberal institutionalism, rational choice, political economy, neoliberalism, global governance, cognitive, and ecological modernist approaches to international environmental policy. The seminar will involve extensive reading, class discussion, weekly synthesis writing assignments, and a collaborative group project on the subject of international environmental policy and governance. Students will be expected to co-lead one or two in-class discussions or debates during the semester and monitor ongoing international negotiations on key issues. The course is designed for students with interests in areas such as environment and international relations, political ecology, development, and environmental policy and management.

### Learning Outcomes

By the end of the semester **students** will:

- 1) have knowledge of the key topics, literatures, debates and scholars in international environmental governance and policy;
- 2) the ability to debate key policy questions relating to the international environment; and
- 3) acquire, for MA students working on international environmental issues a context and content for proposals and literature reviews for their theses, and for

PhD students material that could be used in proposals and comprehensive exams.

### **Course Materials**

There is one required text for the course and articles that can be accessed through the University of Arizona's electronic resources library. Students are expected to complete the required reading in preparation for the class meeting. Some assignments will require extra readings (such as journal articles, books or news stories) to be completed.

O'Neill, Kate (2009) *The Environment and International Relations*. Cambridge: Cambridge University Press.

### **Course Assignments and Grading**

#### Participant responsibilities

- Read all required readings in advance of each week's seminar, come with questions and discussion points, not just a summary
- Actively participate in class discussions
- Lead 1 class discussions (see below for detailed instructions)
- Weekly two-page synthesis papers in response to readings and class debate (at least X during the semester, #1 and #2 are required)
- A collaborative group project (16-20 pages/5000 words) on a topic related to international environmental policy and governance

#### Leading a class discussion

Each student will lead a class discussion that builds from the weekly synthesis/debate paper. Start preparation at least 2 weeks in advance of class. If more than one student is assigned to the discussion, coordinate with your co-leaders to choose how to best work together. It is required that you meet with the instructor to discuss your approach to the discussion on the Monday prior to discussion (during office hours or another agreed to time). In leading the class discussion, it is important to think about engaging questions that get to the assumptions, interpretations, and critiques, of a particular theory, policy, or method. You can use presentation software such as powerpoint to help facilitate the discussion (bring on a usb).

#### Synthesis papers

Synthesis papers provide an opportunity for students to integrate and reflect on key debates in international environmental policy and governance. Synthesis papers should be approximately 2 double-spaced pages and be appropriately referenced. Each synthesis is due on Wednesday at 9am, the day the topic is scheduled on the syllabus. Email your synthesis paper to the instructor at [agerlak@email.arizona.edu](mailto:agerlak@email.arizona.edu)

The goal of the synthesis paper is not to regurgitate the readings but rather engage with the debate by synthesizing, integrating, and critiquing the readings. Students will draw from the readings provided on the syllabus and will also access and integrate two additional relevant articles to allow for greater depth into particular topics or issues.

The additional articles can be found through a search of reference lists of the required readings and/or through a google scholar search. Below is a list of useful journals for international environmental policy and governance.

- *Annual Review of Environment and Resources*
- *Climate Policy*
- *Current Opinion in Sustainability*
- *Environment and Planning (A&D)*
- *Environmental Politics*
- *Foreign Policy*
- *Geoforum*
- *Global Environmental Change*
- *Global Environmental Politics*
- *Global Governance*
- *Governance*
- *International Affairs*
- *International Environmental Agreements*
- *Journal of Peace Research*
- *PNAS*
- *Political Geography*
- *Wiley Interdisciplinary Reviews – Climate Change*

There will be a synthesis topic each week but students are required to complete only 8 (out of 12) over the course of the semester. To be sure we start on a good foot, six synthesis papers are due by spring break. The first synthesis paper is required for everyone.

### Collaborative group project

Students will work in small teams on an agreed-upon topic related to international environmental policy and governance. We will designate a set time towards the end of each weekly seminar time to discuss progress and next steps. The aim is to develop a manuscript for publication.

### Assessment

Weekly two-page synthesis papers (8@5% each)	40%
Leading 1 class discussions	15%
Contribution to class discussions	15%
Collaborative group project	30%

In assigning final grades, I will take account of improvements, especially in writing, and structure of arguments, over the semester.

Course grades will be assigned on the student's proportion of total points based on the standard percentages: 90+ (A), 80-89 (B), 70-79 (C), 60-69 (D), and below 60 (E) grading scale.

University policy regarding grades and grading systems is available at: <http://catalog.arizona.edu/2013-14/policies/grade.htm>

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at <http://catalog.arizona.edu/2013-14/policies/grade.htm#I> and <http://catalog.arizona.edu/2013-14/policies/grade.htm#W> respectively.

#### Late work policy

You are expected to complete assignments on time. As a rule, work will not be accepted late except in case of documented emergency or illness. You may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late. At my discretion, late assignments will be penalized 10% for each day they are late.

#### Attendance policy

The UA's policy concerning Class Attendance and Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all class meetings. Excused absences will include all holidays or special events observed by organized religions and will be honored for students who show religious affiliation in advance. Additionally, absences pre-approved by the University of Arizona Dean of Students or those pre-approved by the instructor will be honored as well. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences. Students who miss class without an excused absence will be unable to make up these exercises.

Administrative Drops is available at: <http://catalog.arizona.edu/2013-14/policies/classatten.htm>

The UA policy regarding absences on and accommodation of religious holidays is available at <http://deanofstudents.arizona.edu/religiousobservanceandpractice>

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: [http://uhap.web.arizona.edu/chapter\\_7#7.04.02](http://uhap.web.arizona.edu/chapter_7#7.04.02)

## **Course Policies**

### Classroom behavior

To foster a positive learning environment, students may not text, chat, make phone calls, or surf the web during class meetings. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave the class and may be reported to the Dean of Students.

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threatening behavior. "Threatening behavior" is defined by UA to mean any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

The University is committed to creating and maintaining an environment free of discrimination. See <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

### Accessibility

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

### Student Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

The University Libraries have some excellent tips for avoiding plagiarism available at: <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

According to Section D (6) (a) of the University's Intellectual Property Policy (which is available at [http://www.ott.arizona.edu/uploads/ip\\_policy.pdf](http://www.ott.arizona.edu/uploads/ip_policy.pdf)), faculty own the intellectual property for their course notes and course materials. The instructor holds the copyright to his/her lectures and course materials, including student notes or summaries that substantially reflect them. Student notes and course recordings are for individual use or for shared use on an individual basis. *Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to the instructor's copyright are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses.

**NOTE: All information in this syllabus may be subject to change at the discretion of the instructor.**

## Weekly Schedule

### Jan 11 Introduction and discussion of key concepts

We will review the seminar schedule, class expectations, and assign participants to topics. Key concepts in international environmental policy, main actors in international environmental governance, and types of international environmental issues will be introduced and discussed. We will also brainstorm and break into small groups to discuss collaborative group projects.

O'Neill, chapters 1-3

Brondizio, Eduardo S. & Francois-Michel Le Tourneau (2016) Environmental governance for all. *Science* 352(6291), 1272-1273.

### Jan 18 Theories of international environmental governance

*Synthesis #1: Explain and contrast three theories of international environmental governance in lay language. Use a specific environmental issue to explain applications of the theories.*

O'Neill, pages 8-20

Davidson, D. J. & S. Frickel (2004) Understanding Environmental Governance: A Critical Review. *Organization & Environment* 17, 471-492.

Himley, M. (2008) Geographies of environmental governance: The nexus of nature and neoliberalism. *Geography Compass* 2, 433-451.

Lemos, M. & A. Agrawal (2006) Environmental governance. *Annual Review of Environment and Resources* 31, 297-325.

Okereke, C., H. Bulkeley & H. Schroeder (2009) Conceptualizing climate governance beyond the international regime. *Global Environmental Politics* 9, 58-78.

Pattberg, Philipp & Oscar Widerberg (2015) Theorising global environmental governance: Key findings and future questions. *Millennium-Journal of International Studies* 43(2), 684-705.

Biermann, Frank et al. (2010) Earth system governance: a research framework. *International Environmental Agreements* 10, 277-298.

**Jan 25            International environmental regime formation**

*Synthesis #2: Many factors shape the design of a multi-lateral environmental agreement. Use a specific environmental issue to explain this.*

O'Neill, chapter 4

Mitchell, Ronald B. (2003) International Environmental Agreements: A Survey of Their Features, Formation, and Effects. *Annual Rev. Environ. Resource* 28, 429–61.

Dimitrov, Radoslav S. (2016) The Paris Agreement on Climate Change: Behind Closed Doors. *Global Environmental Politics* 16, 3.

DeSombre, Elizabeth R. (2011) The United States and Global Environmental Politics: Domestic Sources of U.S. Unilateralism. In *The global environment: institutions, law, and policy*, edited by Regina S. Axelrod, Stacy D. VanDeveer, & David Leonard Downie, Washington, DC: CQ Press, pages 192–212.

**Feb 1              International environmental regime effectiveness and change**

*Synthesis #3: How best should we conceptualize and measure environmental regime effectiveness?*

O'Neill, chapter 5

Andresen, Steinar & Jorgen Wettestad (2004) Case Studies of the Effectiveness of International Environmental Regimes. In *Regime Consequences: Methodological Challenges in the Study of Regime Effectiveness*, edited by Arild Underdal & Oran R. Young. The Netherlands: Springer, pages 49-70.

Skjærseth, Jon Birger (2012). International Ozone Policies: Effective International Cooperation. In *International Environmental Agreements: An Introduction*, edited by Steinar Andresen, Elin Lerum Boasson & Geir Hønneland. London/New York: Routledge, pages 38-48.

Gupta, Aarti & Robert Falkner (2006) The Influence of the Cartagena Protocol on Biosafety: Comparing Mexico, China and South Africa. *Global Environmental Politics* 6(4), 23-55.

O'Neill, Kate et al. (2013) Methods and Global Environmental Governance. *Annual Rev. Environ. Resources* 38, 441–71.

Young, Oran R. (2016) The Paris Agreement: Destined to Succeed or Doomed to Fail? *Politics and Governance* 4(3), 124-132.

**Feb 8            The United Nations and international architecture of environmental governance**

*Synthesis #4: Is the United Nations record on environmental governance a success or a failure?*

O'Neill, pages 54-56

Biermann et al. (2012) Navigating the Anthropocene: Improving Earth System Governance. *Science* 335, 1306-1307.

Conca, Ken (2015) *An unfinished foundation: The United Nations and global environmental governance*. Oxford University Press, pages 1-32.

Cléménçon, Raymond (2006) What Future for the Global Environment Facility? *The Journal of Environment Development*, 50-74.

Ivanova, Maria (2010) UNEP in Global Environmental Governance: Design, Leadership, Location. *Global Environmental Politics* 10(1), 30-59.

**Feb 15            Transboundary environmental governance: At the US-Mexico border**

*Synthesis #5: Regimes of US-Mexico transboundary governance have mostly succeeded in improving and protecting the border environment*

Gerlak, Andrea K. (2015) Resistance and reform: Transboundary water governance in the Colorado River Delta. *Review of Policy Research* 32(1), 100-123.

Liverman, Diana M., et al. (1999) Environmental issues along the United States-Mexico border: Drivers of change and responses of citizens and institutions. *Annual Review of Energy and the Environment* 24(1), 607-643.

Mumme, Stephen P. (2014) Trade and Environmental Protection along the United States-Mexico Border. *Global Society* 28(4), 398-418.

Mumme, Stephen P. (2015) The evolution of natural resource conservation capacity on the US-Mexico border: Bilateral and trilateral environmental agreements since La Paz. *Review of Policy Research* 32(1), 19-39.

**Feb 22            Trade, certification, and environmental governance**

*Synthesis #6: Environmental certification and standards have resulted in the protection of forests, fish and health in exporting countries*

O'Neill, chapter 6 and pages 177-182

Gulbrandsen, Lars H. (2004) Overlapping public and private governance: Can forest certification fill the gaps in the global forest regime? *Global Environmental Politics* 4(2),75-99.

Klooster, Dan (2006) Environmental certification of forests in Mexico: the political ecology of a nongovernmental market intervention. *Annals of the Association of American Geographers* 96(3), 541-565.

Mutersbaugh, Tad & Dan Klooster. (2009) Environmental certification: Standardization for diversity. In *Agriculture, Biodiversity and Markets: Livelihoods and Agroecology in Comparative Perspective*, edited by Stewart Lockie & David Carpenter. Sterling, VA: Earthscan, pages 155-174.

### **Mar 1 Non-state actors in international environmental governance**

*Synthesis #7: NGOs have done more to protect the global environment than the business sector*

O'Neill, chapter 7

Falkner, Robert (2003) Private environmental governance and international relations: exploring the links. *Global Environmental Politics* 3(2), 72-87.

Hale, Thomas (2016) "All Hands on Deck": The Paris Agreement and Nonstate Climate Action." *Global Environmental Politics* 16(3), 12-22.

Jordan, Andrew J., et al. (2015) Emergence of polycentric climate governance and its future prospects. *Nature Climate Change* 5,977-982.

Bulkeley, Harriet et al. (2012) Governing climate change transnationally: assessing the evidence from a database of sixty initiatives. *Environment and Planning C: Government and Policy* 30, 591-612.

Newell, Peter, Philipp Pattberg, and Heike Schroeder (2012) Multiactor governance and the environment. *Annual Review of Environment and Resources* 37(1), 365-387.

### **Mar 8 Knowledge and the science-policy interface**

*Synthesis #8: Diverse forms of knowledge are not sufficiently reflected in international environmental governance*

Haas, Peter M. (1992) Introduction: Epistemic Communities and International Policy Coordination. *International Organization* 46(1), 1-35

Lidskog, Rolf & Göran Sundqvist (2015) When Does Science Matter?: International Relations Meets Science and Technology Studies. *Global Environmental Politics* 15(1), 1-20.

Armitage, Derek et al. (2015) Science-policy processes for transboundary water governance. *Ambio* 44(5), 353-66.

Hickmann, Thomas (2014) Science-policy interaction in international environmental politics: an analysis of the ozone regime and the climate regime. *Environmental Economics and Policy Studies* 16, 121-44.

Laurie, Nina, Robert Andolina, & Sarah Radcliffe (2005) Ethnodevelopment: Social Movements, Creating Experts and Professionalising Indigenous Knowledge in Ecuador. *Antipode* 37(3), 470-496.

**Mar 15        SPRING BREAK**

**Mar 22        workshopping of collaborative group projects**

**Mar 29        Communicating climate change**

*Synthesis #9: Science and scientists are failing in communicating the urgency of climate change to decision makers*

Dilling, Lisa, & Maria Carmen Lemos. (2011) Creating usable science: Opportunities and constraints for climate knowledge use and their implications for science policy. *Global environmental change* 21(2), 680-689.

Kirchhoff, Christine J., Maria Carmen Lemos, & Suraje Dessai (2013) Actionable knowledge for environmental decision making: broadening the usability of climate science. *Annual review of environment and resources* 38(1), 393-414.

Moser, Susanne C. (2014) Communicating adaptation to climate change: the art and science of public engagement when climate change comes home. *Wiley Interdisciplinary Reviews: Climate Change* 5(3), 337-358.

Meadow, Alison M., et al. (2015) Moving toward the deliberate coproduction of climate science knowledge. *Weather, Climate, and Society* 7(2), 179-191.

**Apr 5        AAG meetings in Boston, MA**

**Apr 12        Environmental security and conflict**

*Synthesis #10: Claims that environmental change will result in conflict and international migration are unsubstantiated*

Black, R. et al (2011) The effect of environmental change on human migration. *Global Environmental Change* 21, S3-S11.

Dalby, Simon (1992) Ecopolitical discourse: environmental security and political geography. *Progress in Human Geography* 16(4), 503-522.

Hsiang, Solomon M., Marshall Burke, & Edward Miguel (2013) Quantifying the influence of climate on human conflict. *Science* 341(6151):1235367.

Liverman, Diana (2014) What if climate change triggers cooperation, not conflict? *Huffington Post*, 7/18/2014. [http://www.huffingtonpost.com/diana-liverman/what-if-climate-change-tr\\_b\\_5599886.html](http://www.huffingtonpost.com/diana-liverman/what-if-climate-change-tr_b_5599886.html)

Scheffran, Jürgen et al. (2012) Disentangling the Climate-conflict Nexus: Empirical and Theoretical Assessment of Vulnerabilities and Pathways. *Review of European Studies* 4(5), 1-13.

Wolf, Aaron T. (2007) Shared waters: Conflict and cooperation. *Annual Review of Environ. Resources* 32, 241-269.

#### **Apr 19      The SGDs: A New Global Development Agenda?**

*Synthesis #11: The SGDs represent noble, but unattainable environmental goals*

Chasek, Pamela & Lynn M. Wagner (2016) Breaking the Mold: A New Type of Multilateral Sustainable Development Negotiation, *International Environmental Agreements: Politics, Law and Economics* 16(3), 397-413.

Norström, A.V. et al. (2014) Three necessary conditions for establishing effective Sustainable Development Goals in the Anthropocene. *Ecology and Society* 19(3): 8.

Easterly W. (2015) The SDGs should stand for senseless, dreamy, garbled. *Foreign Policy* 28. <http://foreignpolicy.com/2015/09/28/the-sdgs-are-utopian-and-worthless-mdgs-development-rise-of-the-rest/>

Negotiating the SDGs: David Donoghue's perspective  
<http://deliver2030.org/?p=6909>

The unlikely journey to the 2030 Agenda for Sustainable Development (Olav Kjørven)  
<http://deliver2030.org/?p=6767>

The SDG Story: An Insider Account of How It All Came About (Farrukh Khan)  
<http://impakter.com/sdg-story-insider-account-came/>

#### **Apr 26      Justice, human rights, and environmental governance**

*Synthesis #12: Justice and equity claims are challenging traditional approaches to international environmental governance*

Okereke, Chukwumerije & Philip Coventry (2016) Climate justice and the international regime: before, during and after Paris. *Wiley Interdisciplinary Reviews: Climate Change* 7(6), 834-851.

Klinsky, Sonya et al. (2016) Why equity is fundamental in climate change policy research. *Global Environmental Change* (in press).

Bakker, Karen (2007) The “Commons” Versus the “Commodity”: Alter-globalization, Anti-privatization and the Human Right to Water in the Global South. *Antipode* 430-455.

Schroeder, Heike & Constance McDermott (2014) Beyond carbon: enabling justice and equity in REDD+ across levels of governance. *Ecology and Society* 19(1), 31.

### **May 3            Pathways forward**

O'Neill, chapter 8

Westley, Frances (2011) Tipping Toward Sustainability: Emerging Pathways of Transformation. *Ambio* 40, 762–780.

O'Brien, Karen (2011) Global environmental change II: From adaptation to deliberate transformation. *Progress in Human Geography* 36(5), 667–676.

Palsson, Gisli et al. (2013) Reconceptualizing the ‘Anthropos’ in the Anthropocene: Integrating the social sciences and humanities in global environmental change research. *Environmental Science and Policy* 28, 3-13.