

GLOBAL ENVIRONMENTAL GOVERNANCE
Political Science 3314e
Location: 2099 Spencer Engineering
Time: Wednesdays 10:30-12:20

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DESCRIPTION This course explores the dynamics of global environmental politics and governance. We will examine multilateral policy to combat climate change, deforestation, ozone depletion, coral reefs degradation and acid rain, with a particular focus on UN climate change negotiations. The instructor has 12 years' experience in UN diplomacy and serves on the European delegation to climate change negotiations. The course covers the foundations of international environmental law, UN environmental diplomacy, the connection between knowledge and collective action, and the influence of global norms on environmental policy and institutions.

COURSE OBJECTIVES

The course is designed to be demanding and rewarding. It provides you with an opportunity to achieve the following objectives: 1) Accumulate factual knowledge about multilateral environmental policies. 2) Learn about UN diplomacy and international negotiations through personal experience in realistic classroom simulations. 3) Develop understanding of factors that shape processes and outcomes in global environmental politics. To pursue these goals, we will conduct classroom simulations of international negotiations, read academic texts, analyze policy documents from international institutions, and engage in discussions on controversial political and socioeconomic issues.

REQUIRED READINGS:

Daniel Bodansky, *The Art and Craft of International Environmental Law* (Cambridge Mass: Harvard University Press 2010).
Radoslav S. Dimitrov, *Science and Global Environmental Policy: Regimes and Non-Regimes in World Governance* (Rowman and Littlefield 2006).

Required readings also include book chapters and journal articles. Book chapters are available at the Weldon Library Reserve. Articles are available in electronic format at OWL Sakai (<http://owl.uwo.ca>). Students need to complete the readings for each class period prior to class. Lectures and class discussions will highlight important points but may not exhaust the reading material. You are responsible for gaining command of the readings regardless of what portion we cover in class.

ASSIGNMENTS

Examinations

You will take two exams in December and April, each consisting of short-answer questions and an essay. A study guide will be posted on WebCT one week prior to exam.

Simulations

We will conduct classroom simulations of international negotiations on two global problems: deforestation (October) and climate change (March). Students will learn and follow the UN diplomatic code of conduct and standard procedures used in official international negotiations. You will role-play diplomats representing countries and reach international agreements on environmental policy. The purpose is to learn experientially about diplomacy and encounter first-hand the obstacles to international cooperation. Only the climate simulation will be marked; your performance in the forest policy simulation will not be graded. Detailed instructions are posted on OWL Sakai (Simulation folder).

Research paper

Students will engage in substantive scholarly research and write a 10-to-15-page paper on **“Confronting climate change: International and domestic policies.”** Please choose ONE country (the European Union as a single entity is an option), and write a paper with two main parts:

- 1) History and politics of international negotiations (min 5 pages): Recount the history of global initiatives to address climate change between 1997 and today. What were the policy debates and positions of major countries? What were the key turning points in international discussions? What resulting policy agreement(s) exist today? What is in the Kyoto Protocol?
- 2) National climate policy: Research the domestic climate policy as well as international behavior of the country you chose. Consider, for instance: What is the country’s current negotiating position? What specific policy are they advocating? What is the level of their greenhouse gas emissions and from what economic sectors? What domestic policies are in place to reduce emissions and/or adapt to climate change? Progress and achievements in policy implementation?

Your paper needs to reveal a comprehensive and information-rich yet lucid picture of current climate policy and one country’s stance on climate change. Detailed instructions are attached in the Appendix below.

GRADING POLICY

December exam	25%
Research paper	25 %
Simulation performance	25 %
Final exam	25 %

LATE-ENTRY POLICY

Students are strongly discouraged from make-up exams and late papers. Submitting papers late and taking makeup exams causes considerable inconvenience for the instructor and the Department of Political Science. Moreover, late assignments frequently earn low grades. The penalty for late papers is a half-letter grade (5 points) for every 24-hour period.

In case of grave and unavoidable circumstances (death in the family, serious illness), alternative arrangements can be made. Proper documentation must be provided, and the instructor must be notified in advance (depending on the nature and timing of the emergency). Examples of what does not qualify as unavoidable circumstance: hangover, broken heart, lack of inspiration, having a cold, having one's car stolen or damaged, malfunctioning alarm clock or computer equipment, inauspicious daily horoscope.

CONSULTATIONS

Office hours provide you with a good opportunity to discuss issues and deepen your understanding of course material. Such consultations tend to improve students' preparation for exams. I encourage you to talk to me throughout the year about course content and expectations. If you have any special needs, medical or family emergencies, please let me know and we will work together to make it work.

STUDENTS WITH DISABILITIES

The University of Western Ontario seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in this class, please give prior notice to the instructor to make arrangements for accommodations.

COURSE CALENDAR

- SEPTEMBER 12** **INTRODUCTION**
 Scope and content of course, significance of topic, and course expectations.
 What will I learn, why does it matter, and how difficult will it be?
- SEPTEMBER 19** **PEOPLE AND THE ENVIRONMENT**
- Read:
The Independent: “Chemical Pollution Harms Children’s Brains”
 (September 7, 2012) at <http://www.independent.co.uk/life-style/health-and-families/health-news/chemical-pollution-harms-childrens-brains-423406.html>
- World Meteorological Organization, *Weather Extremes in a Changing Climate* (WMO 2011). [Sakai]
- German Advisory Council on Global Change. 2007. *Climate Change as a Security Risk: Summary for Policymakers*. WBGU Report. [Sakai]
- SEPTEMBER 26** **THE RISE OF GLOBAL ENVIRONMENTAL GOVERNANCE**
- Bodansky, *The Art and Craft of International Environmental Law*
 Chapter 1. What is international environmental law?
 Chapter 2. How we got here: A brief history
 Chapter 4. Prescribing the cure: Environmental policy
- Steinar Andresen, “Key actors in UN environmental governance,”
International Environmental Agreements 7 (2007): 457-468. [Sakai]
- OCTOBER 3** **INTERNATIONAL ENVIRONMENTAL POLICYMAKING**
- Bodansky, *The Art and Craft of International Environmental Law*
 Chapter 5. Varieties of environmental norms
 Chapter 6. Who’s who in the legal process
 Chapter 7. Overcoming obstacles to environmental cooperation
- OCTOBER 10** **ENVIRONMENTAL DIPLOMACY**
- Sign up for simulation. Attendance mandatory.*
- Bodansky, Chapter 8: Negotiating Agreements
- Radoslav S. Dimitrov, “Inside Copenhagen: The state of climate governance,” *Global Environmental Politics* 10(2): 18-24.

- OCTOBER 17** **ENVIRONMENTAL DIPLOMACY II**
- Miquel Muñoz, Rachel Thrasher and Adil Najam, “Measuring the negotiation burden of multilateral environmental agreements,” *Global Environmental Politics* 9(4):1-13. [Sakai]
- Radoslav S. Dimitrov, “The politics of persuasion,” chapter in *Handbook of Global Environmental Politics* edited by Peter Dauvergne (Edward Elgar 2012), pp. 72-86. Library reserve
- OCTOBER 24** **SIMULATION: NEGOTIATING GLOBAL FOREST POLICY**
- Read briefing files posted on WebCT (‘Simulation’ folder)
Read simulation instructions in the syllabus Appendix.
- OCTOBER 31** **SIMULATION (CONTINUED)**
- Read and study delegations’ proposals posted on Sakai (Simulation folder)
- NOVEMBER 7** **GLOBAL FOREST POLICY: A REALITY CHECK**
- Radoslav S. Dimitrov, *Science and Global Environmental Policy: Regimes and Non-Regimes in World Governance* (Rowman and Littlefield 2006), Chapter 5: “Lost in the Woods: International Forest Policy.”
- David Humphreys, “Redefining the Issues: NGOs influence on International Forest Negotiations,” *Global Environmental Politics* 4(2): 51-74. (WebCT)
- NOVEMBER 14** **NORMS AND ENVIRONMENTAL GOVERNANCE**
- Bodansky, Chapter 9: “Customary (and not so customary) norms”
- Radoslav S. Dimitrov, “Hostage to Norms: States, Institutions and Global Forest Politics,” *Global Environmental Politics* vol. 5, no. 4 (November 2005), pp. 1-24. (WebCT)
- NOVEMBER 21** **OZONE DEPLETION**
- Edward Parson, *Protecting the Ozone Layer* (Oxford University Press 2003). Chapter 1 “Stratospheric Ozone and Its Protection: Introduction and Background.” Weldon library reserve
- Dimitrov, *Science and Global Environmental Policy*, Chapter 3: “Out of Thin Air: The Regime on Stratospheric Ozone Depletion.”

NOVEMBER 28**ACID RAIN**

Dimitrov, Chapter 4: “No Pie in the Sky: The International Acid Rain Regime“

Jorgen Wettestad, “Acid Lessons? LRTAP Implementation and Effectiveness,” *Global Environmental Change* vol. 7, no. 3, pp. 235-249. (WebCT)

DECEMBER 5**CORAL REEFS DEGRADATION**

Exam guide posted on Sakai

Dimitrov, Chapter 6: At Sea: International Coral reefs Management

DECEMBER EXAM

JANUARY 11**SCIENCE AND ENVIRONMENTAL POLICY**

Maxwell Boykoff, “From Convergence to Contention: US Mass Media Representations of Anthropogenic Climate Change Science,” *Transactions of the Institute of British Geographers* vol. 32 no. 4 (October 2007), pp. 477-489. (WebCT)

Radoslav Dimitrov, *Science and Global Environmental Policy: Regimes and Non-Regimes in World Governance* (Rowman and Littlefield 2006). Chapters 1, 2 and 7.

JANUARY 9**GLOBAL CLIMATE CHANGE: THE PROBLEM**

Sign up for the climate policy simulation.

Attendance mandatory

Intergovernmental Panel on Climate Change, “Fourth Assessment Report, Summary for Policymakers.” (WebCT)

Climate Change and Displacement, *Forced Migration Review* issue 31 (October 2008). Read Oli Brown, “The Numbers Game” (pp. 8-9), Illan Kelman, “Island Evacuation” (pp. 20-21) and “Hotspots—predictions and action” (pp. 44-45)

Frank Biermann and Ingrid Boas, “Preparing for a Warmer World: Towards a Global Governance System to Protect Climate Refugees,” *Global Environmental Politics* vol. 10, no. 1 (February 2010). (WebCT)

JANUARY 16**GLOBAL CLIMATE CHANGE: THE POLICY OPTIONS**

Kyoto Protocol to the UN Framework Convention on Climate Change. (WebCT)

Sir Nicholas Stern, *The Economics of Climate Change: Executive Summary* (“The Stern Report”). [Sakai]

Stephen H. Schneider, Armin Rosencranz, Michael D. Mastrandrea and Kristin Kuntz-Duriseti (eds.), *Climate Change Science and Policy* (Washington, D.C.: Island Press 2010). Library reserve:
 Chapter 19 “Carbon Taxes, Trading and Offsets”
 Chapter 42: “The Road Forward”
 Chapter 43: “Energy Efficiency”
 Chapter 44: “Renewable Energy”

JANUARY 23

SIMULATION: NEGOTIATING CLIMATE POLICY

Prepare and deliver your opening statement

Kati Kulovesi and Maria Gutierrez, “Climate Change Negotiations Update: Process and Prospects for A Copenhagen Agreed Outcome in December 2009,” *RECIEL* 18(3): 229-243.

JANUARY 30

SIMULATION: NEGOTIATING CLIMATE CHANGE POLICY (CONT.)

Read and study delegation proposals posted on Sakai (Simulation folder)

FEBRUARY 6

SIMULATION: NEGOTIATING CLIMATE CHANGE POLICY (CONT.)

Read delegations’ policy proposals posted on Sakai (Simulation folder)

FEBRUARY 13

SIMULATION: NEGOTIATING CLIMATE CHANGE POLICY (CONT.)

Research paper due

Read delegations’ policy proposals posted on (WebCT) (Simulation folder)

FEBRUARY 20

READING WEEK – NO CLASS

FEBRUARY 27

THE GLOBAL POLITICS OF CLIMATE CHANGE

Radoslav S. Dimitrov, “Inside UN Climate Negotiations: The Copenhagen Conference,” *Review of Policy Research* no. 7 (November 2010). (WebCT)

MARCH 6

THE GLOBAL POLITICS OF CLIMATE CHANGE

EU policy: Read “20 20 by 2020: Europe’s Climate Change Opportunity” Communication from the European Commission. (WebCT)

Joanna Depledge, “Against the grain: The United States and the global climate change regime,” *Global Change* 77(1): 11-27.

MARCH 13**CHANGE IN GLOBAL CLIMATE GOVERNANCE**

Kathryn Harrison, "The struggle of ideas and self-interest in Canadian Climate policy," in *Global Commons, Domestic Decisions: The Comparative Politics of Climate Change* edited by K. Harrison and Lisa M. Sundstrom (The MIT Press 2010), pp. 169-200. Weldon library reserve

Irene Lorenzoni and Nick F. Pidgeon, "Public Views on Climate Change: European and US Perspectives," *Climatic Change* 77 (2006): 73-95. [Sakai]

David Victor, "Toward effective cooperation on climate change," *Global Environmental Politics* 6(3): 90-103. [Sakai]

MARCH 20**INTERNATIONAL REGIMES AND COLLECTIVE ACTION**

Garrett Hardin, "The tragedy of the commons," *Science* 162 (December 1968), pp. 1343-1348. (WebCT)

Pamela Chasek, David Downie and Janet Brown, "Effective Environmental Regimes: Obstacles and Opportunities," Chapter 6 in Chasek et al., *Global Environmental Politics* (2010). Library reserve

MARCH 27**IMPLEMENTING ENVIRONMENTAL POLICY**

Bodansky
 Chapter 10. How and why do states implement their commitments
 Chapter 11. International carrots and sticks
 Chapter 12. Is international environmental law effective?

APRIL 3**GREEN LIVING AND LOCAL ACTION**

Exam study guide posted on Sakai

Robert Falkner, "Global Environmentalism and the greening of international society," *International Affairs* 88(3): 503-522. [Sakai]

APRIL 10**VIDEO SCREENING**

APPENDIX

RESEARCH PAPER GUIDELINES

Papers should be typed, double-spaced, font Times New Roman, size 12, with 1-inch margins on all four sides. Please insert page numbers. The papers are to be organized in sections with their own subtitles. A bibliographical list of sources that you have used and in-text references to each of these sources are required.

Evaluation criteria reflects the following components of an excellent research paper in social sciences:

- 1) **Clear central argument:** What is my overarching point?
- 2) **Logic of analysis:** a logical progression of analytical steps building the argument. What type of evidence do I need for a persuasive argument?
- 3) **Solid empirical support** of the argument(s) is of central importance. What are the facts that lead to my conclusion?
- 4) **Clear and visible structure:** introduction, subtitled sections forming a chain of arguments, and conclusion. Dividing the paper in titled subsections is important.
- 5) **Style and language:** rich vocabulary, readability, correct grammar and spelling, no colloquialisms or slang.
- 6) **Bibliographic support:** The research paper needs to draw on respected sources of information: books, journal articles, mainstream news outlets, government documents and official policy reports from international organizations. Plan on a minimum of six published books and/or journal articles.

References: At the end of your paper, please list ALL sources of information that you have used during your research. Please follow the format of the American Political Science Association Style Manual (available online). **In-text references:** When you present concrete information, please refer to the original source in parentheses. For published sources, indicate author's last name, year of publication, and page numbers (Keohane 2009, p. 24). Such reference should be provided after direct quotes (marked with quotation marks) and after specific factual information found elsewhere.

NO ENDNOTES PLEASE, just footnotes. References to Internet sources should be made in footnotes and include the website's name and exact Internet address. For instance: "Canada 'playing with numbers' on climate target claims," *The Guardian*, Sept. 5, 2012, at: <http://www.guardian.co.uk/environment/2012/sep/05/canada-carbon-emission-targets>

Evaluation criteria

Below is a sample of the evaluation sheet you will receive with your graded paper. The table displays the main aspects of the paper that will be evaluated. Further information about the evaluation criteria will be given in class.

RESEARCH PAPER FEEDBACK

Student:

Instructor: Rado Dimitrov

	Research	Analysis	Language and style	References
Excellent				
Good				
Satisfactory				
Unsatisfactory				

COMMENTS:

MARK:

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.