



**THE UNIVERSITY OF BRITISH
COLUMBIA**
Course Outline

Department/Program: Political Science

Year: Winter 2011

Course Title: POLI 375A (001), Global Environmental Politics

Course Schedule: Monday, Wednesday, Friday 3:00-3:50pm

Location(s): Buchanan D217

Instructor: Dr. Raul Pacheco-Vega

<http://www.raulpacheco.org>

UBC Office: Buchanan C-311

Office hours: Monday 2:00-3:00pm, or
by appointment

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(general inquiries and day-to-day communication)

(submission of files)

Course website address: <http://blogs.ubc.ca/poli375A>

Course Description:

Environmental problems don't recognize national frontiers. Climate change, desertification, deforestation, global water scarcity are all problems that affect us regardless of geographical location. Cross-boundary environmental degradation and over-exploitative access to common pool resources have frequently lead to conflict and confrontation. How can we protect our shared biophysical resources? This course explores the politics of international environmental problems from a global perspective. We will look at current global environmental issues, including but not limited to climate change, transboundary hazardous waste movement, fisheries depletion and e-waste. This course will provide the student with a broad set of theoretical approaches to the study of international and global environmental politics. We will discuss the role of policymakers, scientists, non-state actors and nation-states in establishing and maintaining environmental protection efforts worldwide.

The course has a number of learning objectives:

- to provide you with a broad survey of the theories involved in the study of global environmental politics;
- to give you more in depth knowledge of particular international environmental agreements within specific issue areas (e.g., climate change, water security, toxic chemicals);
- to allow you to build analytical models to reflect and understand the interaction between civil society, industry and governments within the global environmental politics arena
- to allow you to build analytical models to reflect and understand human/environment interactions
- to provide opportunities for you to practise and improve your written and oral communication, policy analysis and research skills.

Understanding global environmental politics requires familiarity with both abstract concepts and substantive issues. The course is designed to combine these two elements by using case studies to illustrate concepts and generate class discussion. The focus of the course will be on global environmental politics although we will frequently revisit the role that Canada has in the global environmental policy arena. We will often draw comparisons from examples to and within other industrialized and developing countries.

Format of the course: Three 50 minute lectures per week (3:00-3:50pm) on Mondays, Wednesdays and Fridays (3 hours per week). This year I am experimenting with a “lab” session. During Mondays and Wednesdays I will lecture (although on occasion I will call on you to share your views or contribute to class discussion). On Fridays, we will engage in in-class exercises or use this time to prepare for your final report writing. I expect that **all students** will participate in class, either in person (*viva voce*) or via discussion forums and on the blog. My courses are intensive, with a heavy reading load (**be forewarned!**). My teaching combines both seminar-style (in-class discussion), in-class exercises and lectures. We will have a few guest lecturers throughout the semester. The lab exercises (most of the time, collective exercises) will have to be emailed to my account (raul.pachecovega@gmail.com) at the end of the lab session (e.g. by 5pm at the latest on Fridays). While there isn't a specific grade for each lab assignment, I will take them into account for your participation grade.

Required Reading:

My courses require intensive reading and you should be prepared for this. In keeping with the spirit of the course, I have made it as paper-less as possible. The syllabus contains a listing of required readings (journal articles, for the most part). You are required to have done the reading by the beginning of the first lecture of the week (e.g. by Sunday night). **You are also responsible for downloading your own readings.** I can't emphasize this enough. If you require any assistance using UBC's Online Journals do let me know and I will put you in touch with a librarian or suggest resources. Google Scholar is your best friend, and so is MyVPN – ask me if you need to learn how to access journals from home.

I treat third year university courses as a prelude for graduate coursework and post-graduation work life. I strive to build my students' research, policy analytical and critical thinking skills. Therefore, I insist that you examine the readings with a critical eye. Could the author have explored the topic in more detail? What is missing from the analysis? If you were to do the research shown in the article, what would you have done differently? These are useful questions to ask oneself.

I place a lot of emphasis on feedback from student evaluations from previous years. I have incorporated the feedback from previous courses into my teaching this year. I have been experimenting in the past few years by not having **final exams**, but final papers and group projects. Please note that students are expected to go beyond the assigned readings in preparation for term papers and projects.

The following book is highly recommended (for your writing). Students should note that if I consider papers not to meet a minimum standard for third year university writing, I will return them unmarked -- with late penalties accruing during the rewrite.

William Strunk, E.B. White, and Roger Angell, *The Elements of Style*, 4th Ed., Boston: Allyn and Bacon, 2000. This book is now available online at <http://www.bartleby.com/141/>. It's a quick read that will have a big impact on your writing!

The Mug-Shot:

Years after they have graduated, many of my former students ask me to write them letters of reference. It is almost impossible to write said letters of reference if I don't actually know all of you by name. And I can't do that either if I don't have a visual reference.

Thus, I will ask you to provide me with a ‘mug-shot’ card **by the beginning of the third class**. You can do it either electronically or in an index card. Your mug shot should include at least clear, recent picture and your name. You can also include the rationale why you're taking the course. **If you e-mail me your “mug-shot”, please send it to raul.pachecovega@gmail.com – my UBC email doesn't have enough storage for large-sized files!**

Please also bring a 'placeholder' card with your first name in large letters so that I can see it from the front of the classroom. This will only be necessary for the first couple of weeks (I have very good memory). Most students forget about the placeholder. **Please bring it at least for the first 2 weeks!**

Course Assignments, Due dates and Grading:

Based on feedback from previous years, I have decided not to schedule a final examination, but instead do group projects and individual final research papers. There will be 2 individual written assignments (although technically only 1 as one is a prospectus on which you will be building your final paper, but for the sake of grading, let's say it's two). And you will, indeed, submit three assignments as your group project is a final collective paper).

Assignment 1: Prospectus: (10%)

The first assignment (**due on Friday September 16th**) will involve you writing a prospectus (**maximum 3 pages single-spaced on Times New Roman 12 points**) explaining briefly

- a) The main topic you are interested for your final research paper
- b) A preliminary (10-15 references) bibliography
- c) An analytical summary of at least 2 research articles on which you will be basing your final paper.

Assignment 1 is due at the end of the second week of class (**Friday September 16th, 2011**). I often try to give a one-week turn-around but my workload this term is such that I might take up to 3 weeks for feedback. I suspect you will get your papers back graded with feedback around October 7th, 2011. You should write your papers based on the feedback I provide to your prospectus. The grade assigned to the prospectus remains as marked, but you have a chance to increase (or decrease!?) your grade based on how well you write your paper based on the prospectus.

Assignment 2: Research briefing on an international environmental agreement (20%)

The second assignment (**due on Friday September 30th, 2011**) is a research briefing (5 pages single space Times New Roman 12 points *MAXIMUM*, excluding bibliography) describing a major international environmental agreement (or a multilateral environmental agreement). The research briefing should provide a layperson with enough information about the IEA or MEA that an individual without specialized knowledge of the specific treaty can discuss it with a policy maker. Think of it as "*explaining an international environmental agreement to your best friend*". If your best friend can *get* it, then you wrote it well ☺

Assignment 3: Group project: Country cross-comparison of international environmental agreement performance (20%)

The third assignment (**written report due on Friday November 19th**) is a group-based collaborative analytical project. Your team (with 65 students or so, each group will have 5 or 6 members) will choose a country and provide an analytical comparison of its performance across all major international environmental agreements. I will provide a suggested table of contents for your report. I will grade the report as a collective, but will require individual self-assessments and group-assessments. I estimate this report to be about 8-10 pages single spaced, Times New Roman 12 points. This report should be considered as input for policymakers at the federal level of the country you decide to research (e.g. the report should allow the decision maker to understand at a snapshot how their country is doing in the global environmental arena).

Assignment 4: Research paper on Canadian environmental politics (40%)

The fourth and final assignment (**due on Friday December 2nd**) is a research paper that will build on your prospectus and the feedback I will provide. I suspect that, due to the rushed nature of the Prospectus, you might not have the clearest idea of what you want to write about.

I am confident you will have a clearer idea of what you want to write about once I provide you with my commentary. The maximum word count for this research paper is 3,000 words (note the emphasis on **MAXIMUM**). With at least 10-15 references outside the readings, I suspect this is more than enough space for a solid research paper. Your research paper should incorporate the readings and theories from class. The paper should be about 10-12 double-spaced pages, excluding bibliography, Times New Roman 12 points, with a Harvard-style citation model.

Thus, the breakdown of grades will be as follows:

- **Group policy project** 20%
- **Final paper** 40%
- **Research briefing** 20%
- **Participation and weekly labs** 10%
- **Prospectus** 10%

Participation in Class

Public speaking/discussion/critical thinking skills (Participation)

When I first started teaching, I only lectured. Then, for a few years, I ran my courses entirely seminar-style, with some lecturing here and there. In the past couple of years, I have built-in online participation as a result of feedback I received in the previous year's student evaluations. That way, those students who do not feel confident about participating verbally in class can do so after class on the class' blog.

Many students come to the end of the term asking me if they can do something to boost their participation mark. This does not work. If you participate regularly through the semester you will receive marks for participation. If you wait until the end of the course, you won't. **Simple as that.** I grade participation based on the quality and frequency of commentary in my classes.

Participating in class builds your self-confidence in public speaking. It also allows your fellow students to learn from your own view of the issues.

I encourage everyone to speak during class and strive to make my classroom a comfortable and safe place for students to share their opinions/thoughts. For those of you who are not as comfortable speaking up in class, you should at the very least participate in the online forums and answering questions or discussions on the blog. The feedback that students have given me is that they are concerned about privacy. Thus, when leaving a comment, you don't need to post with your full name. To anonymize conversations on the blog, I will assign a pseudonym to each one of you, with which you can post on the blog. I will provide more information about these forums in the second week of class.

I strive to provide everyone with "air time". *Be forewarned that raising your hand and speaking in class just for the sake of saying something without actually providing insightful comments will lower your mark rather than increase it.* Furthermore, you should always maintain a critical and analytical stance, but **ALWAYS** respectful. Students should note that grades on written work will be based on clarity of presentation as well as content. I will provide more information on written assignments in the weeks to come. Alas, given the size of my classes, I regret that I cannot read drafts of written assignments.

I do, however, encourage you to ask your peers to provide feedback and proofread your papers, particularly if English is not your native language.

Attendance:

As stated in the UBC Academic Calendar, “*Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.*”

Regular attendance at lectures is expected. I understand if you miss a lecture on a rare occasion, but missing more than a couple of lectures seriously hinders your final outcomes. While I don't check whether a specific student is in class or not, I have a good enough memory that I will know if you have missed a lecture or not.

I use an interactive lecturing style, and it is quite likely that your fellow students will make many insightful remarks, for which you are also responsible. You should not assume that “getting the PowerPoint notes” is a substitute for attending lectures. This year (2011) I have decided not to post my lecture slides. There are pros and cons to this approach. My lecture slides get progressively less text (with each term that I teach) so it is quite unlikely that they would be much use. **Students who try to rely on making notes out of my PowerPoint® slides end up very disappointed with their marks in the course!**

I normally make announcements concerning deadlines, assignments, and the like at the beginning of class. Similarly, handouts concerning assignments and projects are distributed at the beginning of lectures. If you miss class or arrive late, **it is your responsibility to catch up on such information. Students who cannot attend class also remain responsible for the content of lectures. It is the student’s responsibility to catch up on notes and readings**, though if the content still remains unclear, do not hesitate to come and see me.

Email communications:

Because of my current research agenda and commitments to scholarly work, I receive upwards of 200-300 emails a day. For this reason, I request that you email me only if your question is not answered either by me in class or by reading the syllabus (which I treat as a contract between you and me).

Here are a few instances of when I don’t think it’s wise to email me:

- Please don’t email me requesting a copy of the syllabus. You can find it by using a search engine like Google.
- Please don’t email me asking if I have covered something important if you missed class. Ask a classmate!
- Please don’t email me asking if an assignment is due on X, Y or Z date. If it’s in the syllabus, it’s on the date established on the syllabus, unless I have made a last-minute change.
- Please do not email me if you cannot find an article. Most likely you need to search on Google Scholar or the UBC databases. There are reference librarians that will be happy to help you out.

When do I think you should email me:

- If you have a personal problem that hinders your performance in class.
- If you must miss a class because of a health issue.
- If you require special accommodations to ensure your optimal performance (academic concession).

I make extensive use of social media, and thus sending me a tweet to @raulpacheco (<http://www.twitter.com/raulpacheco>) or posting a quick message on my professional Facebook Page (<http://www.facebook.com/drpackecovega>) wall will probably get quick responses than an email. Because of the need for privacy, I follow back every single one of my students on my professional Twitter account so you can send me a Direct Message if your message is private.

I will respond to student emails sent to my email account, raul.pacheco-vega@ubc.ca. I usually take 24-48 hours to respond to email (though on occasion I may take a bit longer). Please make sure that you begin the Subject heading with the key **[POLI375A]**. That allows me to sort out which messages are specific to the class. While the capacity of my UBC email has expanded, I suggest that for attachments, you should send those to me via e-mail raul.pachecovega@gmail.com (students somehow seem to miss this point EVERY TIME).

If you don't include the [POLI375A] heading, there is a chance that my spam filter may block Hotmail, Yahoo or Gmail addresses. To prevent this, please clearly mark your email subjects. If there's an assignment due date or an exam coming up, you'll need to figure out your questions early enough to make sure my response is timely. I won't be responding to students' last-minute messages the night before an assignment is due! Please check the course website and with fellow students concerning recent announcements before sending me an email query.

If you have a more substantive question or a personal matter you wish to discuss, please come and see me during office hours or make an appointment to see me at another time if you have a conflict during office hours.

Finally, in sending me email and any other way of communicating with me, **please don't forget that I'm your professor**. I'd appreciate if you would treat email correspondence with as much seriousness as you would any other written work you submit to me (and verbal interaction as well with the utmost courtesy). In other words, use actual sentences, punctuation, and proper grammar (within reason of course – we all make a spelling error here and there in our email messages). **Be polite and courteous**. No, “*Hey prof*” or “*Hey Raul*” doesn't cut it. I'm not your friend and I'm not your colleague. I'm your professor. ***It's Dr. Pacheco-Vega or Professor Pacheco-Vega***. And don't forget to sign your name, which is often far from obvious from email addresses!

Course Withdrawal:

Last date for withdrawal without a W on your transcript: September 20th, 2011

Last date for withdrawal with a W instead of an F on your transcript: October 14th, 2011

Academic Accommodation:

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments **should not assume they will receive accommodation** though they are welcome to approach me individually.

Late assignments:

Late assignments will be penalized 2% per weekday. The date a paper will be considered received will be the later of the date that I receive a hard copy and the date an identical version is submitted to Turnitin (see below). **I only accept assignments during class and regularly scheduled office hours.**

I do not grant deadline extensions for reasons related to academic workload. However, if you encounter medical or personal problems, please contact me **well before the deadline**. Academic concessions are discussed on the 2011/12 UBC Calendar.

Scaling:

Marks in this course may be scaled (see Calendar, under Grading Practices). If scaling is required, it will be carried out after each assignment, so that students will know where they stand going into the final examination. If scaling is done on the final examination, students will be informed if they ask to review their examination according to the usual policy.

Academic Integrity:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Plagiarism is using someone else's words or ideas without giving them due credit. Students should be aware that even if material is widely available via the internet it is still plagiarism to cut and paste it into their work without appropriate attribution. If the words are those of the original source, it is not enough to just cite the source. You must indicate with quotation marks which words were drawn from that source. Students should also note that it is not sufficient to merely change a word or two in each sentence. If a reasonable person reading both your text and the original text would recognize the sentence, paragraph, or passage as originating from the original source, it is still plagiarism.

Plagiarism is considered the ultimate academic offense; as such, the penalties for plagiarism are severe. Students who plagiarize may face expulsion from the university. Further information on what plagiarism is and how to avoid it is available on the Faculty of Arts' web page at <http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>

It is your responsibility to familiarize yourself with this material. However, if after reading it you are still not sure what you should cite and how, do not hesitate to ask me for clarification. All students will be required to submit any form of written assignments in electronic form to TurnItIn.

You will not receive credit for your work unless it is submitted to TurnItIn. The same late penalty day will apply to submitting your paper to TurnItIn as for the hard copy (2% per day). This does not mean that a student who has not yet handed in either their hard copy or electronic copy to TurnItIn will incur a double penalty of 6% per day (2% per hard copy + 2% for TurnItIn). However, the late penalty will be assessed based on that last one submitted.

The TurnItIn mechanism has changed in the past few months, and thus I will be notifying you of how to use it in the course of the 2nd week of class.

Students should retain a copy of all rough notes and research (for term papers, prospecti and regime analyses), submitted assignments (in case of loss), and all their marked assignments until their mark is finalized or until an application for Review of Assigned Standing has been processed (whichever is later). Students have the right to view their marked final papers with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination or final paper remains the property of the university.

Tutoring:

Students are encouraged to read and edit each other's work. Editing a peer's writing is not only useful to your fellow student but is also one of the best ways to improve one's own writing. However, the papers you submit must be your own original work, and also must not have been submitted whole or in part in any other course. In accordance with university regulations and academic conventions, you must do the research and write the papers yourself.

Dr. Raul Pacheco-Vega's Grading Scheme (Consistent with Faculty of Arts)

80% to 100% (A- to A+)

Exceptional performance:

Work at this level should show very strong evidence of original thinking, great ability to connect ideas and arguments, extremely good grasp of the subject matter, superior ability to critically evaluate and analyze material and very solid synthesis abilities, consistently strong and accurate use of the literature to make points while maintaining a critical and analytical stance, excellent organization of written material. Work at this level has no spelling or grammar mistakes.

68% to 79% (B- to B+)

Competent performance:

Work at this level should show consistent evidence of original thinking, good ability to connect ideas and arguments, good grasp of the subject matter, critically evaluate and analyze and synthesize material, reasonable understanding of the material and some ability use of the literature to make points while maintaining an analytical stance, good organization of written material. Work at this level has very few grammar or spelling mistakes.

50% to 67% (D to C+)

Adequate performance:

Work at this level should show adequate understanding of the subject matter, some ability to connect ideas although may have problems to make a solid argument, reasonable grasp of the subject matter, some evidence of critical thinking and original thought, good but not solid understanding of the material and some ability use of the literature to make points, should be able to develop solutions and/or argumentation, reasonable organization of written material. Work at this level has some grammar or spelling mistakes, may lack style or vigor.

00% to 49% (F)

Inadequate performance:

Work at this level consistently shows no original thinking, lacks ability to connect ideas and arguments, has little or no grasp of the subject matter, does not evaluate and analyze/synthesize material correctly, has a poor understanding of the material and written material is poorly organized. Work at this level has many grammar or spelling mistakes.

Class Schedule and List of Readings

(Note: I reserve the right to make changes to the syllabus – if I do, I'll notify you in advance)

Week 1. International environmental problems and a crash course on common pool resource theory (September 7, 9)

In class video: *Global environmental governance. The quest for symphony.*
<http://vimeo.com/5390040>

Mitchell, Ronald (2009) *International Politics and the Environment*. Chapter 2: Defining and distinguishing international environmental problems. Pearson.
http://www.sagepub.com/upm-data/29032_Mitchell_Chapter_Two.pdf

Agrawal, Arun (2003) “Sustainable governance of common pool resources: Context, methods and politics” *Annual Review of Anthropology* 32, pp.243-262
<http://www-personal.umich.edu/~arunagra/papers/Sustainable%20Governance%20of%20Common-Pool%20Resources.pdf>

Lab exercise 1 and ice-breaker: Fishing expedition

- Groups divided in small (4-5) groups. Each group will simulate a series of fishing boats who are seeking to maximize their benefit and fish capture.

Week 2. Historical overview: Mega-Conferences, fragmentation and the role of the nation state in global environmental governance (September 12, 14, 16)

Ivanova, Maria (2011) “Moving forward by looking back: Learning from UNEP’s history” In: Swart, Lydia and Perry, Estelle (Eds.) “Global Environmental Governance: Perspectives on the Current Debate” Center for UN Reform Education. Pp. 26-47. Available online at:
http://www.centerforunreform.org/system/files/GEG_Ivanova-UNEP_2.pdf

Seyfang, Gill and Andrew Jordan “The Johannesburg Summit and Sustainable Development: How Effective Are Environmental Mega-Conferences?” *Yearbook of International Co-operation on Environment and Development (YBICED)* 2002/2003. Available at
http://www.fni.no/ybiced/02_01_seyfang-jordan.pdf

Biermann, Frank (2011) “Reforming global environmental governance: From UNEP towards a World Environment Organization”. In: Swart, Lydia and Perry, Estelle (Eds.) “Global Environmental Governance: Perspectives on the Current Debate” Center for UN Reform Education. Pp. 103-123, Available online at:
http://www.centerforunreform.org/system/files/GEG_Biermann.pdf

Lab exercise 2: Should we have a global environmental organization?

- Having read both Professors Ivanova and Biermann, prepare a written position paper (no more than 1 page, and ideally only a few paragraphs. A few bullet points will suffice) on whether we should have a World Environment Organization. Be prepared to discuss your position in class (exercise in small groups – divide in approximate 50/50 pro/against)

Week 3: Actors in the global environmental governance system: Nation states, intergovernmental secretariats and business organizations. (September 19, 21, 23)

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

Bauer, Steffen (2006) Does Bureaucracy Really Matter? The Authority of Intergovernmental Treaty Secretariats in Global Environmental Politics. *Global Environmental Politics* Vol. 6, No. 1, Pages 23-49

Lab Assignment 3: Who is responsible for global environmental governance?

- Search on current events' mainstream media coverage of global environmental affairs. Research controversies around how multinational corporations may be impacting fragile ecosystems (some examples include: blood diamonds, privatization of water and exploitation by multinational corporations). Bring a summary (2-3 paragraphs) of the issue to discuss in class.

Week 4. Actors in the global environmental governance: Analyzing non-state actors influence in international environmental negotiations (ENGOs) and private actors (September 26, 28, 30)

Special guest lecture: September 26th, Dr. Janni Aragon (University of Victoria). "Global environmental politics through a gender theoretical lens".

Betsill, Michele M. and Elisabeth Corell (2001) NGO influence in international environmental negotiations: A framework for analysis. *Global Environmental Politics* 1(4):65-85. Available online at:

<http://www.polisci.colostate.edu/fac/mb/NGO%20Influence.pdf>

Pacheco-Vega, R. (2005). Democracy by Proxy: Environmental NGOs and Policy Change in Mexico. In: A. Romero and S. West. *Environmental Issues in Latin America and the Caribbean*. Dordrecht, The Netherlands, Springer Publishers. Pp. 231-249 (Available on my website) <http://www.raulpacheco.org/publications/transnational-environmental-social-movements/>

Week 5. Analytical approaches to international environmental agreements and compliance theory
(October 3, 5, 7)

Mitchell, Ronald (2007) "Compliance Theory: Compliance, Effectiveness, and Behavior Change in International Environmental Law" In Oxford Handbook of International Environmental Law. Editors: Jutta Bruneo, Daniel Bodansky, and Ellen Hey. Oxford University Press, 2007, 893-921.
<http://pages.uoregon.edu/rmitchel/resume/pubs/chapters/2007-OxfordHandbookIEL.pdf>

Mitchell, R. (2003) International Environmental Agreements: A Survey of their Features, Formation and Effects Annual Review of Environment and Resources 28:429-461.
http://cmapspublic2.ihmc.us/rid=1188901864015_2129488494_8489/IEA-Intern-Environm-Agreements-Review-2003-Mitchel.pdf

Week 6. Evaluating an international environmental agreement and its effectiveness
(October 12, 14 – no class October 10th, Thanksgiving Day)

Mitchell, Ronald (2006) "Problem Structure, Institutional Design, and the Relative Effectiveness of International Environmental Agreements" Global Environmental Politics 6(3): 72-89.
http://darkwing.uoregon.edu/~rmitchel/resume/pubs/articles_refereed/2006-GEP.pdf

Sprinz, Detlef (2000) Research on the Effectiveness of International Environmental Regimes: A Review of the State of the Art. Available online at:
<http://www.uni-potsdam.de/u/sprinz/doc/sprinz.effectiveness.pdf>

**Lab Assignment 4: Assessing an international environmental agreement's effectiveness. **

- Based on the research you undertook for your research briefing on an international (or multilateral) environmental agreement, propose a brief (less than 1 page) summary of how you would assess the effectiveness of your international environmental agreement. Does it sound, from your research, as though your IEA or MEA is effective?

Week 7: The global hazardous chemicals regime
(October 17th, 19 – no class October 21th – time for group work)

Selin, Henrik (2010) Global Governance of Hazardous Chemicals Challenges of Multilevel Management. MIT Press. Pp. 1-20
<http://mitpress.mit.edu/books/chapters/0262513900chap1.pdf>

Krueger, J. and Selin, H. (2002) Governance for sound chemicals management: The need for a more comprehensive strategy. Global Governance 8:232-342
<http://sws.bu.edu/selin/publications/KruegerSelinGlobalGovernance2002.pdf>

I will lecture Monday October 19th and Wednesday October 21st, leaving October 23rd for you to work on group project. No lab, nor class.

**Week 8. Diverging country responses to the same international environmental agreement:
The case study of biodiversity
(October 24th, 26th, 28th)**

Raustiala, K. (1996) Biodiversity since Rio: The future of the Convention on Biological Diversity. Available at <http://69.90.183.227/doc/articles/2002-/A-00119.pdf>

Raustiala, K. (1997) Domestic institutions and international regulatory cooperation. Comparative responses to the Convention on Biological Diversity. *World Politics* 49(4):482-509

Lab Assignment 5: How have other countries responded to the same IEA?

- Using the readings as a framework, explore a pair of countries' response to the same international environmental agreement. The product of this exercise should prove useful for your group project.

**Week 9. A fragmented and complex regime: The global politics of climate policy and local climate responses
(October 31st, Nov 2nd, Nov 4th)**

Paavola, Jouni (2011) "Climate change: the ultimate "tragedy of the commons"?"
http://www.ccecep.ac.uk/Publications/Working-papers/Papers/50-59/WP53_climate-change-tragedy-commons.pdf

Guest lecture: Dr. Hisham Zerriffi (Liu Institute) [Nov 2nd]

Guest lecture: Ms. Naomi Devine (Resort Municipality of Whistler) [Nov 4th]

**Week 10. Multiple problems: The global challenges of water
(Nov 7, 9 – no class Nov 11, Remembrance Day)**

Giordano, Mark (2009) Global groundwater: Issues and solutions. *Annual Review of Environment and Resources*. Vol. 34: 153-178
Available online at: <http://ipac.kacst.edu.sa/eDoc/eBook/2497.pdf>

Merrett, J.A. (Tony) (2003) "Virtual water: The water, food and trade nexus: Useful concept or misleading metaphor?" *Water International* 28(1):4-11
Available online at <http://www.soas.ac.uk/water/publications/papers/file38394.pdf>

Mirumachi, Naho and J.A. Allan (2007) Revisiting transboundary water governance: Power, conflict, cooperation and the political economy. International Conference on Adaptive and Integrated Water Management, 12-15 November 2007, Basel, Switzerland.
Available online: <http://www.newater.info/caiwa/data/papers%20session/F3/CAIWA-FullPaper-MirumachiAllan25Oct07submitted2.pdf>

Lab Assignment 6: Using TWINS to analyze transboundary water conflict:

- Examine the Rio Grande case (handout provided in class) and map the TWINS matrix for this case. Compare your individual TWINS matrix with that of your classmates and discuss.

Week 11. Transnational and border issues (hazardous waste movement, e-waste and cross-jurisdictional water bodies)

(Nov 14, 16, 18)

Wolf, Aaron (2007) "Shared water: Conflict and cooperation" Annual Review of Environment and Resources. 32:241-269

Available online at <http://www.cabnr.unr.edu/saito/Classes/nres400/readings/wolf07.pdf>

Lepawsky, Josh and McNabb, Chris (2010) "Mapping international flows of electronic waste" The Canadian Geographer 54(2):177-195.

Available online as pre-print at:

<http://www.geog.unt.edu/lyons/GEOG%205130/Seminar%20in%20Industrial%20Ecology/E%20Waste/Lepawsky%20E-Waste%20CG%202010.pdf>

Week 12. Megacities: Urbanization, overconsumption and vulnerability to global environmental change

(Nov 21, 23, 25)

Susan Parnell, David Simon and Coleen Voge (2007) "Global environmental change: conceptualising the growing challenge for cities in poor countries" Area 39(3):357-367

Patricia Romero-Lankao and Hua Qin (2011) "Conceptualizing urban vulnerability to global climate and environmental change" Current Opinion in Environmental Sustainability 3:142-149

Available online at:

ftp://ftp.inach.cl/rjana/ingrid/EnvSust/Romero-Lankao_2011_Conceptualizing-urban-vulnerability-to-global-climate-and-environmental-change.pdf

David Simon and Hayley Leck (2010) "Urbanizing the global environmental change and human security agendas" Climate and Development 2:263-275

Available online at:

<http://ugec.asu.edu/docs/Simon,%20D%20article%202.pdf>

Week 13. Environmental security, environmental refugees, displacement and the future of the global environmental governance architecture

(Nov 28, 30, Dec 2nd)

Dimitrov, Radoslav (2002) "Water, conflict and security: A conceptual minefield". Society and Natural Resources 15:677-691.

Barnett, Jon (2001). "Security and climate change". Tyndall Centre for Climate Change Research Working Paper 7.

Available online at: http://waterwiki.net/images/4/4e/Security_and_Climate_change.pdf

Biermann, Frank and Boas, Ingrid (2008) "Protecting climate refugees: The case for a global protocol" *Environment: Science and Policy for Sustainable Development*. 50(6):8-17
Available online at: http://oppenheimer.mcgill.ca/IMG/pdf/climate_change_refugees.pdf

Lab Assignment 7: (Last lecture) A summary of where you see the field of global environmental politics going.

- Summarize what you learned throughout the course. Share with your colleagues. Build a one-page narrative on what you learned using the following questions as a framework:
 - What are the major global environmental challenges?
 - What is the current architecture of global environmental governance?
 - Where is global environmental politics going?