

Department/Program: Political Science

Year: Winter 2010

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

Course Schedule: Tuesday, Thursday 3:30-5:00pm

Location(s): Lasserre 102

Instructor: Dr. Raul Pacheco-Vega

<http://www.raulpacheco.org>

UBC Office: Buchanan C-311

Office hours: Tues/Thurs 2:15-3:15pm,
or by appointment

Telephone (604) 827 5127

E-mail addresses: pachecoh@interchange.ubc.ca

raul.pachecovega@gmail.com

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 bio-physical 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 introduce you to concepts of environmental policy in a globalized world
- 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 provide opportunities for you to practice and improve your written and oral communication, group work, 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. We will consider the impact of international factors on domestic policy and focus on cross-national variations of public policies.

Format of the course: Two 1 hour, 20 minute lectures per week. My teaching combines both seminar-style (in-class discussion) and lectures. For the term January-April 2011, I will be experimenting with lecturing on Tuesdays and in-class discussion and exercises on Thursdays. I expect that **all students** will participate in class, either in person (*viva voce*) or via discussion forums and on the blog.

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 Tuesday – or Thursday if there is at any point, no lecture on Monday). **You are also responsible for downloading your own readings.** Google Scholar is your best friend, and so is MyVPN – ask me if you need to learn how to access journals from home. 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.

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.

Based on feedback from student evaluations, I will be experimenting this term by only lecturing (no in-class discussion) on Tuesdays, and by doing in-class exercises and seminar-style discussion on Thursday. You should have done the readings by the beginning of the Tuesday class, though!

The following is highly recommended. 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!

Please note that students are expected to go beyond the assigned readings in preparation for term papers and simulations. I will also assume that students read a non-tabloid newspaper daily.

Important Note on Amount of Reading: In previous years, I have taught very reading-intensive course. While this course does not have a high quantity of reading material, I do expect you not only to have done the readings, but also to have understood them. I am quite comfortable cold-calling on any student, and I expect you to be able to answer the questions. I understand that some students may be shy and do not feel comfortable when asked a direct question in the classroom. However, this course should help you build confidence to speak up. Fair warning!

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. *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).*

Course Assignments, Due dates and Grading:

Based on feedback from previous years, I have decided not to schedule a final examination.

There will be three written assignments (technically only 2 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 three. And you will, indeed, submit three assignments).

1. Understanding the theory of international environmental regimes (30%)

The first assignment will encompass analyzing an international environmental regime in light of Underdal, Mitchell and Young theoretical and analytical frameworks. The maximum length you have for this assignment is 1,500 words. I'll penalize and subtract marks for going over the word limit. Assignment due **March 10th, 2011**.

2. Designing a research project in global environmental politics (20%)

The second assignment will involve you writing a prospectus (3 pages double-spaced on Times New Roman) explaining briefly

- a) The main topic you plan to research for your final paper
- b) The key theoretical/empirical puzzle
- c) The methodological tools you plan to use
- d) The projected outcome you expect from your paper.

You will turn in this assignment at the beginning of the last class before the beginning of Reading Week (that is, **February 10th**). I will give a one-week turn-around so that you can 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.

3. Writing a research paper on a topic around global environmental politics (40%)

Your research paper can be on any topic and it should be a 4000-word maximum paper (allows you for 16 pages double-spaced on Times New Roman 12). On the course website I will post a handout that provides guidelines on how to write solid papers. Also, check the course website for my grading scheme (it will allow you to discern the kind and amount of work you need to put in for a specific grade). Assignment due **April 15th, 2011**.

Thus, the breakdown of grades will be as follows:

- **Prospectus** **20%**
- **Term Paper** **40%**
- **Participation** **10%**
- **Regime analysis** **30%**

Participation in Class

Public speaking/discussion/critical thinking skills (Participation)

When I first started teaching, I only lectured. For a couple of years, I ran my courses entirely seminar-style, with some lecturing here and there. This year, I have built-in online participation as a result of feedback I received in the previous year's student evaluations.

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 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. We will figure out a way to anonymize conversations on the blog. I will provide more information about these forums in the weeks to come.

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. In evaluating examinations and assignments, I will assume that students are familiar not only with assigned reading but also with all material discussed in class. Since I try to use an interactive lecturing style, 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. **Students who have tried to rely on PowerPoint® notes alone in the past have been 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:

I will respond to student emails sent to my email account, pachecoh@interchange.ubc.ca. I usually take 24-48 hours to respond to email. Please make sure that you begin the Subject heading with the key **[POLI-375A]**. That allows me to sort out which messages are specific to the class. Also, PLEASE DON'T SEND ME ATTACHMENTS to my UBC email address. For attachments, you should e-mail raul.pachecovega@gmail.com

If you don't include the POLI 375A 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, **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. 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. *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: January 17th, 2011

Last date for withdrawal with a W instead of an F on your transcript: February 11th, 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. Given that, you should thus bear in mind that there can be up to 3 days between opportunities to submit your paper (ie., from Thursday class till Tuesday class). I do not grant deadline extensions for reasons related to academic workload. However, if you encounter medical or personal problems, please contact me **before the deadline**. Academic concessions are discussed on the 2009/10 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/Plagiarism_Avoided.373.0.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 essay 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.

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 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.

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. The state of the world's environment: Global public goods, global environmental affairs and an architecture of global environmental governance

(Jan 4, 6)

Kaul, Grunberg and Stern (1999) Defining Global Public Goods.
<http://www.undp.org/globalpublicgoods/TheBook/gpg-concepts.pdf>

Dauvergne, Peter (2005) "Research in Global Environmental Politics: History and Trends" Available at:
http://www.politics.ubc.ca/fileadmin/template/main/images/departments/poli_sci/Faculty/dauvergne/Hbk_Global_Environ_Politics_Ch2.pdf

Week 2. Actors in the international environmental system (nation states, intergovernmental organizations) (Jan 11, 13)

Biermann, F. & Dingwerth, K. (2004) Global environmental change and the nation state Global Environmental Politics 4(1):1-22

Biermann, F. & Pattberg, P (2008) Global environmental governance: Taking stock, moving forward Annual Review of Environment and Resources 33:277-294

Week 3. Actors in the international environmental system (non-state actors, business interests) (Jan 18, 20)

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

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

Week 4. International environmental agreements I: A survey (Jan 25, 27)

Mitchell, R. (2003) International Environmental Agreements: A Survey of their Features, Formation and Effects Annual Review of Environment and Resources 28:429-461

Week 5. International environmental agreements II: Assessing regime effectiveness (Feb 1, 3)

Helm, C. and Sprinz, D. (2000) Measuring the Effectiveness of International Environmental Regimes. The Journal of Conflict Resolution 44(5):630-652

Underdal, A. (2002). One question, Two Answers. In Environmental Regime Effectiveness: Confronting Theory with Evidence, edited by Edward L. Miles, Steinar Andresen, Jørgen Wettstad, Jon Birger Skjærseth, and Elaine M. Carlin, 3–45. Cambridge, MA, London: The MIT Press.
<http://mitpress.mit.edu/books/chapters/0262133946chap1.pdf>

Week 6. Biodiversity
(Feb 8, 10)

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

Week 7. Chemicals
(Feb 22, 24)

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>

Selin, H. and Eckley, N. (2002) Science, Politics, and Persistent Organic Pollutants: The Role of Scientific Assessments in International Environmental Co-operation *International Environmental Agreements: Law and Economics* 3:17-42
<http://128.197.153.21/selin/publications/SelinEckleyIEA2003.pdf>

Week 8. Transnational and border issues (hazardous waste movement and cross-jurisdictional water bodies)
(Mar 1, 3)

Zeitoun, M. and Mirumachi, N. (2008) Transboundary water interaction I: reconsidering conflict and cooperation *International Environmental Agreements: Politics, Law and Economics* 8(4):297-316

Eckley-Selin, N. and Selin, H. (2006) Global Politics of Mercury Pollution: The Need for Multi-Scale Governance. *RECIEL* 15(3):258-269

Week 9. Climate change
(Mar 8, 10)

Harrison, K. (2007) The Road not Taken: Climate Change Policy in Canada and the United States *Global Environmental Politics* 7(4): 92-117

Okereke, C. and Bulkeley, H. (2009) Conceptualizing Climate Governance Beyond the International Regime *Global Environmental Politics* 9(1):58-78

Week 10. E-waste
(Mar 15, 17)

Widmer, et al (2005) Global Perspectives on E-Waste *Environmental Impact Assessment Review* 25, 436-458

Week 11. Marine issues (impact of climate change on oceans, coral erosion, fish-stock depletion, whaling)
(Mar 22, 24)

Dietz, Ostrom and Stern (2003) The Struggle to Govern the Commons *Science* 302(5652):1907-1912

Week 12. Environmental security and environmental migration (displacement)

(Mar 29, 31)

Dalby, S. (1992) Ecopolitical discourse:environmental security'and political geography. Progress in Human Geography 16:503-552

Week 13. Compliance theory in depth
(Apr 5, 7)

Mitchell, R. (1993) Compliance Theory: A Synthesis. Review of European Community & International Environmental Law 2(4):327-334.