

Global Environmental Politics (POL 398)

Davidson College

Spring 2017

Class Times: Tues. and Thur., 1:40 pm – 2:55 pm

Class Location: Chambers 1062

Professor Graham Bullock

Department of Political Science

Department of Environmental Studies

Office Hours: Monday and Wednesday, 1:30 pm – 4:30 pm

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This course has no pre-requisites, and may be counted as a course satisfying the Social Scientific Thought Distribution Requirement, the Environmental Social Sciences course required for Environmental Studies majors, and the International Relations or Comparative Politics course (but not both – preference must be reported to the Registrar’s office) required for Political Science majors.

Course Overview

Through in-depth case studies and research projects, this course introduces students to comparative and international perspectives on three major environmental challenges – ***climate change, biodiversity loss, and clean water access***. Students will learn about the strengths and limitations of efforts by both governmental and nongovernmental actors across a range of different countries and scales to tackle these challenges.

Environmental issues are deeply shaped by their cultural, political, social and economic contexts, and the tools of ***comparative politics*** are critically important to understanding the effects of these different contexts. Likewise, environmental issues often span national boundaries, and thus can only be effectively solved through international cooperation. Insights from the study of ***international relations*** are essential to understanding the nature of both these transboundary challenges and their solutions. This course will provide students with the relevant theoretical and empirical knowledge from these political science sub-fields to engage deeply with the three particularly “wicked” environmental issues listed above. To accomplish these goals, the course will utilize two texts as well as peer-reviewed articles from journals such as *Global Environmental Politics, Environmental Politics, World Politics, PS, and Environmental Justice*.

As a course focusing on both the comparative and international politics of the environmental issues, students will look both at environmental policies within different countries and at the regional and global scale. POL 398 therefore satisfies either the Comparative Politics or International Relations requirement in the political science major. It also satisfies a depth or breadth requirement in the Environmental Social Sciences track in the environmental studies major. Because the course teaches students to apply social science concepts (particularly those related to collective action problems) to specific settings and issues, it satisfies the Social Scientific Thought distribution requirement.

Course Learning Outcomes

This course is designed to contribute to five overarching learning outcomes, which are described below. Readings, lectures, discussions and assignments are all designed to help students achieve these goals. By the end of this course, students will be able to:

- ***Theoretical Knowledge of the Social Sciences:*** To describe social science and political science concepts that help explain human cognition and behavior and the structures of human societies and institutions.
- ***Empirical Knowledge of Global Environmental Politics:*** To summarize the key features of the political actors, institutions and policymaking processes that are relevant to international environmental regimes (particularly those related to climate change, biodiversity loss, and clean water).
- ***Application Skills:*** Classify and compare the institutional designs, policies and outcomes of different countries, corporations, nongovernmental organizations, and international agencies as they relate to climate change, biodiversity loss, and clean water.
- ***Political Analysis Skills:*** To analyze and evaluate claims made about global environmental politics using relevant theoretical and empirical knowledge.
- ***Research Skills:*** Conduct in-depth research and generate a research design about the approach of a particular country, organization, corporation, or international regime to a particular environmental issue.

By achieving these learning outcomes, students will be empowered to think critically about their own environmental values and positions, make informed political choices about environmental issues, and to positively, strategically, and successfully engage in environmental politics at multiple scales – as citizens, advocates, and leaders.

I have designed this syllabus to help us accomplish these goals. I aim for our classes to be engaging and well-organized, our lectures, discussions, and group activities to be focused and productive, and our texts to be informative and thought-provoking. Our assignments will also help us meet these objectives, and assess our progress towards them. I will therefore work to provide constructive feedback and fair grades on them in a timely manner (my goal is to have them back to you within two weeks of submission). I will be available for help outside of class in office hours every week for anyone with questions about the material covered in the course.

Course Structure and Format

The course is structured into five units:

- ***Unit I - Introduction:*** The course begins with two weeks of readings and discussion related to the historical and political context of global environmental challenges. This component of the course will introduce us to the major questions, propositions, themes, concepts and actors that we will be investigating in more depth throughout the semester.
- ***Unit II – The Case of Water:*** In this unit, we will look at the politics surrounding efforts to protect water resources and provide clean water to both human and nonhuman communities. We will explore debates about whether there is a universal right to water, and what the implications of such a right might be. We will discuss the dynamics of race, institutions, markets, and water both generally and in specific case studies from Bolivia, India, Botswana, Egypt, and Michigan (including both Detroit and Flint).

- **Unit III - The Case of Biodiversity:** This unit will explore the politics surrounding the loss of biological diversity around the world. We will move from the focus on the level of the nation state in Unit II to an investigation of nongovernmental organizations, international agencies, and political parties. Specific cases we will discuss include the Convention on Biological Diversity, whaling in Japan, conflicts between dolphin and tuna-related marine conservation efforts and the World Trade Organization, the Australian Green Party, and forest conservation efforts in Indonesia.
- **Unit IV - The Case of the Climate:** In this unit, our focus will be on the politics of climate change. We will investigate the role of both scientists and corporations in both international and domestic efforts to limit greenhouse gas levels in the atmosphere, and analyze the different types of governance strategies these and other actors are advocating and implementing. We will look at the case of the Bali Box, the chemical industry's evolving position on climate change, and the idea of climate policy co-benefits.
- **Unit V – Insights and Conclusions:** In this final unit, we will summarize and synthesize what we have learned about global environmental politics over the course of the semester.

<h3>Course Requirements (Assignments and Grading)</h3>
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The assignments for this course are designed to help students accomplish the course's learning objectives. They include the following activities (all deadlines are at 5 pm):

- **Participation (15%):** This course is designed for active student involvement and participation. For each day's class, I expect students to complete the assigned reading and to come to class prepared to discuss that reading. Occasionally, students will be assigned specific roles to play in case simulations in class. Participation grades will also be based on your preparation for class, your careful attention to assigned readings, the quality of your contributions, your respect for the ideas and remarks of others in the class, the relevance of your remarks, and your overall level of participation (both active and passive) in the classroom. Students should also keep track of current events related to environmental politics and be prepared to discuss them as they relate to the themes and issues we discuss in class. Students will also be assigned to play different roles in simulations related to the cases that we cover in class.
- **Essays (30%; 10% each paper):** Students will write three short 3-page essays (double-spaced) on three different topics – one expository essay about the politics of water (*due March 3*), one persuasive essay about the politics of biodiversity (*due April 7*), and one interpretative essay about the politics of climate change (*due May 5*). More details about each essay will be distributed several weeks before it is due. The essays should apply specific concepts and ideas discussed in class and the readings. Essays should be submitted online via Moodle by 5 pm.
- **Quizzes (15%; 5% each quiz):** Each student will complete three short quizzes about the politics of water, biodiversity, and climate change. Possible questions on these quizzes will be reviewed with the class beforehand. Quizzes will be given in class on *February 28, April 4, and May 2*.
- **Backgrounder: (25%):** Students will write a backgrounder that summarizes the approach that a country, organization, corporation, or international regime has taken to deal with a particular environmental issue. Such backgrounders provide more detailed background information to policymakers than policy memos, issue briefs, or research proposals, and often accompany these documents. Each backgrounder will be between 2000 and 2500 words, and should contain images and figures that complement the text. The backgrounder topic is due on *February 10*, and the assignment itself is due on *March 24*.
- **Research Proposal (15%):** Building on this backgrounder, students will propose a research design that will explore some aspect of the approach being taken by the country, organization, corporation, or regime in question. This research proposal (4 pages, double-spaced) should include an introduction, problem statement, literature review, and proposed method, and is due on *May 10*.

Course Texts

Two texts are required for the course, and are available at the campus bookstore:

- Christoff, Peter, and Robyn Eckersley. 2013. *Globalization and the Environment*. Lanham: Rowman & Littlefield Publishers.
- Doyle, Timothy, Doug McEachern, and Sherilyn MacGregor. 2015. *Environment and Politics*. 4th edition. New York: Routledge.

Course Website, Materials and Emails

Additional readings that are not from these two books will be posted on the Moodle course website. Please visit the course website regularly for information about the course. The web site can be accessed at moodle.davidson.edu. Emails about course updates and assignments will be sent either through Moodle or the course email list, so it is imperative that you check your Davidson email regularly.

Current Events

As we will be applying the concepts and ideas from the course to current events in environmental politics, students are expected to read the news daily and stay up on what is going on in the world. The New York Times, Wall Street Journal, Washington Post, and PBS NewsHour are acceptable outlets of both national and international information, and can be accessed easily online. Discount subscriptions for students to the New York Times and the Wall Street Journal are available via their websites. We will have regular discussions of relevant current events, and how they relate to what we are learning in class.

Course Outline, Readings and Deadlines

I reserve the right to make modifications to this outline if in my judgment the flow of the course will be best served by such adjustments.

UNIT I: AN INTRODUCTION TO GLOBAL ENVIRONMENTAL POLITICS

Class 1: Introduction to the Course

No readings assigned for today.

Class 2: Questions and Propositions

Christoff, Peter and Robyn Eckersley. *Globalization & the Environment*. "A World Fit for Us All."

Class 3: Theories and Themes

Doyle, Timothy, Doug McEachern and Sherilyn MacGregor. *Environment and Politics*. "Politics and Environmental Studies."

Class 4: Histories and Contexts

Christoff, Peter and Robyn Eckersley. *Globalization & the Environment*. "A Short History of Globalization and the Environment."

UNIT II: THE CASE OF WATER

Class 5: Water and Politics

Carolan, Michael. *Society and the Environment*. "Water: There's No Substitute," p. 82-101.
Doyle, Timothy, Doug McEachern and Sherilyn MacGregor. *Environment and Politics*. "Understanding Environmental Politics," 46-54.

Class 6: Water and Worldviews

Doyle, Timothy, Doug McEachern and Sherilyn MacGregor. *Environment and Politics*. "Understanding Environmental Politics," 55-77.
Chuvieco, Emilio. 2012. "Religious Approaches to Water Management and Environmental Conservation." *Water Policy* 14 (S1): 9-20.

Class 7: Water and Rights

Gleick, Peter H. 2007. "The Human Right to Water." *Economía Exterior* 41 (May): 1–5 (Longer version in *Water Policy*).
Snell, Kirsten. 2014. "Can Water Be a Human Right?" *Appeal: Review of Current Law and Law Reform* 19: 131-149.
Brown, Colin, Priscila Neves-Silva, and Léo Heller. 2016. "The Human Right to Water and Sanitation: A New Perspective for Public Policies." *Ciência & Saúde Coletiva* 21 (3): 661–70.

Class 8: Water and Justice

Mehta, Lyla, Jeremy Allouche, Alan Nicol, and Anna Walnycki. 2014. "Global Environmental Justice and the Right to Water: The Case of Peri-Urban Cochabamba and Delhi." *Geoforum* 54 (July): 158–66.
Doyle, Timothy, Doug McEachern and Sherilyn MacGregor. *Environment and Politics*. "Environmental Movements," 80-89.

Class 9: Water and Dispossession

Morinville, Cynthia, and Lucy Rodina. 2013. "Rethinking the Human Right to Water: Water Access and Dispossession in Botswana's Central Kalahari Game Reserve." *Geoforum* 49 (October): 150–59.
Doyle, Timothy, Doug McEachern and Sherilyn MacGregor. *Environment and Politics*. "Environmental Movements," 90-107.

Class 10: Water and Institutions

Sowers, Jeannie. 2012. "Institutional Change in Authoritarian Regimes: Water and the State in Egypt." In *Comparative Environmental Politics*, Cambridge, MA: MIT Press, 231-247.
Doyle, Timothy, Doug McEachern and Sherilyn MacGregor. *Environment and Politics*. "Environmental

Movements,” 108-113.

Class 11: Water and Markets

Simmons, Erica S. 2016. “Market Reforms and Water Wars.” *World Politics* 68 (1): 37–68.

Class 12: Water and Race

Butler, Lindsey J., Madeleine K. Scammell, and Eugene B. Benson. 2016. “The Flint, Michigan, Water Crisis: A Case Study in Regulatory Failure and Environmental Injustice.” *Environmental Justice* 9 (4): 93–97.

Clark, Karen. 2016. “The Value of Water: The Flint Water Crisis as a Devaluation of Natural Resources, Not a Matter of Racial Justice.” *Environmental Justice* 9 (4): 99–102.

Page, Ashley. 2014. “If We Can’t Find a Way Then We’ll Make One: The Motor City Fight for Access to Water.” Seminar Paper (POL 472), Davidson College.

UNIT III: THE CASE OF BIODIVERSITY

Class 13: Biodiversity and Politics

Christoff, Peter and Robyn Eckersley. *Globalization & the Environment*. “Remaking Nature: Biodiversity in Peril,” 121-160.

Class 14: Biodiversity and Non-Governmental Organizations (Part 1)

Doyle, Timothy, Doug McAeachern and Sherilyn MacGregor. *Environment and Politics*. “Environmental Non-Governmental Organizations,” 116-131.

Banks, Matthew. 2010. “World Wildlife Fund.” *Good Cop Bad Cop: Environmental NGOs and their Strategies toward Business*. Washington, DC: RFF Press, 171-182.

SPRING BREAK

Class 15: Biodiversity and Non-Governmental Organizations (Part 1)

Doyle, Timothy, Doug McAeachern and Sherilyn MacGregor. *Environment and Politics*. “Environmental Non-Governmental Organizations,” 131-146.

Environmental NGO Case Studies. *To Be Determined*.

Class 16: Biodiversity and Scale

Steinberg, Paul F. 2009. “Institutional Resilience amid Political Change: The Case of Biodiversity Conservation.” *Global Environmental Politics* 9 (3): 61–81.

Convention on Biological Diversity Case Studies. *To Be Determined*.

Class 17: Biodiversity and Norms

Blok, Anders. 2008. “Contesting Global Norms: Politics of Identity in Japanese pro-Whaling Countermobilization.” *Global Environmental Politics* 8 (2): 39–66.

Class 18: Biodiversity and Trade

Layzer, Judith. 2012. Trade versus the Environment. Dolphins, Turtles, and Global Economic Expansion. In *The Environmental Case (Third Edition)*. Washington, DC: CQ Press, 348-377.

Class 19: Biodiversity and Political Parties (Part I)

Doyle, Timothy, Doug McAeachern and Sherilyn MacGregor. *Environment and Politics*. "Political Parties and the Environment," 149-165.

Miragliotta, Narelle. 2013. "The Australian Greens: Carving out Space in a Two-Party System." *Environmental Politics* 22 (5): 706–22. (*Half of the class will read this article*)

Brenton, Scott. 2013. "Policy Traps for Third Parties in Two-Party Systems: The Australian Case." *Commonwealth & Comparative Politics* 51 (3): 283–303. (*Half of the class will read this article*)

Class 20: Biodiversity and Political Parties (Part II)

Luttrell, Cecilia, Ida Aju Pradnja Resosudarmo, Efrin Muharrom, Maria Brockhaus, and Frances Seymour. 2014. "The Political Context of REDD+ in Indonesia: Constituencies for Change." *Environmental Science & Policy*, 35 (January): 67–75.

Doyle, Timothy, Doug McAeachern and Sherilyn MacGregor. *Environment and Politics*. "Political Parties and the Environment," 166-183.

UNIT IV: THE CASE OF THE CLIMATE

Class 21: Climate Change and Politics

Christoff, Peter and Robyn Eckersley. *Globalization & the Environment*. "An Overheated Planet," 71-99.

Ford, James D., Laura Cameron, Jennifer Rubis, Michelle Maillet, Douglas Nakashima, Ashlee Cunsolo Willox, and Tristan Pearce. 2016. "Including Indigenous Knowledge and Experience in IPCC Assessment Reports." *Nature Climate Change* 6 (4): 349–53.

Class 22: Climate Change and Knowledge

Christoff, Peter and Robyn Eckersley. *Globalization & the Environment*. "An Overheated Planet," 100-120.

Lahn, Bård, and Göran Sundqvist. 2017. "Science as a 'fixed Point'? Quantification and Boundary Objects in International Climate Politics." *Environmental Science & Policy* 67 (January): 8–15.

Class 23: Climate Change and Corporations (Part I)

Doyle, Timothy, Doug McAeachern and Sherilyn MacGregor. *Environment and Politics*. "Capitalism, Corporations, and the Environment," 186-197.

Tabuchi, Hiroko, and Danny Hakim. 2016. "How the Chemical Industry Joined the Fight Against Climate Change." *The New York Times*, October 16. <https://www.nytimes.com/2016/10/17/business/how-the-chemical-industry-joined-the-fight-against-climate-change.html>.

Class 24: Climate Change and Corporations (Part II)

Doyle, Timothy, Doug McAeachern and Sherilyn MacGregor. *Environment and Politics*. “Capitalism, Corporations, and the Environment,” 198-217.
Corporate Case Studies, *To Be Determined*.

EASTER BREAK

Class 25: Climate Change and International Governance

Doyle, Timothy, Doug McAeachern and Sherilyn MacGregor. *Environment and Politics*. “Environmental Governance and Citizenship,” 220-232.
Green, Jessica. 2014. *Rethinking Private Authority: Agents and Entrepreneurs in Global Environmental Governance*. Princeton, NJ: Princeton University Press, 1-22.

Class 26: Climate Change and Domestic Governance

Doyle, Timothy, Doug McAeachern and Sherilyn MacGregor. *Environment and Politics*. “Environmental Governance and Citizenship,” 233-246.
Mayrhofer, Jan P., and Joyeeta Gupta. 2016. “The Science and Politics of Co-Benefits in Climate Policy.” *Environmental Science & Policy* 57 (March): 22–30.

Class 27: Climate Change and Citizenship

Doyle, Timothy, Doug McAeachern and Sherilyn MacGregor. *Environment and Politics*. “Environmental Governance and Citizenship,” 247-256.
Harris, Paul G. 2008. “Climate Change and Global Citizenship.” *Law & Policy* 30 (4): 481–497.
Javeline, Debra. 2014. “The Most Important Topic Political Scientists Are Not Studying: Adapting to Climate Change.” *Perspectives on Politics* 12 (2): 420–29.

UNIT V: INSIGHTS AND CONCLUSIONS

Class 28: Global Environmental Failures

Christoff, Peter and Robyn Eckersley. *Globalization & the Environment*. “Governing the Planet,” p. 161-189.

MAY 4: NO CLASS

Class 29: Global Environmental Futures

Christoff, Peter and Robyn Eckersley. *Globalization & the Environment*. “Governing the Planet,” 190-207.
Doyle, Timothy, Doug McAeachern and Sherilyn MacGregor. *Environment and Politics*. “Conclusion.”

Class 30: Synthesis and Evaluations

CALENDAR

Date	Day	Unit	Topic	Deadlines
17-Jan	1	Intro	Introduction	
19-Jan	2	Overview	Questions and Propositions	
24-Jan	3	Overview	Theories and Themes	
26-Jan	4	Overview	Histories and Contexts	
31-Jan	5	Water	Water and Politics	
02-Feb	6	Water	Water and Worldviews	
07-Feb	7	Water	Water and Rights	
09-Feb	8	Water	Water and Justice	Backgrounder Topic Due 2/10
14-Feb	9	Water	Water and Dispossession	
16-Feb	10	Water	Water and Institutions	
21-Feb	11	Water	Water and Markets	
23-Feb	12	Water	Water and Race	Water Quiz
28-Feb	13	Biodiversity	Biodiversity and Politics	
02-Mar	14	Biodiversity	Biodiversity and NGOs	Essay #1 Due 3/3
07-Mar			SPRING BREAK	
09-Mar			SPRING BREAK	
14-Mar	15	Biodiversity	Biodiversity and NGOs	
16-Mar	16	Biodiversity	Biodiversity and Scale	
21-Mar	17	Biodiversity	Biodiversity and Norms	
23-Mar	18	Biodiversity	Biodiversity and Trade	Backgrounder Due 3/24
28-Mar	19	Biodiversity	Biodiversity and Political Parties	
30-Mar	20	Biodiversity	Biodiversity and Political Parties	
04-Apr	21	Climate	Climate Change and Politics	Biodiversity Quiz
06-Apr	22	Climate	Climate Change and Knowledge	Essay #2 Due 4/7
11-Apr	23	Climate	Climate Change and Corporations	
13-Apr	24	Climate	Climate Change and Corporations	
18-Apr			EASTER BREAK	
20-Apr	25	Climate	Climate Change and International Governance	
25-Apr	26	Climate	Climate Change and Domestic Governance	
27-Apr	27	Climate	Climate Change and Citizenship	
02-May	28	Climate	Global Environmental Failures	Climate Quiz
04-May			NO CLASS	Essay #3 Due 5/5
08-May	29	Synthesis	Global Environmental Futures	
10-May	30		Synthesis and Evaluations	Research Proposal Due 5/10

Note: Please see General Course Policies document for more information on academic integrity and the Honor Code, accommodations for students, general course expectations, course attendance, course communications, submission formats, late submissions and assignment extensions, technology use in the classroom, and resources available at Davidson to enhance your learning in the course.