

PS 455o/655/NORS 655 (3 credits)

Spring 2011

Political Economy of the Global Environment

Wednesday 5:50-8:50PM

Gruening 304

Dr. Jonathan Rosenberg

603B Gruening Building

(474) 6502; jrosenberg@alaska.edu

Office hours: MW 1-2, or by app't.

This is a course in International Political Economy (IPE), a field concerned with the political aspects of economic globalization and the economic aspects of international politics. All courses in IPE help students explore the politics of trade, financial flows and economic development but, for a variety of reasons, conventional academic approaches to IPE have some difficulty comprehending global environmental issues. One reason is that while state sovereignty (the assumption that the governments of nation-states enjoy exclusive authority within their internationally recognized borders) is still the primary governing principle in international affairs, air, water, flora and fauna respect neither national borders nor any of the other legal abstractions that people have created to govern the earth. Furthermore, while governments still matter, environmental quality is increasingly impacted by non-state actors including international organizations, businesses, and non-governmental organizations. Therefore, to get a complete picture of the international political economy in an era of economic globalization we need to look beyond conventional approaches that focus on the relations among sovereign states to consider such environmental concerns as resource depletion, pollution, endangered species, climate change and ecosystems management. In short, to understand local, national and regional environmental policy we need to understand global environmental issues; and to understand global environmental issues we need to understand the global political economy.

Our goals:

- Use global environmental issues to apply and test the limits of theories and concepts of international political economy
- Evaluate the ways that international trade, investment and finance affect the natural environment
- Gain a clearer understanding of the relationship between globalization and environmental sustainability
- Critically examine the various meanings of and strategies for achieving sustainable development
- Better understand the power and limits of non-state actors—including businesses, international organizations and NGOs—for affecting environmental policy and outcomes
- Research global environmental issues and challenges as they manifest themselves locally, nationally, regionally and globally

COURSE INSTRUCTIONS, PROCEDURES AND MATERIALS:

This class is a seminar. Passivity is not an option. Complete preparation, active and attentive participation and perfect attendance are minimum requirements for all students taking this class.

For the most part classroom time will be devoted to student-led discussions of assigned readings. Students will be assigned specific responsibilities several times throughout the semester. These are explained in the section below on Assignments and Evaluation. Other activities will include videos to supplement readings and stimulate discussion; student presentations of research; and mini-lectures by the instructor.

Mini-lectures: A few times during the semester the instructor will present short lectures (approximately 30 minutes) on key aspects of international political economy and/or environmental politics. These are meant as supplements to assigned readings that sometimes may assume familiarity with certain theories, concepts, institutions and events without adequately explaining them.

COURSE REQUIREMENTS**Prerequisites:**

Students should have at least junior standing for PS 455o and graduate standing for NORS 655. PS 455o students must have completed PS or ECON 100X, and COMM 131X or 141X or equivalent courses. Students not meeting these prerequisites must consult the instructor about staying in this class. PS 321 and/or 323 are also recommended but not required.

Undergraduate and Graduate Students:

This is a “stacked” course, meaning that it is being taken simultaneously by undergraduate and graduate students. Undergraduates register for PS 455o; graduates register for PS or NORS 655. Undergraduate and graduate students meet, and interact in the classroom as equals, although some of their assignments and standards of evaluation will be somewhat different. In the syllabus and in the later documents giving specific assignments you will find notations about those differences. In the syllabus, when a reading is indicated as being for graduate students it will be required for them and optional for undergraduate students. The Oral Intensive requirements described below apply to undergraduate students. Unless otherwise noted, all other requirements and assignments apply to all students.

Oral Intensive requirements:

This class satisfies UAF Core Curriculum Oral Intensive requirements. Since it will be conducted in a seminar format (see below) it will likely exceed the minimum requirements for oral presentation for its category—“Small Classes Requiring ‘Public’ Presentations”.

ORAL INTENSIVE COURSE REQUIREMENTS: PUBLIC [Small Class]: (a) 15% of the final grade based on oral communication; (b) 2 presentations of 20 minutes with Question/Answer or 3 presentations of 10 minutes with Question/Answer; (c) Instructor Evaluation/Feedback on all presentations

The types of presentations required of students are described in the following section of this syllabus and in the instructions for particular presentation assignments distributed during the semester. Undergraduate students will receive formal evaluations from the instructor on all oral presentations.

ASSIGNMENTS AND EVALUATION*

Presentations and seminar participation: 30% for PS 455o; 20% for PS/NORS 655

This is **not** a lecture-based course. Students must come to every session prepared to make comments and answer questions on the assigned readings. That means that you must do all readings for each Unit in advance of the class meetings for which they are assigned. There are no exceptions to this standard. You will do all of the required reading and participate with comments and questions regardless of whether or not you are the designated discussion leader.

For every course Unit, students will be provided with Discussion Questions. Every week, unless otherwise announced, particular students or groups of students will be assigned specific questions, and will make presentations and lead discussions on their assigned questions. Presentations will be evaluated on how well they engage the assigned readings, thoroughness, organization and clarity of expression.

All students should refer to the information provided below, and to the documents “Discussion Questions” and “Presentations” in the Assignments folder posted on ERes for a complete explanation of these requirements.

Short papers: 2 @ 15% for PS 455o; 3 @ 10% for PS/NORS 655

Students will write short papers (3-5 pages). Topics will vary, and may include a critical, thematic review of selected readings; an analysis of current events using concepts and theories from course readings; analyses and recommendations for policies or political action on a particular environmental issue or problem. There will be four such assignments. NORS 655 students must do three; PS 455O students must do two. If you do an extra short paper the lowest grade received will be dropped.

Research paper and presentation: 35 + 5% for PS 455o; 45 + 5% for PS/NORS 655

A research paper of approximately 15 pages for PS 455o and 25 pages for PS/NORS 655 is required. Paper topics may be derived from any topic covered in the course. All paper topics must be approved by the instructor. Papers on unapproved topics will not be accepted. Complete instructions and requirements will be posted on ERes.

During the last two weeks and the scheduled final exam period, all students will make presentations of approximately 20 minutes on their research papers. Detailed instructions for the papers and presentations will be posted no later than the 8th week of the semester. But you are encouraged to discuss any ideas you might have for a research paper as early in the semester as you like.

* This course will use the UAF +/- grading system. Possible grades for this course are: A+ (4.0), A (4.0), A-(3.7), B+(3.3), B(3.0), B-(2.7), C+(2.3), C(2.0), C-(1.7), D+(1.3), D(1.0), D-(0.7), and F(0).

COURSE READINGS

Required texts (available for purchase at the UAF bookstore):

Jennifer Clapp and Dauvergne, Peter. 2005. *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge MA and London: The MIT Press.

Robert Falkner. 2009. *Business Power and Conflict in International Environmental Politics*. Hampshire, UK: Palgrave Macmillan.

Additional required readings:

In addition to assigned chapters from the required texts, each course Unit includes several other required readings posted on the Rasmuson Library Electronic Reserve System (ERes). Some of those readings have already been uploaded; others will be announced in class. Instructions for accessing ERes are provided at the end of this syllabus.

Graduate and undergraduate reading assignments:

Graduate students (PS/NORS 655) will do all of the readings assigned for each Unit. Readings marked with an asterisk (*) are optional for undergraduates (PS 455o).

COURSE OUTLINE AND SCHEDULE

(**Note:** The following outline includes all the topics to be covered this semester. We will do our best to keep to the schedule. If adjustments are necessary they will be announced in class. Do all of the readings for each unit **before** the class meeting in which that unit is covered. Some topics will require additional readings not yet posted on ERes. TBA indicates that additional required readings will be posted.

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Introduction: What is global political economy? What are global environmental issues? How do the two affect each other?

Read: Syllabus

Mikhail Gorbachev. 2001. The World: Nature Will Not Wait. *World Watch* vol. 14, no. 2: 4-5.

2/2

Unit #1: The Transition from International to Global Political Economy

1A. Changing Structures, Institutions and Ideas: Westphalia, Bretton Woods and beyond.

Read: Clapp and Dauvergne, chapters 1 and 2

Thomas Oatley. 2010. Chapter 16: Globalization: Consequences and Controversies. *International Political Economy: Interests and Institutions in the Global Economy*, 4th edition. New York: Longman, pp. 356-380.

*Litfin, Karen. "The Greening of Sovereignty: An Introduction," in *The Greening of Sovereignty in World Politics*, edited by K. Litfin. Cambridge MA and London: The MIT Press, 1998, pp. 1-26.

*Mol, Arthur P. 2002. Ecological Modernization and the Global Economy. *Global Environmental Politics* 2: 92-115.

1B. From Governments to Governance

Read: Clapp and Dauvergne, chapter 3

Agrawal, Arun and Maria Carmen Lemos. 2007. A Greener Revolution? Environmental Governance in the 21st Century. *Environment*. Vol. 49, No. 5: 36-45.

Soroos, Marvin S. 2005. "Global Institutions and the Environment: an Evolutionary Perspective," in *the Global Environment: Institutions, Law, and Policy*, 2nd edition, edited by Regina S. Axelrod and David L. Downie, Norman Vig. Washington, DC: CQ Press, pp. 21-42.

Ostrom, Elinor. The challenge of common pool resources. 2008. *Environment* 50:4: 8-21.

*Agrawal, Arun. 2003. Sustainable governance of common pool resources: context, methods and politics. *Annual Review of Anthropology* 32: 243-262.

2/9 and 16

Unit #2: Wealth, Poverty and Global Environmental Politics

2A. Are wealth and development good for the environment?

Read: Clapp and Dauvergne, chapter 4.

Brown, Lester. 2003. "Planet Under Stress," in *Plan B: Rescuing a Planet under Stress and a Civilization in Trouble*. New York and London: W.W. Norton and Co., pp. 3-19.

Lomborg, Bjorn. 2001. "Part II: Human Welfare," in *the Skeptical Environmentalist: Measuring the Real State of the World*. Cambridge and New York: Cambridge U. Pres, pp. 43-87.

Krugman, Paul. 2010. The Finite World. *The New York Times*. 26 December 2010, available at http://www.nytimes.com/2010/12/27/opinion/27krugman.html?_r=1&hp

*Simon, Julian L. and Herman Kahn. 1984. "Introduction," in *the Resourceful Earth: A Response to Global 2000*, edited by Simon and Kahn. Oxford and New York: Basil Blackwell, pp. 1-49.

2B. Sustainable development in theory and practice

Read: Matthew, Richard A. and Anne Hammill. 2009. Sustainable Development and Climate Change. *International Affairs* 85:6: 1117-1128.

Bryner, Gary C. Bryner. 1999. "Agenda 21: Myth or Reality?" in the *Global Environment: Institutions, Law, and Policy*, edited by Norman J Vig and Regina S. Axelrod. Washington DC: CQ Press, pp. 157-189.

United Nations Development Programme. 2003. "Chapter 6: Public policies to ensure environmental sustainability." *Human Development Report 2003: Millennium Development Goals: A compact among nations to end human poverty*. New York: UNDP, pp. 123-131

Goldblatt, David L. 2005. *Sustainable Energy Consumption and Society: Personal, Technological, or Social Change?* Dordrecht: Springer, pp. 1-15.

*Irwin, Rosalind. 2001. "Posing Global Environmental Problems from Conservation to Sustainable Development," in *the International Political Economy of the Environment*, edited by Dimistris Stevis and Valerie Assetto. Boulder and London: Lynne Reinner Publishers, Inc. pp. 15-38.

*Sneddon, Chris, Richard B. Howarth, Richard B., Norgaard. 2006. Sustainable development in a post-Brundtland world. *Ecological Economics* 57: 253– 268

2C. Financing Development with the Environment in Mind

Read: Clapp and Dauvergne, chapter 7

Connolly, Barbara. 1996. "Increments for the Earth: the Politics of Environmental Aid," in *Institutions for Environmental Aid: Pitfalls and Promise*, edited by Robert O. Keohane and Mark A. Levy. Cambridge MA and London: the MIT Press, pp. 327-365.

Park, Susan. 2005. How transnational environmental advocacy networks socialize international financial institutions: a case study of the International Finance Corporation. *Global Environmental Politics* 5:4: 95-119.

Rosenberg, Jonathan. 2006. "Sustainability of Biodiversity Resources in the Eastern Caribbean: Triple Alliances and Policy Implementation." *Journal of International Wildlife Law and Policy* 9: 247-263.

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Unit #3: The Politics of Global Trade and the Environment

3A. Free Trade

Read: Clapp and Dauvergne, chapter 5

Guimaraes, Roberto P. 2004. Waiting for Godot: sustainable development, international trade and governance in environmental policies. *Contemporary Politics* 10:34: 203-225.

*Williams, Marc. "In Search of Global Standards: the Political Economy of Trade and the Environment," in Stevis and Assetto, pp. 39-61.

3B. Free Trade Areas and Regional Integration

Read: Daniel C. Esty. 2001. "Bridging the Trade-Environment Divide." *The Journal of Economic Perspectives* 15 (Summer): 113-130.

Mexican Action Network, et al. 2002. "A Just and Sustainable Trade and Development Initiative for North America," in *Global Backlash: Citizen Initiatives for a Just World Economy*, edited by Robin Broad. Lanham: Rowman and Littlefield, pp. 129-134.

"NAFTA Panel Rules in U.S. Favor in Methanex Case. 2005. *American Journal of International Law* 99 (October): 920-921.

Carpentier, Chantal Line. 2006. NAFTA Commission for Environmental Cooperation: ongoing assessment of trade liberalization in North America. *Impact Assessment and Project Appraisal* 24:4 (December): 259-272.

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Unit #4: Investment, the Environment and Globalization

4A. Transnational Corporations and Foreign Direct Investment

Read: Clapp and Dauvergne, chapter 6
Falkner, chapters 1 and 2

White, Damian F. 2002. A Green Industrial Revolution? Sustainable Technological Innovation in a Global Age. *Environmental Politics* 11: 1-26.

Clapp, Jennifer Clapp, The Privatization of Global Environmental Governance: ISO 14000 and the Developing World. In *The Business of Global Environmental Governance*, edited by David L. Levy and Peter J. Newell, pp. 223-248.

Snell, Marilyn Berlin. 2002. "Power Lunch." *Sierra* (July/August): 28-39.

Holme, Richard and Phil Watts. 2000. *Corporate Social Responsibility: Making Good Business Sense*. World Business Council for Sustainable Development. <http://www.wbcsd.org/DocRoot/IunSPdIKvmYH5HjbN4XC/csr2000.pdf>

Newell, Peter J. 2005. Business and International Environmental Governance; the State of the Art. In *The Business of Global Environmental Governance*,

edited by David L. Levy and Peter J. Newell. Cambridge MA and London: The MIT Press, pp. 21-46.

*Newell, Peter J. 2008. CSR and the Limits of Capital. *Development and Change* 39 (6): 1063-1078.

4B. Portfolio Investment: making green by being green?

Read: Clapp and Dauvergne, chapter 7

Glickman, Marshall and Marjorie Kelly. 2004. Working Capital. *E: the Environmental Magazine* (March/April): 26-36.

Matisoff, Daniel C. 2010. Making Cap-and-Trade Work: lessons from the European Union Experience. *Environment* 52:1 (January/February): 10-19.

TBA

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Unit #5: Products and Processes: Can technical innovation save the environment?

TBA

3/30 and 4/6

Unit #6: Global Economy and Environmental Problems: Causes or Solutions?

Read: Falkner, chapters 3, 4, 5 and 6

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Unit #7: States, Markets, Governance and the Environment: Are you optimistic or pessimistic?

Read: Clapp and Dauvergne, chapter 8.

Paehlke, Robert C. 2004. "Chapter 1: The Challenge of Global Economic Integration. In *Democracy's Dilemma: Environment, Social Equity, and the Global Economy*. Cambridge and London: The MIT Press, pp. 1-37.

Lester Brown. "Plan B: Rising to the Challenge," in *Plan B*, pp. 199-222.

Bjorn Lomborg. "Part I: The Litany," in *the Skeptical Environmentalist*, pp. 43-87.

*Marian A.L. Miller. "Tragedy for the Commons: the Enclosure and Commodification of Knowledge," in Stevis and Assetto, pp. 111-134.

4/20, 27, 5/4 and 5/11, 8-10PM

Student presentations of research

ERes Coursepage

This class uses the Rasmuson Library Electronic Reserve System (ERes) for required readings beyond the two assigned textbooks.

If you experience difficulty accessing ERes or downloading materials notify the instructor immediately.

To access ERes:

1. Go to the following URL: <http://eres.uaf.edu/>.
2. Click on "Electronic Reserves and Course Pages."
3. In the blank search window type, ps455 or ps655 or nors655, then click "search."
4. Click on any one of the above.
5. Type the password **PEGREEN** in the window provided. No other password is necessary to access files or documents.
6. Click on the "Accept" button.
7. A folder will appear for each course unit that requires additional readings—either specifically listed or indicated as TBA in the syllabus.
8. Readings will either appear in full text as PDF or Word documents, or as a hypertext link to an on-line source.
9. Readings will appear in the order they were assigned. Click on the one you want. You may print it, download it, or read it online. When downloading or printing please respect copyright restrictions. Materials are meant only for use in this course and should not be otherwise reproduced or distributed.
10. Additionally, you will find a folder titled "Assignments." This contains a copy of this syllabus, discussion questions, and complete instructions for papers and other assignments.

DISCUSSION QUESTIONS: REQUIREMENTS AND GUIDELINES

Discussion Questions provide the basis for the presentation and analysis of materials for all Course Units. For all Discussion Questions we will follow a standard set of procedures. The number of times you will lead a discussion will depend on the number of students in the class; but expect to be a leader for at least three times during the semester.

1. If you are assigned a Discussion Question you become the Discussion Leader for that question.
2. Being a Discussion Leader:
 - a. Presentation: Leaders will kick off the discussion by making a 10-15 minute presentation in which they answer an assigned question as thoroughly as they can. A good answer must engage and specifically mention all relevant assigned readings and will also make reference to mini-lectures and other relevant sources.
 - b. Follow-up question: You will end your presentation with a follow-up question for the class. The follow-up question can be factual (i.e., looking for information that would help answer the discussion question for thoroughly), conceptual (i.e., inquiring into the meaning or validity of a relevant concept or theory), or normative (i.e., inviting expressions of opinion and values on the topic in question).
3. Participation in a discussion:
 - a. Everyone must come to class prepared to contribute to the discussions that follow each Discussion Leader's presentation. To be adequately prepared you will have to do all of the assigned readings and consider how you would have answered the Discussion Questions if they had been assigned to you.
4. Evaluating oral presentations:
 - a. Students registered for PS455o will receive formal evaluations of their oral presentations.
 - b. Each PS455o student will receive written comments and meet with the instructor after her/his first presentation. Subsequent evaluations and meetings will take place as needed to help the student improve his/her presentations.
 - c. Oral presentations of research papers constitute 5% of the course grade. Students will be evaluated based on the criteria listed in the paper assignment and on how well they have responded to the feedback they received on previous oral presentations.