



**ERST-IDST-POST 4610H  
Global Environmental Policy  
Winter Session 2011**

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**Course time and location:** **Lecture:** Monday, 9 – 10:50, Champlain M2  
**Seminar:** Monday, 11 – 11:50, Champlain A2

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**Course description:**

This course examines global environmental policy regimes. It analyzes the historical development of the global environmental system and the main actors, institutions and legal instruments related to global environmental issues. The environmental impacts of and political responses to such phenomena as climate change, trade, biodiversity depletion, and consumption are studied.

The course consists of a two-hour class each week plus a one-hour seminar.

**Course objectives:**

*Content:*

- To provide an overview of global environmental policy in terms of its historical development, current direction and future trends;
- To develop our understanding of environmental issues as not just biophysical, but rather always informed by historical, political, economic and social considerations;
- To examine the ways that global environmental problems are understood and acted upon through a variety of case studies.

*Pedagogical:*

- To build on our analytical skills by engaging in a critical reading of all texts;
- To further our collaborative learning skills in group work and larger discussion to achieve mutual understanding;
- To continue to formulate our research skills through an independent project.

**Course materials:**

There are two required texts for this course, both available through the Campus Bookstore:

Chasek, Pamela, David L. Downie & Janet Welsh Brown. (2010). *Global Environmental Politics, 5<sup>th</sup> edition*. Boulder, CO: Westview Press.

Speth, James Gustave. (2005). *Red Sky at Morning: America and the Crisis of the Global Environment*, 2<sup>nd</sup> edition. New Haven, CT: Yale University Press.

All other readings are available online, on myLearningSystem, or through the Bata Library e-journals.

<b>Evaluation:</b>		
<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Attendance and Participation	25%	Throughout the course
Group Presentation	15%	Begins on January 24 <sup>th</sup>
Critical Book Review	20%	February 14 <sup>th</sup>
Paper Proposal	10%	March 7 <sup>th</sup>
Research Essay	30%	April 11 <sup>th</sup>

**Explanation of Assignments and Marking:**

**Attendance and Participation (25%):** A substantial proportion of your mark for will be based on your interaction with your peers as well as your instructor. Indeed, a goal of this course is to encourage a collaborative and creative working and learning environment—your **engaged** participation is therefore a vital component to its success. The following elements will be taken into account when determining the participation mark: attendance, familiarity with readings, active participation, and contribution to the learning of your peers.

- *Attendance*—evaluating your performance is difficult if you are not present. As well, repeated late arrivals and early departures from class will be noted and form part of the evaluation of participation. Please communicate directly and immediately with me if you think you will miss or be late to a class.
- *Familiarity with the Readings*—participating in discussions will be difficult if the readings are not done ahead of time. They are integral to each class. You will be expected to demonstrate your knowledge and critical assessment of class readings, thoughtfulness regarding issues raised in readings, and to draw connections between theoretical ideas and specific cases. Contributing comments which are completely unrelated to the readings will not count towards your participation mark.
- *Active Participation*—this means actively engaging in various activities including class discussions, asking questions during presentations/lectures, and taking part in small group and individual in-class exercises.
- *Contribution to the Learning of Your Peers*—participating fairly in group work, being courteous and respectful of others, not dominating conversations and discussions, and allowing others to speak and be heard.

**Group Presentation (15%)**

Students will choose groups of three or four at the beginning of the term and will be responsible for conducting a presentation on a theme related to the readings for that week. You will pick a case study that reflects or disputes some of the arguments presented in the required texts for the week of your presentation. What you should aim to do in this presentation is talk about a case that engages the course material, interrogates it, and connects it to the broader issues and concerns you raise. This presentation/workshop should be interactive and the use of different kinds of media is encouraged. The presentation itself should be 30 minutes with an additional 15 minutes for questions and discussion. Each group will hand in a summary of the presentation (or PowerPoint presentation if applicable). Presentations will be evaluated in terms of

substance/content, presentation style and group process. All group members will receive the same mark. There will be a self- and peer-evaluation component to this presentation.

**DUE DATE:** Students will sign up for the presentations on January 17<sup>th</sup> and presentations will begin on January 24<sup>th</sup>.

### **Critical Book Review (20%)**

You will be required to write a **4 page** critical book review on one of the required books for this course: James Speth's *Red Sky at Morning*. A book review is not simply a summary, but rather a critical appraisal or the book's arguments. As such, it is an evaluative exercise. See myLearningSystem for further details about writing a critical book review.

**DUE DATE: February 7<sup>th</sup>**

### **Essay proposal (10%)**

Your culminating assignment for this course will be to write a 12-15 page essay about a specific issue in global environmental policy/politics.

In order to prepare for this essay, you will write a **2-3** page essay proposal that will outline:

- What is the **topic** that you plan to investigate?
- What is the research question that you want to ask?
- Which of the texts or course themes will you use to build a conceptual frame for discussing your topic?
- What is your preliminary argument for the paper?

In addition to answering these questions in two to three pages, please attach a reference list of **no less than ten (10)** scholarly articles and books as well as any websites you have consulted

**DUE DATE: March 7<sup>th</sup>**

### **Research Essay (30%):**

After receiving feedback on your essay proposal, you will craft your **12-15 page** research essay. Your research essay must include at least 15 sources, 12 from beyond the course materials (and no more than two internet sources) and three texts that we have already examined. Check myLearningSystem for topics and more details.

**DUE DATE: April 11<sup>th</sup>**

### **Marking Standards for Essays**

Because the three writing assignments are such a large portion of your final grade, I have included below an outline of how the essays in this course will be marked. While these are only guidelines, they should give you a fairly good idea of what I am looking for in your assignments.

#### **An Excellent Essay (90-100)**

- Offers an insightful, independent and original thesis, presenting new ways to think about the subject
- Arguments are clear, logical and well-supported by primary and secondary material as well as course themes

- Moves up and down the ladder of abstraction with a high degree of sophistication
- Addresses and refutes counter-arguments
- Extremely persuasive in argumentation and conclusions
- Transitions between concepts are superb
- Thoroughly and appropriately referenced
- Strong writing style (not overly wordy), no grammar and spelling mistakes, fluid and interesting to read – offers the reader a narrative which is engaging

***A Very Good Essay (80-89)***

- Offers an insightful, independent and original thesis, presenting new ways to think about the subject
- Arguments are clear, logical and supported by examples from primary and secondary material
- Moves up and down the ladder of abstraction well
- Persuasive in argumentation and conclusions
- Citations are correct and appropriate
- Your writing style is clear and concise (not overly wordy), with few grammar and spelling mistakes – you make an effort to engage the reader

***A Good Essay (70-79)***

- There is an identifiable thesis but it is not necessarily original or overly clear
- Arguments are generally solid, but may occasionally wander off course and demonstrate gaps in logic
- The paper does not utilize the ladder of abstraction, remaining either at the level of too much detail or too much theory
- The paper's conclusions may be somewhat weak
- Counter-arguments are not appropriately addressed
- Writing style is clear with few spelling and grammar errors, but is not necessarily engaging.

***A Borderline Essay (60-69)***

- A thesis is hard to identify and its development is generally unclear
- The paper is supported by some primary and secondary literature, but the examples provided are incomplete or insufficient
- The paper lacks logic and coherence
- Citation and referencing are poorly done or incorrect
- Does not address counter-arguments
- Has no real conclusion
- Writing style is generally unclear and uninteresting and there are repeated problems with grammar and spelling

***A 'Needs Improvement' Essay (50-59)***

- An identifiable thesis is not present
- The structure of the paper lacks coherence and its argumentation is weak
- The paper does not synthesize course themes, let alone outside materials
- Citations and references to other works are used inappropriately, if at all
- Writing style is problematic in terms of spelling and grammar, leading to confusion about the paper's arguments

***A Failing Essay (below 50)***

- No discernable thesis or attempt at a coherent and logical argument

- Little or no reference to course or outside material
- Clear that little effort was given to the preparation of the paper
- Writing style makes the paper difficult to understand

### General Information:

**Due dates and late papers:** Late assignments will be penalized at 5% of the value of the assignment per weekday late. Weekends will be treated as a single weekday. *Deadlines are non-negotiable.*

Extensions will only be granted with appropriate documentation (i.e. for medical reasons [supported by a doctor's note] or upon the written recommendation of Counseling Services).

**Assignments are due in lecture or on myLearningSystem.** Late assignments may be dropped off in the appropriate slot of the drop box outside of Rob Loney's office (ESC A204). Please note that only late assignments should make use of this option – assignments that are to be considered as being submitted on time must be handed in during the lecture period (unless accompanied by appropriate documentation, as above).

**Environmental Policy:** We like to minimize the use of paper in this course. Accordingly, we encourage you to hand in assignments and essays on re-used paper (i.e. that has something already on the other side).

**Academic Integrity:** Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's Academic Integrity Policy. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more – [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

**Access to Instruction:** It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BL Suite 109, 748-1281, [disabilityservices@trentu.ca](mailto:disabilityservices@trentu.ca)) as soon as possible.

**In-Class Behaviour:** Students are expected to come to lecture and seminar prepared for the class (i.e. having read the assigned readings). Questions are permitted during lecture provided that they do not disrupt the rest of the students' ability to take in the material presented. Students are expected to treat each other with the utmost respect; disruptions to the class will not be permitted. Active listening is encouraged.

**Referencing Policy:** Written work that is not properly referenced will be considered to be below the standard expected in an upper-year University course and will be returned to the student with no mark. The student will be expected to re-submit the paper during the next class, fully referenced in order to have the paper accepted for grading. Failure to re-submit the paper will result in a grade of zero on the assignment. Proper referencing involves the consistent use of a single referencing style. Websites must be fully and properly referenced in that same style. You should use the American Psychological Association (APA) or Modern Language Association (MLA) styles.

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## Schedule of Topics and Readings

### Part I: The emergence of global environmental policy

*The first section of the course covers the basic theoretical concepts relating to global environmental politics (GEP) – what are GEPs, how did the notion come to be in the*

world, and who participates in defining and acting upon what are conceived as global environmental threats?

**Week 1: January 10<sup>th</sup> – Introducing ourselves and the course**

**No reading**

**Week 2: January 17<sup>th</sup> - The global environment and the problem of the commons**

**Reading:**

- Chasek, Downie & Brown, Chapter 1
- Seyfang, G. (2003). "Environmental mega-conferences: From Stockholm to Johannesburg and beyond." *Global Environmental Change*, 13: 223-28. You can access this article from the Bata Library e-journals or on myLearningSystem.
- Conca, K. (2005). "Environmental governance after Johannesburg: From stalled legalization to environmental human rights?" *Journal of International Law and International Relations*, 1: 121- 138. You can access this article from [http://www.jilir.org/docs/vol1no1-2/JILIR%201\(1-2\)%20Conca-Environmental%20Governance%20after%20Johannesburg.pdf](http://www.jilir.org/docs/vol1no1-2/JILIR%201(1-2)%20Conca-Environmental%20Governance%20after%20Johannesburg.pdf) or on myLearningSystem.

**Week 3: January 24<sup>th</sup> – Actors in Global Environmental Politics**

**Reading:**

- Chasek, Downie & Brown, Chapter 2
- Elliott, L. (2004). "Voices from the margin: Women and indigenous peoples", *The Global Politics of the Environment*. New York University Press: NYU, pp. 147-168. You can access this article through myLearningSystem.

**Part II: Atmospheric Regulation**

*This section of the course examines how the atmosphere has been defined as a global commons in need of regulation. It begins with the emergence of policy on the ozone layer and considers how this has impacted (or not) negotiations around climate change. What policy options are considered possible and what others are rendered impossible?*

**Week 4: January 31<sup>st</sup> – Early efforts: The Montreal Protocol**

**Reading:**

- Chasek, Downie & Brown, Chapter 4
- Litfin, K. (1994). "Chapter 3: Historical and scientific background on human causes of stratospheric ozone depletion." pp. 52-77. You can access this article on myLearningSystem.
- Anderson, O. & Madhava Sarma. (2002). "A perspective and a caution", in *Protecting the ozone layer*, pp. 345-362. You can access this article on myLearning System.

**Week 5: February 7<sup>th</sup> – Climate**

**Reading:**

- Carbon Trade Watch *Hoodwinked in the Hothouse: the G8, Climate Change & Free-Market Environmentalism* Transnational Institute Briefing No 2005/3. You can access this at <http://www.carbontradewatch.org/pubs/hothousecolour.pdf> or on myLearningSystem.
- J.E. Aldy and R.N. Stavins (2008) "Climate policy architectures for the post-Kyoto world," *Environment* 50, 3: 6-17. You can access this through the Bata Library e-journals or on myLearningSystem.

**Part III: The Biodiversity Debate – Who Owns Nature?**

*In recent years, biodiversity loss has emerged as a global environmental issue. Pharmaceutical companies, non-governmental organizations, research institutions, and national governments have all entered into the fray to stem the biodiversity crisis. However, the majority of biodiversity hotspots are located in the tropics of the South. What impact does this have on how the crisis is framed and policy actions around it? And where do genetically modified organisms fit in?*

### **Week 6: February 14<sup>th</sup> – Bioprospecting and the Convention on Biological Diversity**

#### **Reading:**

- Le Prestre, P.G. (2002). *Governing Global Biodiversity: The Evolution and Implementation of the Convention on Biological Diversity*. Aldershot, Hampshire, England: Ashgate, 7-38. You can access this article through myLearningSystem.
- Dorsey, M. (2003). "The Political Economy of Bioprospecting in Amazonian Ecuador: History, political economy, and knowledge" pp. 137-155 in Steven R. Brechin et al., eds., *Contested Nature*, SUNY. You can access this article through myLearningSystem.

### **Book Review Due**

### **February 21<sup>st</sup> - READING WEEK**

### **Week 7: February 28<sup>th</sup> – GMOs and the Cartagena Protocol on Biosafety**

#### **Reading:**

- Secretariat of the Convention on Biological Diversity. (2000). *Biosafety and the Environment: An Introduction to the Cartagena Protocol*. Montreal: Secretariat of the Conventional of Biodiversity, pp. 1-17. You can access this at [http://bch.cbd.int/protocol/publications/biosafety\\_and\\_the\\_environment\\_en.pdf](http://bch.cbd.int/protocol/publications/biosafety_and_the_environment_en.pdf) or on myLearningSystem.
- Andree, P. (2005). "The Cartagena Protocol on Biosafety and shifts in discourse of precaution." *Global Environmental Politics*, 5(4): 25-46. You can access this article through the Bata Library e-journals or on myLearningSystem.
- De Greef, W. (2004). "The Cartagena Protocol and the future of agbiotech." *Nature biotechnology*, 27(4): 811-812. You can access this article from <http://wwwdata.forestry.oregonstate.edu/orb/pdf/DeGreef,%202005.pdf> or on myLearningSystem.

## **Part IV: Production, Consumption and Regimes of Waste**

*The section of the course considers questions of production and consumption. We look at issues like trade and the environment, the impact of the World Trade Organization on multi-lateral environmental agreements, and the impact of a global focus on growth consumption. We round out this section with a case study on e-waste policy.*

### **Week 8: March 7<sup>th</sup> – Trade and the Environment**

#### **Reading:**

- Chasek, Downie & Brown, Chapter 7
- Eckersley, R. (2004). "The Big Chill: The WTO and Multilateral Environmental Agreements," *Global Environmental Politics* 4, 2: 24-50. You can access this article at [http://tucnak.fsv.cuni.cz/~plech/Eckersley\\_WTO\\_GEP.pdf](http://tucnak.fsv.cuni.cz/~plech/Eckersley_WTO_GEP.pdf) or on myLearningSystem.
- Daly, H. (2005). "Economics in a full world." *Scientific American*, 293 (3). You can access this article at

[http://sef.umd.edu/files/ScientificAmerican\\_Daly\\_05.pdf](http://sef.umd.edu/files/ScientificAmerican_Daly_05.pdf) or on myLearningSystem.

### **Essay Proposal Due**

#### **Week 9: March 14<sup>th</sup> – The perils of consumption**

##### **Reading:**

- Chasek, Downie & Brown, Chapter 3
- Princen, T. (2002). "Consumption and it's externalities: Where economy meets ecology." In Princen, Maniates and Conca, *Confronting Consumption*, pp. 23-42. You can access this article through myLearningSystem.
- Dauvergne, P. (2005). "Dying of consumption: accidents or sacrifices of global morality." *Global environmental politics*. 5(3): 35-47.  
<http://www.politics.ubc.ca/fileadmin/template/main/images/departments/polisci/Faculty/dauvergne/DauvergneDyingofConsumption.pdf>

#### **Film clips: *Affluenza***

#### **Week 10: March 21<sup>st</sup> – Case study: Recycling and e-waste**

##### **Reading:**

- Basel Convention on Hazardous Waste home page. <http://www.basel.int/>
- The Norms of the Basel Convention.  
<http://www.arbld.unimelb.edu.au/envjust/papers/allpapers/brikell/home.htm>
- Grossman, E. (2006). "Not in our backyard." In *High tech trash*, pp. 182-210. You can access this article through myLearningSystem.

### **Part V: Course wrap-up**

*The final part of the course examines the possibilities for future global environmental governance. We cover the issues such as having a world environmental organization, the role of globalization, and questions of justice.*

#### **Week 11: March 28<sup>th</sup> - The Future of Global Environmental Politics**

##### **Reading:**

- Chasek, Downie & Brown, Chapter 8
- Biermann, F. (2000) "The Case for a World Environment Organization," *Environment* 42, 9: 23-31. You can access this article through Bata Library e-resources or on myLearningSystem.
- Najam, A. (2003) "The case against a new international environmental organization," *Global Governance* 9, 3: 367-384. You can access this article through Bata Library e-resources or on myLearningSystem.

#### **Week 12: April 4<sup>th</sup> – Course wrap up: Themes, trends, possibilities**

**No reading**

**April 11<sup>th</sup> - Research Essay Due by 12pm in my office or on myLearningSystem**