**Introduction**
This is a course on global environmental governance. Environmental issues have gained increasing significance in international politics, and much effort has been invested in formulating international environmental policies. However, these efforts have been rife with complications and disagreements, as many environmental indicators show worsening ecological conditions at unprecedented levels. The scientific uncertainty that shrouds many environmental questions is compounded by the fact that environmental issues often lie at the conjunction of contentious political concerns such as economic development, national security, international trade, and global influence.

A major polarizing factor is the environment-development link making international environmental policy an arena of North-South conflict. The United Nations Conference on the Human Environment, held in Stockholm in 1972, the United Nations Conference on Environment and Development, held in Rio de Janeiro in 1992, the World Summit on Sustainable Development, held in Johannesburg in 2002, the United Nations Conference on Sustainable Development, held in Rio de Janeiro in 2012 and the myriad of international environmental negotiations over the past four decades have highlighted the complexity of international policy efforts on sustainable development. A core subject of this course is the significance of environment and development issues in global governance.

This course provides an overview of the key concepts, actors, concerns, and issues related to global environmental policy and negotiations. The goal is to understand the larger picture of intertwining relationships between natural, political, economic, and
social systems that shape environmental policy-making. The course is divided into four modules. The first two provide an overview of the international system and of the global environmental problematique. Building on this understanding, the third module is structured around a suite of case studies that focus on comparing the various approaches that have been adopted to tackle different environmental issues. The final module seeks to synthesize the learning from the earlier modules to critically evaluate policy progress to date to begin investigating alternative approaches that might lead to more effective environmental decision-making.

Requirements
The course is designed for graduate students – it is a core class for students in the International Relations and Environmental Policy (IREP) Masters program – and qualifying upper-level undergraduates. Undergraduates who have taken at least one prior course in International Relations or in Environmental Studies and/or can demonstrate working familiarity with basic principles of these two areas are qualified to take the class.

Attendance & Grading
Great importance will be placed on regular attendance (including arriving on time and not leaving early), active and productive class participation, and timely submission of assignments. There will be a penalty for late submissions of assignments and irregular attendance, although individual emergencies will be accommodated as far as possible. In such cases, students should make every effort to talk with the instructor before the said class. The final grade for the class will be calculated as follows:

- **Class Participation** 30 points (15%)
- **Take-home Essay I** 30 points (15%)
- **Take-home Essay II** 30 points (15%)
- **Negotiations Simulation** 30 points (15%)
- **Research Paper** 80 points (40%)

**TOTAL** 200 points (100%)

Assignments
All assignments for the class will be explained in greater detail on the first day of class. Assignments should be completed by the stated dates below and handed in during class.

**CLASS PARTICIPATION (30 points)**
Class meetings are designed to be discussion meetings with active participation by all students. Students should come well prepared to speak their mind and to be called upon to speak their mind! At the discretion of the instructor, there may also be a limited number of pop quizzes based on class readings that would also be part of the grade allotted to class participation.

**NEGOTIATIONS SIMULATION (30 points)**
Students will participate in a half-day international environmental negotiation role-play simulation EITHER on Saturday, October 15 OR Sunday, October 16. All necessary material will be handed out in class #5 (October 5). The regular class before the simulation (#6 on October 12) is cancelled to allow students to prepare their role for the
upcoming weekend event. Students are required to write an individual reflection on lessons from the simulation to be handed in during class #7 (October 19).

**TAKE-HOME ESSAY I (30 points)**
Students will be assigned a first individual take-home essay relating to a set of topic discussed during classes and in the course readings. The first essay topic and further instructions will be given in class #8 (October 26). The essay must be handed in during class #9 (November 2).

**TAKE-HOME ESSAY II (30 points)**
Students will be assigned a second individual take-home essay on another sets of topics discussed during classes and in the course readings. The second essay topic and further instructions will be given in class #10 (November 9). The essay should be handed in during class #11 (November 16).

**RESEARCH PAPER (80 points)**
A semester long research paper (8 pages for undergraduates and 10 pages for graduate students, single spaced) is due by beginning of class #13 (December 7). Students are free to select their own paper topic, but the paper should analyze a particular aspect of international environmental cooperation, policy-making and management. The paper should be properly cited and referenced and written in proper academic style. Additional information regarding the research paper will be given in class and students will be required to present their paper topic in class #9 (November 2).

**Academic Honesty**
The *American College Dictionary* defines plagiarism as “Copying or imitating the language, ideas, or thoughts of another author and passing off the same as one’s original work.” Plagiarism is intellectual theft and violates the student honor code. Exact quotations must have quotation marks and the appropriate citation. Paraphrases, even if not exact quotes, must nonetheless have the appropriate citation. Submitting a paper written by someone else, whether ‘borrowed’ from a friend or purchased from a ‘service’, even if updated, constitutes plagiarism.

Using the Internet for research is encouraged, but plagiarizing resources is not allowed. Cheating of any sort, submitting the same work for more than one course, deliberately impeding the performance of others, and other forms of academic misconduct are serious offenses. As a general rule, if you have any doubts, give credit to the source; if you have any questions, talk to the instructor. Refer to the Academic Conduct Code, which will be strictly enforced: http://www.bu.edu/academics/policies/academic-conduct-code/.

**Readings**
There are 2 required textbooks for the course:


The two textbooks are available for purchase at Barnes and Noble at Boston University Bookstore and various web based booksellers. All additional readings will be posted on Blackboard Learn under Course Documents. To ensure meaningful class discussion, it is essential that students have read the assigned readings before class.
Course Outline and Readings

MODULE I: The Environment as a Global Issue

This introductory module provides a primer on the historical genesis and the organizational make-up of the international system within which global environmental politics is played out. It traces the emergence of the environment on the international agenda and will focus on the key actors and institutions involved in the process. At the end of the module, students will be expected to have a broad understanding of the international system and the differing goals and agendas of the key actors in global environmental policy making.

September 7

Course Introduction & Class Logistics

The International System and the Environment


September 14

Before this class, each student should sketch out basic, comparative descriptions of each of the following three NGOs and come prepared to discuss these in class (origins, structures, areas of operation, methods of operation and funding): IUCN/World Conservation Union, WWF International, and Greenpeace International

States and IGOs

NGOs and Civil Society


**MODULE II: The Environmental Problematique**

This module addresses the following basic question: What, if any, are the key features of global environmental problems that make them different from other problems of international cooperation, and does tackling these problems pose an especially difficult challenge? Classes will be spent discussing the fundamental nature of the global environmental problematique.

**September 21**

**Class #3**

**Tragedy of the Commons & Limits to Growth**


**Environment, Sovereignty and Security**


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**September 28**

*Class #4*

*Before this class, each student should calculate their own personal ecological footprint and bring their individual numbers to class for discussion:*

http://www.footprintnetwork.org/calculator

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**Population vs. Consumption**


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**Collective Action in an Unequal World**

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IR/GE 594 • 7 •
• **COICA.** 2015. "Two Agendas on Amazon Development" in *Green Planet Blues* edited by Ken Conca and Geoffrey D. Dabelko, pages 81-86.
• **YALE UNIVERSITY ENVIRONMENTAL PERFORMANCE INDEX.** 2016. Policymakers Summary: Global Metrics for the Environment. New Haven: Yale (Blackboard)

October 5

**International Environmental Law and Treaty Making**

• **NORICHIKA KANIE.** 2015. "Governance with Multilateral Environmental Agreements: A Healthy or Ill-Equipped Fragmentation?" in *Green Planet Blues* edited by Ken Conca and Geoffrey D. Dabelko, pages 137-153.

**Introduction to Negotiations Simulation**

• All information related to the simulation will be handed out in class and explained.

October 12

**No Class in lieu of Negotiations Simulation**

October 15 (Saturday) / October 16 (Sunday)

**Special Session**

**Negotiations Simulation**
October 19 Class #7

Negotiations Simulation Follow-up

Science and Technology for the Environment


**MODULE III: Managing Planet Earth**

This module presents a selection of case studies in global environmental policy. It begins with a discussion on the role of major summits and will proceed to discussions on efforts to manage specific problems. The main focus of these classes will be on understanding, comparing and evaluating the various policy approaches used in these different cases. Although the focus will be on the policy, rather than the scientific debates, students will be expected to become familiar with key scientific aspects of each environmental issue. In addition, this module includes a negotiations simulation in the form of a role-play exercise.

October 26 Class #8

The Plot to Save the Planet: From Stockholm to Rio


The Plot Continues: From Rio and Beyond

Ozone Depletion

- The Ozone Secretariat: [http://ozone.unep.org](http://ozone.unep.org)

Student Research Paper Discussion

- Oral and written presentation of individual research paper topic and outline.

Climate Change

- Intergovernmental Panel on Climate Change: [http://www.ipcc.ch](http://www.ipcc.ch)
- United Nations Framework Convention on Climate Change: [http://unfccc.int](http://unfccc.int)

Acid Rain
• Convention on Long Range Transboundary Air Pollution: http://www.unece.org/env/lrtap

Hazardous Wastes and Substances

• The Basel Convention on Hazardous Wastes: http://www.basel.int
• Basel Action Network: http://www.ban.org
• The Stockholm Convention on Persistent Organic Pollutants: http://www.pops.int
• The Rotterdam Convention on Trade in Chemicals: http://www.pic.int
• The Minamata Convention on Mercury: http://www.mercuryconvention.org

Biodiversity and Trade in Endangered Species

• The Convention on Biological Diversity: http://www.cbd.int
• CITES: http://www.cites.org

Deforestation and Desertification


• The Desertification Convention: http://www.unccd.int


**MODULE IV: Synthesis and Wrap-Up**

The final module will synthesize insights from throughout the course. This will be an opportunity for students to identify key challenges and provide prescriptive advice based on class discussions, insights from the negotiations simulation, and research for papers.

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December 7

Student Research Paper Discussion

• Concluding discussion based on the student research papers.
# Summary Outline of Class Schedule

## Module I: The Environment as a Global Issue

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>#1</td>
<td>September 7</td>
<td>Course Introduction &amp; Class Logistics</td>
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<tr>
<td></td>
<td></td>
<td>The International System and the Environment</td>
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<tr>
<td>#2</td>
<td>September 14</td>
<td>States and IGOs</td>
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<td>NGOs and Civil Society</td>
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## Module II: The Environmental Problematique

<table>
<thead>
<tr>
<th>Class #</th>
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<tbody>
<tr>
<td>#3</td>
<td>September 21</td>
<td>Tragedy of the Commons &amp; Limits to Growth</td>
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<tr>
<td></td>
<td></td>
<td>Environment, Sovereignty and Security</td>
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<td>#4</td>
<td>September 28</td>
<td>Population vs. Consumption</td>
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<td>Collective Action in an Unequal World</td>
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<tr>
<td>#5</td>
<td>October 5</td>
<td>International Environmental Law and Treaty-Making</td>
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<td></td>
<td></td>
<td>Introduction to Negotiations Simulation</td>
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<tr>
<td>#6</td>
<td>October 12</td>
<td>No class in lieu of Negotiations Simulation</td>
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<tr>
<td>Saturday/Sunday</td>
<td>October 15/16</td>
<td>Negotiations Simulation</td>
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<tr>
<td>#7</td>
<td>October 19</td>
<td>Negotiations Simulation Follow-up</td>
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## Module III: Managing Planet Earth

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<tr>
<th>Class #</th>
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<tbody>
<tr>
<td>#8</td>
<td>October 26</td>
<td>The Plot to Save the Planet: From Stockholm to Rio</td>
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<td></td>
<td></td>
<td>The Plot Continues: From Rio and Beyond</td>
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<tr>
<td>#9</td>
<td>November 2</td>
<td>Ozone Depletion</td>
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<td></td>
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<td>Student Research Paper Discussion</td>
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<tr>
<td>#10</td>
<td>November 9</td>
<td>Climate Change</td>
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<tr>
<td>#11</td>
<td>November 16</td>
<td>Acid Rain</td>
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<tr>
<td></td>
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<td>Hazardous Substances and Wastes</td>
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<tr>
<td>#12</td>
<td>November 30</td>
<td>Biodiversity and Trade in Endangered Species</td>
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<td>Deforestation and Desertification</td>
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</table>

## Module IV: Synthesis

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<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>#13</td>
<td>December 7</td>
<td>Student Research Paper Discussions</td>
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