
BOSTON UNIVERSITY

DEPARTMENT OF INTERNATIONAL RELATIONS
DEPARTMENT OF EARTH & ENVIRONMENT

Spring 2014 • IR/EE 794 CURRENT ISSUES IN INTERNATIONAL ENVIRONMENTAL AFFAIRS

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Office Hours TuTh 1.00 PM -3.00 PM And by Appointment

CLASS MEETS THURSDAYS 3.30-6.30 PM AT IRC 220 (@ 152 BSR)



"HOW ON EARTH DO WE TURN IT OFF?"

This graduate seminar is designed to foster reflection and analysis on a selected set of contemporary issues in global environmental affairs, with a particular focus on longer-range trends and policy choices. The goal is to facilitate a dialogue between seminar participants on contemporary issues in international environmental affairs that spans our individual research interests but is greater than the sum of those interests. This year – in addition to undertaking a class research project and seminar discussions on books of interest to the class as a group – we will focus on issues of global environmental governance, global climate change policy, in particular the evolving policy

discussions in the post-Copenhagen context, and on issues related to Trade and Environment.

This is a **research seminar** - this means that graduate students are expected to come with somewhat defined research interests, to initiate and bring to some conclusion a part of that research, and to contribute to the research of their peers through active participation in joint reflection. This also means

that it is a **heavy reading class**. Between us, we will read a lot. But different people will read different things and will be responsible for sharing what they read with others. Importantly, the structure of the class requires individual research, including selecting, reading, and then presenting to the class elements of the literature important to our discussion. It will be assumed that all students already have a graduate level understanding of the literature on international environmental affairs and are willing and able to conduct independent advanced enquiry into this field.

The class is designed for **advanced graduate students** with an existing interest in and a working knowledge of international environmental affairs. Generally this means having taken at least one graduate course in international environmental policy (IR/EE 594 or similar). While a basic format and structure has been devised, the particular specifics of the class vary from year to year and are refined on the first day of class in consultation with the students so that their own interests and preferences are incorporated into the course design.

ATTENDANCE & GRADING

Since this class meets only once a week, even greater importance than usual will be placed on attendance and timely submission of assignments. There will be a penalty for late submissions of assignments and for irregular attendance. Having said that, 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. This *IS* a seminar and participation will be an important part of the class. You should come prepared to speak your mind... and to be called upon to speak your mind!

The final grade for the class will be calculated as follows.

- | | |
|------------------------------------|-----|
| • Group Research Project | 20% |
| • Book Review-1 (due various days) | 10% |
| • Book Review-2 (due various days) | 10% |
| • Research/Policy Paper | 35% |
| • Participation | 25% |

ASSIGNMENTS



In a number of assignments (or assignment components) you will be called upon to share your assignment (in oral and/or written form) with the rest of the class. It will thus be especially important that you complete your work on time; if only as a courtesy to your colleagues. For the book reviews, different students will be required to submit their work on different dates; these dates, and the attendant logistic details, will be discussed on the first day of class. Students are responsible for remembering when their assignments are due and submitting them properly. Students may be asked to distribute the book reviews in advance to the rest of the class.

GROUP RESEARCH PROJECT (20% of grade)

We will take on one joint class research projects. Student inputs to this project will carry 20% of the

overall grade. The exact nature of the class research project, any research briefs required as part of it, and division of responsibilities will be decided on the first day of class on the basis of common interests and proposals put forth by the students. A more detailed discussion on the research project will be held during Class #4. Other 'Research Roundtables' on project progress may also be scheduled during the semester. The exact nature of the written assignment(s) will also be decided in the first few meetings as a collaborative exercise. Any final written assignment will be due at the **beginning of class** on Class #11.



BOOK REVIEW (10% + 10% of grade)

Each student is required to submit **two** book reviews during the course. For both book reviews, students are required to provide a summary of the key arguments of the book being reviewed. However, the reviews are supposed to be more than just a summary and should include your critique of the work and some discussion of how it fits into the larger literature.

Each book review should be around 1200-1400 words in length and each student will choose two different books for these reviews. Different students will be required to present their reviews to class on different dates. Book assignments will be made before or by Class #2.

For these book reviews, students may choose to review any book in the list given below or may review a book not in this list but which is directly related to the topics being covered in the seminar. In either case prior approval

from the instructor is necessary. The purpose of this exercise is to give students a broader exposure to the literature than can be had only from the assigned readings. The following list is provided to help you in selecting the book you want to review. However, the book you choose (with instructor approval) need not necessarily be from this list. In fact, students are encouraged to look beyond this list and discuss in class and with instructor.

- **ANIL AGARWAL AND SUNITA NARAIN.** 1989. *Global Warming in an Unequal World: A Case of Eco-colonialism.* New Delhi: Center for Science and Environment.
- **DAVID L. LEVY AND PETER J. NEWELL (EDS).** 2004. *The Business of Global Environmental Governance.* Cambridge, MA: MIT Press.
- **EDITH B. WEISS.** 1989. *In Fairness to Future Generations: International Law, Common Patrimony, and Intergenerational Equity.* Dobbs Ferry, NY: Transnational Publishers.
- **ELINOR OSTROM.** 1990. *Governing the Commons: The Evolution of Institutions for Collective Action.* Cambridge: Cambridge University Press.
- **HERMAN DALY.** 1997. *Beyond Growth: The Economics of Sustainable Development.* Boston: Beacon Press.
- **JACOB PARK, KEN CONCA AND MATTHIAS FINGER.** 2008. *The Crisis of Global Environmental Governance: Towards a New Political Economy of Sustainability.* New York: Routledge.
- **JAMES GUSTAVE SPETH.** 2009. *The Bridge at the Edge of the World: Capitalism, The Environment and Crossing from Crisis to Sustainability.* New Haven: Yale University Press.
- **JAMES GUSTAVE SPETH AND PETER HAAS.** 2006. *Global Environmental Governance.* Island Press.

- JAMES HANSEN. 2008. *Storms of My Grandchildren: The Truth About the Coming Climate Catastrophe and Our Last Chance to Save Humanity*. New York: Bloomsbury.
- JANET RIFKIN. 1991. *Biosphere Politics*. New York: Crown Publishers Inc.
- K. T. LITFIN. 1994. *Ozone Discourses: Science and Politics in Global Environmental Cooperation*. New York: Columbia University Press.
- LAWRENCE E. SUSSKIND. 1994. *Environmental Diplomacy: Negotiating More Effective Global Agreements*. New York: Oxford.
- MUSTAFA TOLBA. 2008. *Global Environmental Diplomacy*. Cambridge, MA: MIT Press.
- NEIL MIDDLETON, PHIL O'KEEFE, AND SAM MOYO. 1993. *Tears of the Crocodile: From Rio to Reality in the Developing World*. London and Boulder: Pluto Press.
- ONNO KUIK, PAUL PETERS AND NICO SCHRIJVER. 1994. *Joint Implementation to Curb Climate Change: Legal and Economic Aspects*. Dordrecht: Kluwer Academic Publishers.
- ORAN R. YOUNG. 1994. *International Governance: Protecting the Environment in a Stateless Society*. Ithaca, NY: Cornell.
- P. WAPNER. 1996. *Environmental Activism and World Civic Politics*. Albany, NY: State University of New York Press.
- PAUL HAWKEN. 1993. *The Ecology of Commerce: A Declaration of Sustainability*. New York: HarperBusiness.
- PETER UIMONEN AND JOHN WHALLEY. 1997. *Environmental Issues in the New World Trading System*. New York: St. Martin's.
- PRATAB CHATTERJEE AND MATTHIAS FINGER. 1994. *The Earth Brokers*. London: Routledge.
- RICHARD E. BENEDICK. 1991. *Ozone Diplomacy*. Cambridge, Mass.: Harvard University Press.
- STEPHAN SCHMIDHEINY. 1992. *Changing Course (Report of the Business Council on Sustainable Development)*. Cambridge, Mass.: MIT Press.
- STEPHEN SCHNIEDER. 2009. *Science as a Contact Sport: Inside the Battle to Save Earth's Climate*. New York: National Geographic.
- TAMAR GUTNER. 2002. *Banking on the Environment*. Cambridge, MA: MIT Press.
- THOMAS PRINCEN AND MATTHIAS FINGER (Editors). 1994. *Environmental NGOs in World Politics*. New York: Routledge.
- THOMAS PRINCEN, MICHAEL MANIATES AND KEN CONCA. 2002. *Confronting Consumption*. Cambridge, MA: MIT Press.
- TIM JACKSON. 2009. *Prosperity Without Growth: Economics for a Finite Planet*. London: Earthscan.
- TIMMONS ROBERTS AND BRADLEY C. PARKS. 2006. *Global Inequality, North-South Politics and Climate Policy*. Cambridge, MA: MIT Press.
- URS LUTERBACHER AND DETLEF F. SPRINZ. 2001. *International Relations and Global Climate Change*. Cambridge, MA: MIT Press.
- WOLFGANG SACHS. 2000. *Planet Dialectics: Explorations in Environment and Development*. London: Zed Books.
- VANDANA SHIVA AND M. MIES (Editors). 1993. *Ecofeminism*. London: Zed Books.



RESEARCH/POLICY PAPER (35% of grade)

The final assignment for the class is a formal research or policy paper (around 15 pages long) which is **due at the beginning of class #12**. The paper should be formatted and referenced in proper scholarly style. In addition, every student is expected to submit – and have approved – a paper proposal. **The proposal should be submitted to the instructor no later than Session #8** and will count toward your final grade for the paper. Students will be called to present their proposals during Class #8. The proposal should be around 2 pages long and should

clearly state whether you intend to do a policy paper or a research paper. In addition, it should suggest a working title, include a statement of the problem/question you intend to investigate and why you consider it to be an important problem/question, provide a synopsis of the line of reasoning you intend to employ, and list a preliminary bibliography. Depending on the nature of your paper, you are also required to provide a brief statement about your methodology and/or the policy options you intend to consider. **A formal presentation of the paper and its findings is to be made in class at the end of the semester.**

• ACADEMIC HONESTY •



"Honesty may be a good policy, but I'm not convinced it makes financial sense."

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 its resources is not allowed. Cheating of any sort, submitting the same work for more than one course, deliberately impeding the academic 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. See Academic Conduct Code for further details.

• SEMINAR DESIGN & READING ASSIGNMENTS •

CLASS #1 *January 16* Introduction to Course and Team Project Design

- ❖ Class will be introduced. Reading and review assignments will be made.
- ❖ This class will decide on the Class Research Project and assign first tasks on the research project.

January 23 No Class

- ❖ **NO CLASS TO BE HELD. TO MAINTAIN 13 CLASSES IN SEMESTER.**
- ❖ **USE WEEK TO READ FIRST SET OF ASSIGNED BOOKS.**

Class #2 *January 30* Global Environmental Governance

- ❖ **ADIL NAJAM, MIHAELA PAPA, NADAA TAIYAB.** 2006. *Global Environmental Governance: A Reform Agenda*. Winnipeg, Canada: IISD.
[Read full e-book on Encyclopedia of the Earth:

http://www.eoearth.org/article/Global_Environmental_Governance:_A_Reform_Agenda_%28e-book%29

- ❖ STUDENT BOOK REVIEWS PRESENTATION AND DISCUSSION

CLASS #3 *February 6* The Road from Rio

- ❖ All students are required to review the material covered in IR/EE 594 (or equivalent) before this class. Details discussed in Class#1. For those needing refresher a good beginning is 'Global Environmental Politics' by Porter, Brown and Chaskek.
- ❖ **ALL STUDENTS TO HAVE SELECTED ONE JOURNAL LENGTH ARTICLE RELATED TO THE ROAD TO AND FROM RIO (1992), AND TO PRESENT ITS FINDINGS IN CLASS (NO WRITTEN WRITEUP REQUIRED). ASSIGNMENTS MADE IN CLASS #2, BASED ON STUDENT SUGGESTIONS AND INSTRUCTOR ADVICE.**
- ❖ ADIL NAJAM. 2005. "A Tale of Three Cities: Developing Countries in Global Environmental Negotiations" In *Global Challenges: Furthering the Multilateral Process for Sustainable Development* edited by Angela Churie Kallhauge, Gunnar Sjöstedt and Elisabeth Correll. Pages 124-143. London: Greanleaf.
- ❖ ADIL NAJAM. 2005. "Why Environmental Politics Looks Different from the South." In *Handbook of Global Environmental Politics*, edited by Peter Dauvergne. Pages 111-126, Cheltenham, UK: Edward Elgar Press.
- ❖ ADIL NAJAM. 2005. "Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement". *International Environmental Agreements: Politics, Law and Economics*, 5(3): 303-321.
- ❖ STUDENT BOOK REVIEWS PRESENTATION AND DISCUSSION

CLASS #4 *February 13* Research Roundtable - 1

- ❖ **PART OF THIS CLASS WILL BE TO DISCUSS, PRESENT AND LAY OUT DETAILS OF CLASS RESEARCH PROJECT.**
- ❖ **PART OF THIS CLASS WILL BE TO DISCUSS INDIVIDUAL STUDENT RESEARCH TOPICS.**
- ❖ Additional readings and assignments for this class will be made.
- ❖ STUDENT BOOK REVIEWS PRESENTATION AND DISCUSSION

CLASS #5 *February 20* Climate Colloquium - 1 (Scientific Debates)

- ❖ **A SET OF STUDENTS WILL BE ASSIGNED TO READ DIFFERENT EXEMPLARS OF THE POPULAR PUBLIC DEBATE ON CLIMATE CHANGE AND PREPARE TO PRESENT TO THE REST OF THE CLASS SYNOPSES AND DISCUSSION ON WHAT THEY HAVE READ (NO WRITTEN ASSIGNMENT WITH THIS):**
- ❖ **THE POPULAR DEBATE.** Choose (with instructors advice) two books – one from a climate activist (e.g., Al Gore) and one from a climate skeptic (e.g., Bjorn Lomborg).
- ❖ **ANOTHER SET OF STUDENTS WILL BE ASSIGNED TO READ DIFFERENT PARTS OF THE IPCC REPORT (AVAILABLE ONLINE) AND PREPARE TO PRESENT SYNOPSES ON THE SECTIONS THEY HAVE READ (NO WRITTEN ASSIGNMENT WITH THIS):**
- ❖ **IPCC.** 2007. *The IPCC Reports (Summaries and Summary for Policy makers of the full Fourth Assessment and its component reports)*. Cambridge University Press.

CLASS #6 *February 27* **Climate Colloquium - 2 (Economic Debates)**

- ❖ **ANOTHER SET OF STUDENTS WILL BE ASSIGNED TO READ DIFFERENT PARTS OF THE STERN REPORT (AVAILABLE ONLINE) AND PREPARE TO PRESENT TO THE REST OF THE CLASS SYNOPSES AND DISCUSSION ON THE SECTIONS THEY HAVE READ (NO WRITTEN ASSIGNMENT WITH THIS):**
- ❖ **NICHOLAS STERN. 2007. *The Economics of Climate Change: The Stern Review*. London: Zed Books. Cambridge University Press.**
- ❖ **WITHIN THIS GROUP SOME STUDENTS WILL BE ASKED TO DO ONLINE RESEARCH ON OTHER ECONOMIC ARGUMENTS, FOR AND AGAINST CLIMATE ACTION.**
- ❖ **STUDENT BOOK REVIEWS PRESENTATION AND DISCUSSION**

CLASS #7 *March 6* **Climate Colloquium - 3 (Political Debates)**

- ❖ **ALL STUDENTS WILL BE REQUIRED TO RESEARCH AND PREPARE TO PRESENT TO THE REST OF THE CLASS SYNOPSES AND DISCUSSION ON THE EVOLVING POSITIONS OF THE ASSIGNED COUNTRIES ON CLIMATE CHANGE (NO WRITTEN ASSIGNMENT WITH THIS):**
- ❖ **EARTH NEGOTIATION BULLETIN. Various. *Int'l Institute for Sustainable Development*.**
- ❖ **STUDENT BOOK REVIEWS PRESENTATION AND DISCUSSION**

March 13 **Spring Break**

- ❖ **NO CLASS. SPRING BREAK**

CLASS #8 *March 20* **Research Roundtable - 2**

- ❖ **STUDENTS WILL PRESENT TO THE REST OF THE CLASS THEIR PROPOSALS FOR THEIR FINAL RESEARCH/POLICY PAPER.**
- ❖ **A SECOND ROUND OF DISCUSSIONS ON THE CLASS PROJECT WILL BE HELD. READINGS AND INDIVIDUAL ASSIGNMENTS FOR THIS RESEARCH ROUNDTABLE WILL BE DECIDED IN ADVANCE OF CLASS.**
- ❖ **STUDENT BOOK REVIEWS PRESENTATION AND DISCUSSION**

CLASS #9 *March 27* **Trade and Environment - 1**

- ❖ **THIS SET OF CLASSES WILL BE BASED ON THE FOLLOWING BOOK WHICH IS AVAILABLE IN PDF FORMAT AT THE IISD WEBSITE:**
- ❖ **ADIL NAJAM, MARK HALE, RICARDO MELENDEZ. 2007. *Trade and Environment: A Resource Book*. Winnipeg, Canada: IISD.
[<http://www.iisd.org/publications/pub.aspx?pno=862>]**
- ❖ **READ SECTION I (PAGES 1-25) AND REVIEW SECTION III (PAGES 199 TO END)**
- ❖ **STUDENT BOOK REVIEWS PRESENTATION AND DISCUSSION**

CLASS #10 *April 3* **Trade and Environment - 2**

- ❖ **THIS SET OF CLASSES WILL BE BASED ON THE FOLLOWING BOOK WHICH IS AVAILABLE IN PDF FORMAT AT THE IISD WEBSITE:**

- ❖ ADIL NAJAM, MARK HALLE, RICARDO MELENDEZ. 2007. *Trade and Environment: A Resource Book*. Winnipeg, Canada: IISD.
[http://www.iisd.org/publications/pub.aspx?pno=862]
- ❖ DIFFERENT CHAPTERS FROM SECTION II WILL BE ASSIGNED TO DIFFERENT STUDENTS TO REVIEW AND PRESENT IN CLASS.
- ❖ STUDENT BOOK REVIEWS PRESENTATION AND DISCUSSION

CLASS #11 April 10 Research Roundtable - 3

- ❖ THIS CLASS WILL FOCUS ON THE SELECTED CLASS RESEARCH PROJECT. READINGS AND INDIVIDUAL ASSIGNMENTS WILL BE DECIDED IN ADVANCE OF CLASS.

CLASS #12 April 17 Student Presentation

- ❖ STUDENT PRESENTATIONS.

April 24 No Class

- ❖ UNIVERSITY ON MONDAY SCHEDULE

CLASS #13 May 1 Student Presentations

- ❖ STUDENT PRESENTATIONS.



"HE SAID WE'RE TOO FRAGILE A SPECIES TO ADAPT TO A CHANGING WORLD WITHOUT HUMAN INTERVENTION... SO I ATE HIM."