

**ENV 314/GOV 374: Global Environmental Politics
Module 1, 2020**

Professor Eve Bratman
Department of Earth & Environment
Franklin & Marshall College

Online meetings, 12:00 – 1:30 PM, Monday, Tuesday, Thursday, Friday (Aug. 27-Oct. 9, 2020)

Office hours: APPOINTMENT SCHEDULING: <http://bit.ly/2iHSw5>

Contact Info: ebratman@fandm.edu, 717-358-6303 (office), @IttyGritty, Kaufman 10

Course Description

This course introduces participants to the political dynamics of environmental affairs, examined in a global perspective. Whether confronting climate change, pollutants in land, air and water, land degradation, food insecurity, or the extinction of different species, environmental problems involve traversing boundaries of states and property. Inter-dependent systems have uneven, and often disparate impacts on people depending on their geographic location, economic status, and citizenship, among other factors. How should society respond to those collective challenges? What is the role for governments, international organizations, market-based forces, and individuals in spurring meaningful change? The course's central aim is to familiarize students with the role power plays in the emergence of environmental problems and how power in turn can be wielded in the service of human and ecological well-being.

Our class will begin with the nature and sources of international environmental politics (broadly understood), and an introduction to the key actors and agencies involved in global environmental governance. Focusing on the development of regimes addressing a range of environmental issues, the course addresses implementation and state responsibility for environmental harm and dispute resolution. Principles and objectives underpinning global environmental politics (GEP) include sustainable development, the precautionary principle, the polluter pays principle, and the principle of common but differentiated responsibilities.

Learning outcomes

Students who participate fully in this course should by its end:

1. Comprehend the architecture of the global environmental governance, including relationships between US environmental policy-making and international environmental law, varieties of environmental activism and approaches to environmentalism by NGOs, businesses, and other influential actors, and appreciate the promises and shortcomings of global environmental governance in addressing complex challenges;
2. Be able to compare and contrast the merits of several green political theories
3. Differentiate among the perspectives and approaches toward issues including sustainable development, international cooperation, global commons, risk/precaution, sovereignty, and consumption.
4. Hone critical thinking and independent research skills while analyzing links between knowledge generation, theory and practice. Apply those skills in several case studies involving environmental politics

Course Materials

All course material is available digitally (or at the F&M Library). Print / use e-readers as you deem best to maximize your own learning. I will expect you to be able to respond to specific questions about the readings in class and to have a strong degree of familiarity with all course readings.

Performance Measurement/Evaluation Standards: See Appendix I for grade scale. The F&M course catalog has further explanation of grades and GPA values, as well as protocols for incompletes. <http://www.fandm.edu/catalog/evaluation-and-grades>.

Missed Deadlines (late work): I *strongly discourage* you from handing in work late, but it will be accepted. Papers handed in late will drop by a score of 3 points per day, unless written permission is granted otherwise, prior to the assignment due date. “Late” means after the start of class; in other words, if class starts at 11:30 AM, emailing your work at 11:50 AM on the same day will incur a late penalty. Plan ahead! Remember, it's always better for your grade to turn in something, even with a late penalty - rather than no work at all. Late work will not be accepted after Week 6.

Course Expectations

Cellphones & electronics: Please keep all cell phones off so that they do not distract you during class. Try to be as focused as possible inside our online class spaces.

Academic Honesty and Plagiarism: Carefully review the Academic Policies and Procedures outlined in the Course Catalog (<http://www.fandm.edu/catalog/academic-honesty>). The F&M Library and Writing Center provide guidance on how to cite appropriately and avoid plagiarism. If are in any doubt, please seek advice from them and/or your professor.

Safe and Inclusive Classroom Statement

- As community, both in this classroom and at Franklin & Marshall College, we value diversity and aim to foster a safe, equitable, and supportive environment for all. The classroom should be especially conducive to the productive exchange of ideas, especially including minority views.
- Topics may arise in class readings and discussion that may be especially sensitive to some class participants. These may include but are not limited to issues involving racism, gender inequality, sexuality, and violence. Students should take due measures to protect their own sense of safety and wellness in the case of acute sensitivities, and are encouraged to communicate privately with the instructor about particular triggers so that your learning experience is not hampered.
- To facilitate our communication, if there is a particular name and/or pronoun you would like used, please let us know your preferences.
- Students found responsible for sexual misconduct, in the classroom or outside of it, can face penalties that include suspension or expulsion from Franklin & Marshall College, and they may be subject to criminal charges.

A few ground rules:

1. **Be present.** Come to class on time, come prepared for learning, and don't get distracted. In that vein: absolutely no IM'ing, turn cell phones off, respect the class information technology policy. If someone is nodding off, please nudge them and/or offer them a drink of water.
2. **Help Each Other.** We're on a journey to learn together; think of your classmates as allies, and your professor as facilitator, coach, and teacher. We will take short breaks as needed. If you must leave at any point other than during these breaks, you are of course free to do so. I invite you to look around and see if others might also need a break (perhaps we haven't noticed)—and if so, let me know. That way we can all break together and no one misses anything. Also, we ask that you return on time after breaks, so we can resume together like a team.
3. **Differences of Opinion are Welcome.** Learning is hard work which is often emotionally taxing as much as intellectually. Push yourself to take intellectual risks as you make and defend arguments. Speak up when something expressed in class or in the readings isn't sitting right with you. The more you push each other to debate and discuss ideas, the more you'll all benefit. *If you disagree with anything I say, or anything anyone else says, you should feel not only free to say so, but obliged to say so.* We will all have

a much richer conversation that way. It is rare that we can have an open, frank conversation about what we think, and therefore it is extremely valuable. But take care to be respectful. Disagree with the idea, not the individual. Please also be mindful of the bigger picture in a class discussion so that a disagreement doesn't become a petty distraction. Push yourself to take intellectual risks as you make and defend arguments. Speak up when something expressed in class or in the readings isn't sitting right with you. The more you push each other to debate and discuss ideas, the more you'll all benefit.

4. *Everyone Belongs Here:* I believe in a wide range of ideas, including ideas you might disagree with, or that might seemingly contradict other views that I also hold. This is perfectly normal. Also, regardless of which side of the aisle you come from (so to speak), you belong in this room. Education is for everyone—across all backgrounds and experiences, and also across politics and beliefs. By virtue of being in this room together we assume we will use our respective privileges and knowledge to make the world better.

5. *Speak up, Listen up:* Let's endeavor to be aware of how much we are speaking (or not). If you find yourself not talking, I invite you to look for ways to contribute your knowledge and experience to the room. If you find yourself talking a lot, we invite you to *step up your listening* and make room for others.

6. *Respect Privacy:* Everything we say in this room stays in this (Zoom) unless you have the explicit permission of the person speaking. If I ever take a screenshot, or share on social media, I'll aim to represent you in an empowering light, and I won't name names without explicit permission.

7. *Honor Your Learning Process:* Learning can be uncomfortable at times. It can be hard. It can be emotionally taxing. Clarify your educational goals early on. Examine your own beliefs and assumptions. Take initiative to ask questions, in class and beyond. Form study groups. Drop by office hours. Strive to indulge your curiosity, read 'recommended' readings, and hone your analytic skills. **Respect the college honor code (especially, don't cheat or plagiarize!), or face serious disciplinary consequences.**

Remember no one has all the right answers. Be open to new ideas. Challenge authority.

Course requirements

Assignment	DUE DATE	% of final grade
Participation & in-class activities, discussion posts	Ongoing	40%
Time Machine Exercise Reflection	September 13, 6:00 PM (Sunday)	5%
Environmental Communication: Pitch	September 18 (12:00 PM)	5%
International Law Individual Report Paper	September 21 (12:00 PM)	10%
International Law: Group Report		5%
SDG Grant Proposal (team)	September 29 (12:00 PM)	10%
SDG Grant "Pitch" Presentation		5%
Environmental Communication: Final Product	October 8 (12:00 PM)	20%

Course Schedule

Week 1. Introduction, course overview, ground rules, housekeeping

- Class 1
8/27
- Before Class: Watch Welcome video
- post your own introduction/hello video
 - comment on at least 2 of your peers' videos
 - Email Prof. Bratman your response to the question:
"What is your learning objective for this course, and what strategies do you think you can reasonably adopt that will help achieve your goals?" (and anything else you might want to add in a 1:1 reflection).
 - In class: Course goals and expectations, and a brief intro to GEP.
- Class 2:
- Read (before class): Wapner, Paul. "Ecological Thinking: Studying Global Environmental Politics with a Wild Mind and a Mindful Heart." in *Encountering Global Environmental Politics*, Michael Maniates, ed. (Rowman & Littlefield Publishers: Lanham MD), p. 17-33.
Optional (strongly encouraged) reading: Assadourian, Eric. "EarthEd: Rethinking Education on a Changing Planet. 2017. State of the World report.
http://earthed.info/wp-content/uploads/2017/03/SOW17_chap1_EarthEd.pdf
 - Prepare for discussion in class: Respond on Discussion board to at least one of the questions for discussion in the Wapner text, or any other questions that arose during class discussion that you want to follow-up on. For example: To what extent has your education to date actually prepared you for the world's challenges that you'll confront? How could – or should – we shape your educational experiences to better prepare you?
- In class: What is GEP? How does our Environment inform our Politics, and Vice-Versa? (Lecture and discussion)

Week 2. The Personal is Political: How do individual experiences relate to Planetary Politics?

- Class 3
8/31
- Before Class, Read:
- Hooks, Bell. "Touching the Earth" in Kathleen Moore and Michael Nelson, eds. *Moral Ground: Ethical Action for a Planet in Peril*, p. 363 – 368.
- Ortner, Susie. 2020. *Climate Sorrow. This is Not a Drill* (New York: Penguin). 65-68.
- Reflection question (answer on Canvas Discussion): What is the legacy your ancestors left you in relation to your current experience of land and nature? What, from what you inherited of this legacy, is worth celebrating, and what's worth actively shedding? How do you *feel* about environmental politics today?
- Lecture / Discussion: Environmental politics, from personal to political
- Class 4
- Dauvergne, Peter. 2016. "The Rise of Environmentalism." *The Environmentalism of the Rich* (Boston: MIT Press), p. 75-90.
- Plumer, Brad. 2016. (Interview with Arlie Hochschild) "What a Liberal Sociologist Learned by Spending Five Years in Trump's America." *Vox* October 25, 2016.

<https://www.vox.com/2016/9/6/12803636/arlise-hochschild-strangers-land-louisiana-trump>

Reflection: What is environmentalism, and how would you define its central values as a political movement or set of shared values? Also, how do politics inform the individual choices you make in relation to the earth's health?

Recommended (Optional):

Deudney, Daniel and Mendenhall, Elizabeth. 2016. "Green Earth: The Emergence of Planetary Civilization." *New Earth Politics: Essays from the Anthropocene*. Boston: MIT Press), p. 43-72.

- Class 5 Guha, Ramachandra. (2000). "The Paradox of Global Environmentalism." *Current History*. November. 367-370.
- Buckley, Ralph C. (2015). "Grand Challenges in Conservation Research." *Frontiers in Ecology and Evolution*. November 5, 2015.
<https://www.frontiersin.org/articles/10.3389/fevo.2015.00128/full>
- What cutting edges and grand challenges are most compelling to you as a future researcher or worker in the field of environmental conservation – and can you see ways of overcoming these challenges? Is Guha's argument resonant with you, and if so, why... and is there any best way to get out of the paradox?

- Class 6 Büscher, Bram and Robert Fletcher, 2019. "Towards Convivial Conservation" *Conservation & Society* 17(3): 283-296.
- Winston, Mark. A Pestiferous World. *Nature Wars* (Cambridge: Harvard University Press, 1997), p.1-18.
- What do you think is meant by the term "environmental imperialism"? Is a more convivial conservation approach likely for the future? In what ways are we still trying to wage wars on nature, as Mark Winston suggested in 1997 – has anything changed? To what extent is the paradigm of human control over nature at the heart of our environmental politics challenges?

Week 3. The Sustainable Development Paradigm

- Class 7
9/7 Bratman, Eve. 2019. "Sustainable Development meets the Amazon." Chapter 3 of *Governing the Rainforest: Sustainable Development Politics in the Brazilian Amazon*. (New York: Oxford University Press), p. 76-107.
- Council on Foreign Relations, "Deforestation in the Amazon."
<https://www.cfr.org/interactives/amazon-deforestation/#/en>
- What's at stake, globally, if sustainable development isn't achieved in the Amazon? Think back to the Guha article we read in Class 5: How do you think non-Brazilians and Brazilians might see the Amazon differently? What strategies have been effective – globally or by the Brazilians alone – in addressing the socio-environmental problems of Amazonia?

- Class 8
- What is climate change asking of us?
- Steffen, Alex. "Humanity's Potential" (excerpt from Wapner and Nicholson reader)
- Akomolafe, Bayo. "What Climate Change Asks of Us."
<https://bayoakomolafe.net/project/what-climate-collapse-asks-of-us/>

In Class: Time Machine Exercise

ASSIGNMENT DUE 9/13 (6:00 PM): Reflection paper on Time Machine exercise

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- Class 9 Whose Nature?
Kimmerer, Robin Wall 2019. "Speaking of Nature." *Orion*. Spring, 2017
<https://orionmagazine.org/article/speaking-of-nature/?fbclid=IwAR11ex8mA002VAJePzflzJ2qyHbWUrzlngOJuZ9bsjVh6FqqsNwFIEJ8mJI>
Falk, Richard. "State Sovereignty Endangers the Planet." in S. Nicholson and P. Wapner, eds. *Global Environmental Politics*. (New York: Routledge). p.144-149.
- Bonus event:* *Climate Justice and Inequality in the Wake of the Coronavirus Pandemic* - a conversation between Mary Robinson (Chair of the Elders and former President of Ireland) and Kumi Naidoo (former Secretary General of Amnesty International). This online event will take place on **Thursday, 10 September 2020, 6:00 – 7:30 AM EST. Register here:**
<https://www.eventbrite.co.uk/e/climate-justice-and-inequality-in-the-wake-of-the-coronavirus-pandemic-tickets-116424495801>
- Class 10 Prologue by Gro Harlem Brundtland, and Executive Summary, "The Future is Now: Science for Achieving Sustainable Development" Global Sustainable Development Report, 2019.
https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf
- In Class: What is your call to action from the SDGs?
- Note: Form Groups for the SDG Grant Assignment. SDG groups should begin brainstorming together after this class session, as their final grant proposals are due in week 6.

Week 4. The Potential of Global Governance

- Class 11 Stevens, Casey, and Norichika Kanie. 2016. "The transformative potential of the Sustainable Development Goals (SDGs)." *International Environmental Agreements: Law, Policy, and Economics*. 16: 393-396.
- 9/14 Glass, Lisa-Marie, and Newig, Jens. 2019. "Governance for achieving the Sustainable Development Goals: How important are participation, policy coherence, reflexivity, adaptation and democratic institutions?" *Earth System Governance* (2).
- Watch Prof. Bratman's short video introducing the environmental communications assignment.
- What (if anything) is the transformative potential of the SDGs? What are some of the tensions between the merging of development with environmental goals that are captured in the SDGs. Is "better process" and localization ultimately a satisfying response to addressing those tensions?
- Note: Form teams for International Environmental Law Report assignment

- Class 12 Conca, Ken. 2015. Chapter 1: The Global Environment and the Four Pillars of the UN System. *An Unfinished Foundation: The United Nations and Global Environmental Governance* (New York: Oxford University Press), 1-32.
 Harris, Paul. "What's Wrong with Climate Politics?" Chapter 14 in Paul Wapner and Simon Nicholson, eds. *Global Environmental Politics: From Person to Planet*. (Routledge, 2015).
 Discussion: To what extent do you think that the UN system is failing the planet? What are the main ways in which it could be improved? To what extent is more multi-pillar action and integration likely to foster better outcomes across the board?
 In class: Lecture and discussion, International Law
- Class 13 Joseane Daher, visual materials as source of data and a means of environmental communication. (Guest Lecture).
 - Approach this lecture with some goals in mind for your final environmental communications project.
 What is one issue in global environmental politics that is close to your heart and piques your intellectual interest? **Submit your topic to Prof. Bratman along with a brief description of what your format and general angle will be, by 9/18 at 5 PM. Write this up as a "pitch".**
- Class 14 Library-led session with Tom Karel on primary and secondary sources;
 9/18 Meet in Team Groups (5 groups) during and after class / over weekend. Each group takes one issue, for a Monday presentation and short paper due 9/21:
 1. Nagoya Protocol of the Convention on Biological Diversity (Focus on Rooibos, Açai (Brazil), and Maize (Totontepec, Mexico)
 2. Montreal Protocol (focus on R-22 and the general category of HFCs)
 3. CITES (Convention on International Trade in Endangered Species) (and its utility for addressing the ivory trade)
 4. Law of the Sea (and its utility for deep sea mining protections)
 5. The Paris Agreement on Climate Change (Technology Development and Transfer).
- Class 15 Week 5: Markets and Technological Futures
 9/21 **Presentations: each team has 8 minutes for presentations, then Q&A. (graded as group)**
Assignment Due: Submit your individual report on the international law, based on the content you contributed to the presentation. Notes should include proper citations.
 Approx. 1500 words of text including visuals / bullet points and citations (individually graded). See details in Assignments on Canvas.
- Class 16 Geoengineering as Escape Valve
 Nicholson, Simon and Burns, Wil. 2015. *Governing Climate Geoengineering* p.343-366.
 Biello, David. 2011. "Can Geoengineering Save the World from Global Warming?" <https://www.scientificamerican.com/article/geoengineering-to-save-the-world-from-global-warming/>

- Class 17 Capitalism vs. Climate
 Clift, E. 2015. “Only Capitalism can Save the Planet.” (an interview with Lester Brown). *The Daily Beast* <https://www.thedailybeast.com/only-capitalism-can-save-the-planet#:~:text=Lester%20Brown%2C%20environmentalist%20nonpareil%2C%20i%20sn,way%20to%20address%20climate%20change.>
 Klein, Naomi. 2014. “Fruits, Not Roots: The Disastrous Merger of Big Business and Big Green.” *This Changes Everything* (Toronto: Knopf Canada). Chapter 6.
 ---- “Capitalism vs. Climate” *The Nation* November 9, 2011.
<https://www.thenation.com/article/capitalism-vs-climate/>
 Raworth, Kate. “A New Economics.” *This is Not a Drill*. (New York: Penguin), p.146-154.
- Class 18 Overcoming Market Failures
 Krugman, Paul. April 7, 2010. “Building a Green Economy.” *New York Times Magazine*. <https://www.nytimes.com/2010/04/11/magazine/11Economy-t.html>
 Goodman, John C. February 24, 2015. “Response to Krugman on Market Failure: Government Failure is Worse.” *Forbes*, February 24, 2015.
<https://www.forbes.com/sites/johngoodman/2015/02/24/answer-to-krugman-on-market-failure-government-failure-is-worse/#3c3da8586050>
 Jerry Taylor and Peter Van Doren, 2007. “Energy Myth Five: Price Signals are Insufficient to Induce Efficient Energy Investments.” in B.K. Sovacool and M.A. Brown (eds.), *Energy and American Society – Thirteen Myths*, (Washington DC: Cato Institute), 125–144.
Optional readings for those interested in economic policy-related issues:
 Cap and Trade v. Taxes: Pew Center on Global Climate Change, Policy Memo #1.
<https://www.c2es.org/site/assets/uploads/2009/03/climate-policy-memo-1-cap-and-trade-vs-taxes.pdf>
 CCL 2 minute video on Fee and Dividend: <https://citizensclimatelobby.org/why-carbon-fee-and-dividend/carbon-fee-dividend-video/>
- Class 19 Week 6: People Power
 9/28 Lecture (listen in advance): Environmental Movements Forcing Cultural Change
 Class: SDGs Teams meet during class session to prepare for grant proposal presentations tomorrow.
- Class 20 **SDGs Grant Competition**
Assignment Due (9/29) In class: Presentations of proposals, and discussion
- Class 21 The Bigger Economic Picture: Growth, reconsidered
 Kallis, G., Et Al., 2015. “Introduction: Degrowth.” in *Degrowth: A Vocabulary for a new Era*. D’Alisa, G., Demaria, F., and Kallis, G. (New York: Routledge, 2015).
 Berry, Wendell. “Health is Membership.” *The Plain Reader*. p.49-67

- Class 22 The Bigger Economic Picture: Consuming Differently
Lewis Akenji, 2014. "Consumer scapegoatism and limits to green consumerism." *Journal of Cleaner Production*. 63: 13-23.
McDonough, Bill. TED Talk on Cradle to Cradle Design:
https://www.ted.com/talks/william_mcdonough_on_cradle_to_cradle_design
Paul Wapner, "Sacrifice in an Age of Comfort," in Michael Maniates and John Meyer, eds., *The Politics of Sacrifice*, Cambridge: MIT Press 2010.
Class: Consumption and letter-writing exercise (see class Discussion for prompt)

Week 7: Political Imagination

- Class 23
10/5 Lucas, Caroline, MP. A Political View. *Extinction Rebellion*. (New York: Penguin), p. 141-145.
Maniates, Michael. Ride a Bike, Plant a Tree, Save the Earth? In Nicholson and Wapner, Eds. *Global Environmental Politics: From Person to Planet*.
- Class 24 David W. Orr, 2007. Hope and Optimism in a Hotter Time. *Conservation Biology* 21: 6, 1392–1395.
Meadows, Donella. 1999. "Leverage Points: Places to Intervene in a System." *The Sustainability Institute*.
Recommended Video: Barbara Kingsolver, "How to be Hopeful," in Kathleen Moore and Michael Nelson, eds., *Moral Ground: Ethical Action for a Planet in Peril*, pp. 452-457.

OCTOBER 8: Final ENVIRONMENTAL COMMUNICATION PROJECT DUE

APPENDIX

Formatting and paper submission: All written assignments should be submitted as double-spaced, 11 or 12-point font (ideally Times New Roman, Calibri, Arial, or Helvetica), use 1' margins, and APA citation style. Assignments are due by the start of our class session (e.g. if class starts at 2:30 PM submit by 2:25. Submissions time-stamped after the start of class will be marked late). Submissions can be entirely electronic (unless otherwise noted, e.g. for visual materials that are shared with the whole class). *Please upload your written work to Canvas for submission.*

Grade scale:

94-100	A	Excellent, showing distinction	74-76	C	Satisfactory, meets requirements
90-93	A-	Excellent, consistently high standard of work	70-73	C-	Satisfactory, barely meets requirements
87-89	B+	Good, competent organization, accurate, insightful	67-69	D+	Passing, but lacking competency, below standard expectations
84-86	B	Good, satisfactory work	64-67	D	Passing, poor quality work
80-83	B-	Good, adequate work	60-63	D-	Passing, frequently inadequate or incomplete work
77-79	C+	Satisfactory, acceptable and fair quality	≤59	F	Failing grade. No credit.

Participation, quizzes, and in-class activities

Students are expected to attend all classes, participate by asking good questions, constantly referring to course materials, and engaging as full participants in-class activities. Your participation grade is comprised of three parts: Attendance (10%), Quiz performance, current events news, films, and weekly challenge game (5%) and in-class contributions (5%). More than *one unexcused absence* will result in penalties in both the attendance and in-class grades. You are expected to come to class prepared; this means having *read the class materials in advance*, and having thought about the materials enough to be able to actively engage in class discussion. In addition, there will be a few opportunities for in-class activity participation that will be different from regular discussion; these involve discussing and sharing the exercise assignments that are due in the particular class session.

Below are several sources for environmental news that you might not otherwise know about:

Mongabay: www.mongabay.com

Pacific Standard: <https://psmag.com/>

The Atlantic's City Lab: <http://www.citylab.com/>

Grist: www.grist.org

Civil Eats: <http://civileats.com/>

Science Magazine: <http://www.sciencemag.org/>

International Institute for Sustainable Development: <http://www.iisd.org/>

Rocky Mountain Institute: <http://blog.rmi.org/>

Green Tech Media: <http://www.greentechmedia.com/>

Dot Earth Blog: <http://dotearth.blogs.nytimes.com/>

EcoWatch: <http://www.ecowatch.com/>
