

University at Albany, SUNY
Rockefeller College of Public Affairs and Policy

RINT 513 / RPOS 666 / RPAD 666
Global Environment: Politics and Policy

Fall 2020
Time period: Thursdays 6:00–8:50 pm

Instructor: Brian Greenhill
bgreenhill@albany.edu

Classroom: Husted 202 + Zoom
simulcast (use [this link](#)).

Office hours: Tuesdays 10:30-11:30,
Thursdays 11:30-12:30, and by
appointment (use [this Zoom link](#)).

Overview:

This course examines the theory and practice of international environmental politics to better understand the options that the international community has for responding to global environmental issues. It pays particular attention to the problem of climate change, but it also considers other environmental issues of global concern such as ozone depletion. Theoretical approaches applied to these issues will consider not only the central role of states, but also the ways in which non-state actors, such as non-governmental organizations, multinational corporations, and transnational networks of cities, are becoming important players in managing these problems.

Learning Objectives:

By the end of the course you should be able to do the following:

- Discuss the core problems involved in trying to achieve international cooperation on environmental issues;
- Critically assess the attempts made by states and intergovernmental organizations to respond to transnational environmental issues;
- Discuss the role that non-state actors (e.g., NGOs, cities, and regional organizations) play in responding to global environmental challenges;
- Write a research paper that critically assesses the effectiveness of one specific institutional response to a transnational environmental issue.

COVID-19 Procedures

This class will be offered as synchronous simulcast, meaning that students can choose whether to attend the class in-person or via Zoom.

For those of you joining the class in-person, please make sure that you adhere to the following procedures:

1. Wear a face mask when you enter the building and keep it on until you leave;

2. Take care while entering and exiting the classroom to ensure that you maintain adequate space (6 feet or more) between you and other people;
3. Only sit at seats in the classroom that have the green check marks;
4. Follow the posted protocols for cleaning your desk area upon entering and exiting the classroom; and
5. If you would like to talk to the instructor at the end of the class, please stand behind the yellow line and maintain a distance of at least 6 feet from others.

Expectations for Zoom sessions*

For those of you who will be joining the class via Zoom, I'd like to create a classroom experience that's as close as possible to being in a regular classroom. To help achieve that goal, I would like all students who join via Zoom to do the following:

- Situate yourself in a place that's suitable for learning—ideally a quiet room where you can sit upright in a chair and place your laptop or mobile device on a stable surface for capturing your Zoom video;
- Join the Zoom meeting right at the start of each class and remain in the meeting until the class is dismissed;
- Keep your camera turned on throughout the class and try keep your face in the picture;
- Keep your microphone turned off when other people are speaking, but be ready to turn it on when you're asked to speak; and
- Ensure that your Zoom window displays the name you would like me to refer to you by (see [here](#) for help).

**If you think you may have difficulty with any of these items, please don't hesitate to get in touch with me so that we can discuss suitable accommodations.*

Prerequisites

There are no prerequisites for this course.

Assessment:

The assessment will consist of the following:

- 30% Weekly reading responses (1-2 pages)
- 15% Research Paper — Part 1 (7-8 pages)
- 25% Research Paper — Part 2 (15-20 pages)
- 10% Current topics presentations
- 20% Participation in class discussions

Reading Responses

Starting in Week 2, each week you'll be asked to submit a 1-2 page (double-spaced) reflection on the readings that were assigned for that class. Your response should do the following:

- Explain how the various readings fit together (i.e., discuss how they are similar or different from each other);
- Offer comments on whether or not you found the arguments in the readings convincing; and
- Propose one or two questions for us to discuss in the seminar.

The responses will be due on Blackboard by **12:00 noon** on the day of each class meeting. (There is no reading response due on the first class meeting on August 27.)

Research Project

The research project is the most important part of this course, and will hopefully be the part that you'll find most useful to your future studies. This will involve writing a 15-20 page (double-spaced) paper that analyzes the effectiveness of one particular attempt to solve an international environmental problem through some form of international cooperation. For instance, you might want to ask a question such as "How effective has the 1987 Montreal Protocol been in regulating the production of ozone-depleting substances?" or "How effective has the Forest Stewardship Council been in using market mechanisms to combat deforestation?"

I'll be scheduling individual meetings with each of you during the first two weeks of the course to discuss possible topics for your projects.

You'll be asked to submit the first part of the paper by 5:00pm on October 19. This part will consist of a 7-8 page literature review on the broader topic you're interested in.

The final product of your work will involve a 15-20 page paper that combines your literature review with a second component that engages in a detailed analysis of the effectiveness of one particular institution. This will be due on December 4 at 5:00pm.

Current Topics Presentations

During the course you'll be assigned to sign up for two 5-minute presentation slots. You can choose to present on just about any topic that is in some way relevant to environmental politics. For instance, you might want to provide an overview of a current policy in place to regulate a particular environmental problem. Or you might want to provide a summary of a recent research paper that you found interesting. The goal of this exercise is simply to share some interesting findings with the class while giving you a chance to practice your presentation skills. Please get in touch with me in the week before your presentation to discuss the topic you plan to present.

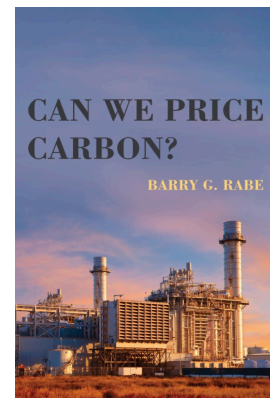
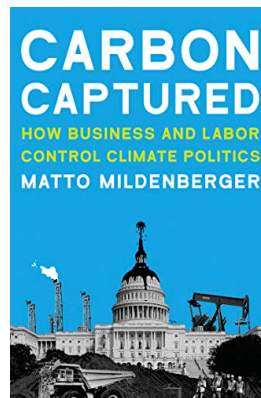
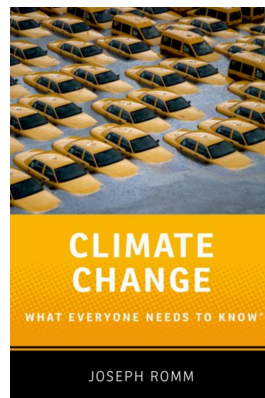
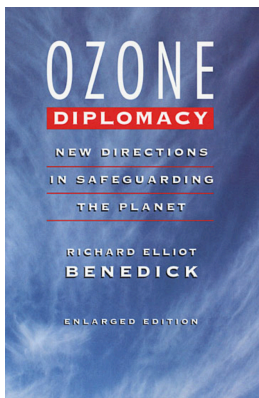
Participation

20% of your overall grade is based on your participation in class discussions. Remember that good participation is about more than just trying to talk as much as possible; instead it's about trying to raise comments and questions that will help the

class get the most out of the assigned material. So in addition to offering your own comments on the readings (which is of course very important), I'd also encourage you to try to look for opportunities to ask clarifying questions where you think the answer might be helpful to others, or to suggest ways to reconcile conflicting positions that emerge in the course of our discussion.

Required Books:

The following books are available for purchase from the university bookstore.



1. Richard Elliot Benedick (1998) *Ozone Diplomacy: New Directions in Safeguarding the Planet* (Enlarged Edition) Harvard University Press. ISBN: 9780674650039
2. Joseph Romm (2018) *Climate Change: What Everyone Needs to Know* (2nd Edition) Oxford University Press. ISBN: 9780190866105
3. Mildenerger, Matto (2020) *Carbon Captured: How Business and Labor Control Climate Politics* MIT Press. ISBN: 9780262538251
4. Barry G. Rabe (2018) *Can We Price Carbon?* The MIT Press. ISBN: 9780262535366

All other readings will consist of either book chapters, journal articles, or websites. These materials are all available on Blackboard.

Important Dates and Deadlines:

- Research Paper, first 7-8 pages: Monday October 19 at 5:00pm
- Research Paper, full 15-20 pages, Friday December 4 at 5:00pm
- Response memos will be due by 12:00 noon on every Thursday (starting in Week 2).

Class Schedule:

Class	Date	Topic
1	August 27	Introduction—no assigned reading.
2	September 3	<p>Dealing with Collective Action Problems</p> <ol style="list-style-type: none"> 1. Hardin, Garrett (1968) "The Tragedy of the Commons." <i>Science</i> 162 (3859): 1243-1248. 2. Olson, Mancur (1971) "A Theory of Groups and Organizations." Chapter 1 of <i>The Logic of Collective Action</i>. (Feel free to skim the more technical parts; I'd rather you focus your efforts on trying to get a "big-picture" understanding of Olson's argument.) 3. Keohane, Robert (1984) "Rational-Choice and Functional Explanations," Chapter 5 of <i>After Hegemony</i>. 4. Ostrom, Elinor (1990) "Reflections on the Commons." Chapter 1 of <i>Governing the Commons: The Evolution of Institutions for Collective Action</i>. <p><i>Additional reading (optional):</i></p> <ol style="list-style-type: none"> 5. Downs, Rocket and Barsoom (1996) "Is the Good News about Compliance Good News about Cooperation?" <i>International Organization</i> 50 (3): 379-406.
3	September 10	<p>Climate Change: the scientific background</p> <ol style="list-style-type: none"> 1. Romm, Joseph (2018) <i>Climate Change: What Everyone Needs to Know</i>. 2nd Edition. Oxford University Press. <p><i>Class visit with Dr. Daniel Kirk-Davidoff</i></p>
4	September 17	<p>An environmental success story: Responding to ozone depletion</p> <ol style="list-style-type: none"> 1. Benedick, Richard Elliot (1998) <i>Ozone Diplomacy: New Directions in Safeguarding the Planet</i>. 2nd Edition. Harvard University Press. Read Chapters 1-13, 17, and 19.

Class	Date	Topic
5	September 24	<p>Intergovernmental Solutions, Part 1: the Kyoto Protocol</p> <ol style="list-style-type: none"> 1. Breidenich, Clare et al (1998) "The Kyoto Protocol to the United Nations Framework Convention on Climate Change." <i>American Journal of International Law</i> 92 (2): 315-331. 2. Von Stein, Jana (2008) "The International Law and Politics of Climate Change: Ratification of the United Nations Framework Convention and the Kyoto Protocol." <i>Journal of Conflict Resolution</i> 52 (2): 243-268. 3. Keohane, Robert and David Victor (2011) "The Regime Complex for Climate Change." <i>Perspectives on Politics</i> 9 (1): 7-23. 4. Rosen, Amanda (2015) "The Wrong Solution at the Right Time: The Failure of the Kyoto Protocol on Climate Change." <i>Politics & Policy</i> 43 (1): 30-58. 5. Hovi, Jon, Detlef Sprinz, and Gurr Bang (2010) "Why the United States did not Become a Party to the Kyoto Protocol: German, Norwegian, and US perspectives." <i>European Journal of International Relations</i> 18(1) 129–150
6	October 1	<p>Intergovernmental solutions, Part 2: the Paris Agreement</p> <ol style="list-style-type: none"> 1. Bodansky, Daniel (2016) "The Paris Climate Change Agreement: A New Hope?" <i>American Journal of International Law</i> 110: 269-319. 2. Dimitrov, Radoslav S. (2016) "The Paris Agreement on Climate Change: Behind Closed Doors." <i>Global Environmental Politics</i> 16 (3): 1-11 3. Choose 2-3 countries of interest to you and look at what they submitted for their Nationally Determined Contributions (NDCs) using the NDC Registry here. 4. Keohane, Robert and David Victor (2016) "Cooperation and Discord in Global Climate Policy." <i>Nature Climate Change</i> 6 (6): 570-575. 5. Allan, Jen Iris. "Dangerous incrementalism of the Paris Agreement." <i>Global Environmental Politics</i> 19.1 (2019): 4-11. 6. Beiser-McGrath, L. F., & Bernauer, T. (2019). "Commitment failures are unlikely to undermine public support for the Paris agreement." <i>Nature Climate Change</i>, 9(3), 248-252. 7. Watson, Robert, James J. McCarthy, Pablo Canziani, and Nebojsa Nakicenovic (2019) "The Truth Behind the Climate Pledges" <i>Universal Ecological Fund</i>, https://drive.google.com/file/d/1nFx8UKTyjEteYO87-x06mVEkTs6RSPBi/view

Class	Date	Topic
7	October 8	<p>The domestic politics of climate change</p> <ol style="list-style-type: none"> Mildenberger, Matto (2020) <i>Carbon Captured: How Business and Labor Control Climate Politics</i> MIT Press. Please read the following chapters: <ul style="list-style-type: none"> Ch. 1 & 2 (intro and theory) Any two of the following empirical chapters: Ch. 3, 4, 5, or 6 Ch. 8 (conclusion)
8	October 15	<p>Networks of cities as emerging actors</p> <ol style="list-style-type: none"> Ostrom, Elinor (2010) "Polycentric systems for coping with collective action and global environmental change." <i>Global Environmental Change</i> 20: 550–557. Betsill, Michaela, and Harriet Bulkeley (2004) "Transnational Networks and Global Environmental Governance: The Cities for Climate Protection Program." <i>International Studies Quarterly</i> 48: 471-493. Andanova, Lilliana et al. (2017) "National Policy and Transnational Governance of Climate Change: Substitutes or Complements?" <i>International Studies Quarterly</i> 61: 253–268. Hakelberg, Lukas (2017) "Governance by Diffusion: Transnational Municipal Networks and the Spread of Local Climate Strategies in Europe." <i>Global Environmental Politics</i> 14 (1): 107-129. Steffen, Bjarne, Tobias S. Schmidt, and Paul Tautorat (2019). "Measuring whether municipal climate networks make a difference: the case of utility-scale solar PV investment in large global cities." <i>Climate Policy</i> 19.7: 908-922.
	October 19	<p>Part 1 of the research paper (the 7-8 page literature review) due by 5:00pm.</p>
9	October 22	<p>Market-based responses, Part 1: Carbon pricing</p> <ol style="list-style-type: none"> Rabe, Barry G. (2018) <i>Can We Price Carbon?</i> MIT Press. (Read the whole book.) <p><i>Class visit with a representative from New York State's Department of Environmental Conservation</i></p>

Class	Date	Topic
10	October 29	<p>Market-based responses, Part 2: Corporate Social Responsibility and Voluntary Programs</p> <ol style="list-style-type: none"> 1. Skim Apple's 2020 Environmental Progress Report: https://tinyurl.com/y2kxsp6v 2. Gerdien de Vries, Bart W. Terwel, Naomi Ellemers, and Dancker D. L. Daamen (2015) "Sustainability or Profitability? How Communicated Motives for Environmental Policy Affect Public Perceptions of Corporate Greenwashing." <i>Corporate Social Responsibility and Environmental Management</i> 22: 142-154. 3. Broekhoff et al (2019) "Securing Climate Benefit: A Guide to Using Carbon Offsets" http://www.offsetguide.org/understanding-carbon-offsets/. 4. Hyams, K., & Fawcett, T. (2013). The ethics of carbon offsetting. <i>Wiley Interdisciplinary Reviews: Climate Change</i>, 4(2), 91-98. 5. Berliner, Daniel, and Aseem Prakash (2015) "'Bluewashing' the Firm? Voluntary Regulations, Program Design, and Member Compliance with the United Nations Global Compact." <i>Policy Studies Journal</i> 43 (1): 115-138.
11	November 5	<p>NGO Politics</p> <ol style="list-style-type: none"> 1. Raustiala, Kal (1997) "States, NGOs, and International Environmental Institutions." <i>International Studies Quarterly</i> 41: 719-740. 2. Longhofer, Wesley, Evan Schofer, Natasha Miric, and David John Frank (2016) "NGOs, INGOs, and Environmental Policy Reform, 1970-2010." <i>Social Forces</i> 94 (4): 1743-1768. 3. Blondeel, M., Colgan, J., & Van de Graaf, T. (2019). "What Drives Norm Success? Evidence from Anti-Fossil Fuel Campaigns." <i>Global Environmental Politics</i>, 19 (4): 63-84. 4. Hari, Johann (2010) "The Wrong Kind of Green." <i>The Nation</i> March 22, 2010: 12-19. 5. Beer, Christopher (2014) "Climate Justice, the Global South, and Policy Preferences of Kenyan Environmental NGOs." <i>The Global South</i> 8 (2): 84-100.

Class	Date	Topic
12	November 12	<p>Climate Change Communication: Convincing a Skeptical Public</p> <ol style="list-style-type: none"> 1. Kahan, Dan et al. (2012) "The Polarizing Impact of Science Literacy and Numeracy on Perceived Climate Change Risks." <i>Nature Climate Change</i> 2: 732-735. 2. Wiest, Sara, Leigh Raymond and Rosalee Clawson (2015) "Framing, Partisan Predispositions, and Public Opinion on Climate Change." <i>Global Environmental Change</i> 31: 187-198. 3. Hornsey, Matthew and Kelly Fielding (2016) "A Cautionary Note About Messages of Hope: Focusing on Progress in Reducing Carbon Emissions Weakens Mitigation Motivation." <i>Global Environmental Change</i> 39: 26-34. 4. Hall, Michael P., Neil A. Lewis Jr., and Phoebe C. Ellsworth (2018) "Believing in Climate Change, but not Behaving Sustainably: Evidence from a One-Year Longitudinal Study." <i>Journal of Environmental Psychology</i> 56: 55-62. 5. Harvey, Jeffrey A., Daphne Van Den Berg, Jacintha Eilers, Remko Kampen, Thomas W. Crowther, Peter Roessingh, Bart Verheggen et al. (2018) "Internet blogs, polar bears, and climate-change denial by proxy." <i>BioScience</i> 68, no. 4: 281-287. 6. Lamb, William F., Giulio Mattioli, Sebastian Levi, J. Timmons Roberts, Stuart Capstick, Felix Creutzig, Jan C. Minx, Finn Müller-Hansen, Trevor Culhane, and Julia K. Steinberger. "Discourses of climate delay." (2020) <i>Global Sustainability</i> 3 e17: 1-5.
13	November 19	<p>Critical approaches to environmental governance</p> <ol style="list-style-type: none"> 1. Pulido, Laura (2000) "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California." <i>Annals of the American Association of Geographers</i> 90 (1): 12-40. 2. Chalifour, Natalie (2010) "A Feminist Perspective on Carbon Taxes." <i>Canadian Journal of Women and the Law</i> 22 (1): 169-212. 3. Dauvergne, Peter (2010) "The Problem of Consumption." <i>Global Environmental Politics</i> 10 (2): 1-10. 4. Ciptet, David, and J. Timmons Roberts (2017) "Climate change and the transition to neoliberal environmental governance." <i>Global Environmental Change</i> 46: 148-156. 5.
	November 26	Thanksgiving break: no class.
	December 4	Final Paper due on Blackboard at 5:00pm

Accommodations

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (518-442-5490; drc@albany.edu). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

Academic Integrity:

All students are responsible for understanding and adhering to UAlbany's rules on academic integrity. The following website provides an overview of UAlbany's policies as well as links to resources that explain how to avoid allegations of plagiarism: https://www.albany.edu/undergraduate_bulletin/regulations.html. If you have any questions about appropriate citation practices, please do not hesitate to get in touch with me.

Policy on Missed Quizzes/Exams and Late Submission of Papers

If there are circumstances beyond your control (e.g., an illness or family emergency) that cause you to miss a scheduled presentation or to submit an assignment after its due date, then please get in touch with me as soon as possible to discuss possible accommodations.

If you submit an assignment after the deadline without approval, then I'll automatically apply a lateness penalty of 10% of the total number points available for the assignment for each day that has passed since the deadline.

Policy on "I" (Incomplete) Grades

If circumstances arise that prevent you from being able to complete the required coursework by the end of the semester, then please get in touch with me as soon as possible to discuss the possibility of taking the course for an "I" (Incomplete) grade. Please see the university's policy on incomplete grades at <https://www.albany.edu/undergraduateeducation/grading.php>.

Title IX Information

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities.

The SUNY-wide Sexual Violence Prevention and Response Policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. The SUNY-wide Sexual Violence Prevention and Response Policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities. The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses.

Confidential support and guidance can be found through the Counseling Center (518-442-5800, https://www.albany.edu/counseling_center/), the University Health Center (518-442-5454, https://www.albany.edu/health_center/), and the Interfaith Center (518-489-8573, https://www.albany.edu/interfaith_center/).

www.albany.edu/spirituality/onCampus.shtml). Individuals at these locations will not report crimes to law enforcement or university officials without permission, except for in extreme circumstances, such as a health and/or safety emergency. Additionally, the Advocates at the University at Albany's Advocacy Center for Sexual Violence are available to assist students without sharing information that could identify them (518-442-CARE, <https://www.albany.edu/advocacycenter/>).

Sexual offenses can be reported non-confidentially to the Title IX Coordinator within The Office for Equity and Compliance (518-442-3800, <https://www.albany.edu/equity-compliance/>, Building 25, Room 117) and/or the University Police Department (518-442-3131, <http://police.albany.edu/>).

Please note, faculty members are considered “responsible employees” at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University’s Title IX Coordinator, including names of anyone involved or present, date, time, and location.

In case of an emergency, please call 911.