

IMPRESS Course Information: Global Climate and Environmental Politics (7, 5 ECTS)

Spring term 2021

Coordinator and examiner

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Course description

Global environmental problems are increasingly dealt with and regulated by international organizations such as the United Nations (UN), the European Union (EU) as well as intergovernmental environmental organizations like the United Nations Environment Programme (UNEP), the United Nations Framework Convention on Climate Change (UNFCCC), and the Intergovernmental Panel on Climate Change (IPCC). This course aims at providing deepened insight into the current research on global environmental politics focusing on international climate politics. It highlights competing theories within international relations studying collaboration and conflicts concerning international environmental and natural resource issues. The course deals with the relationship between states, international organizations, the scientific community, and non-governmental actors (e.g. the environmental movement and companies) as well as the role of these different actors in intergovernmental climate change negotiations, international regimes, transnational environmental regulations and the political economy. The course problematizes how issues of power, sovereignty, legitimacy, effectiveness and justice are expressed in the negotiations and implementation of international climate politics.

Learning outcomes

Upon completion of the course, the students are expected to be able to:

1. Knowledge and Understanding

- Identify and explain the main theories in the study of global environmental and climate politics.
- Describe the development and institutionalization of environmental politics in the European Union and globally.

2. Skills and Abilities

- Analyze and apply central Political Science theories, methods and questions to the field of global environmental politics, its effectiveness and legitimacy and the role of states, non-state actors and international organizations in these matters.

3. Evaluation and Approach

- Critically problematize and assess central empirical and normative debates on the causes to, effects of and solutions for international environmental problems.

Course outline and examination

The teaching is conducted in the form of lectures, seminars and group work. Course participants are expected to actively take part in seminar discussions and to prepare reflection papers for the seminars. The seminars and the group work are mandatory.

The lectures provide an overview of the central theoretical approaches and core themes and topical issues in the study of global climate and environmental politics. The mandatory seminars are organized around the lecture themes to give concrete applications: 1) The international politics of climate change; 2) The architecture of global environmental governance; 3) Democratizing UN environmental diplomacy. Students are expected to take active part in the seminar discussions.

Examination is conducted in the form of active participation and completion of seminar and group work assignments, as well as an individual essay to be discussed at the final seminar, March 22, 2021. To fulfill requirements for the grade Pass on the course, Pass on all the segments are required.

- The mandatory three seminar assignments and active participation in the seminars.
- Active participation in mandatory group work.
- Individual essay including discussion at the final seminar.

If you miss a seminar you are required to read the other students' reflection papers for the missed seminar, choose two discussion questions from those papers, and answer the discussion questions with reference to the literature (approx. 1000 words including references). Deadline for submission is one week after the missed seminar (email to naghmeh.nasiritousi@statsvet.su.se).

Seminar format:

Regular attendance and participation will be integral to the success of the course. Students are expected to:

- attend all seminars, complete reflection papers in a timely manner, and make regular and *thoughtful* contributions to class discussions;

The seminars offer the students the opportunity to critically analyze the theoretical perspectives presented at the lectures and discussed in the course literature. Prior to each seminar, each student should write a reflection paper on the literature (approx. 500 words including references) and identify two questions that can be discussed during the seminar. The text should be uploaded to Athena no later than 1 pm the day before the seminar. Each student should read the other students' questions in preparation for the seminar.

Instructions for group work

Students will represent an assigned state or non-state actor. Students will work in small groups and will be asked to prepare a presentation (10 minutes) outlining their main positions. The presentation should be based on a literature review of the actual position of the actor that they are representing. The presentations will function as a part of the course examination, and should be uploaded to Athena no later than 2 pm on March 19. More detailed group work instructions will be handed out during the course.

The group work forms part of the examination. The students will be assessed according to how well their presentations are grounded in the literature and the actual positions of the actor they are representing. All students are required to actively participate in the group work, including for the presentation at the final seminar.

Instructions for Essay

The individual essay should address one of the questions stated below. In the essay you should demonstrate your understanding of global climate and environmental politics in the context of the literature that you have studied during the course. You should demonstrate *analytical skills and independent thinking* (including the ability to critically assess the course literature). You should refer to, and make use of, relevant theoretical concepts. Arguments should be presented clearly and coherently in a correct academic language. You should master techniques of well-structured *scientific writing* and proper *academic referencing* and refer consistently to the course literature (and other relevant materials).

The essay should be maximum 3500-4000 words (excluding references, Times New Roman size 12, 1.5 spacing) and should be uploaded March 16, 2021 at 14:00 on Athena.

Instructions for the final seminar will be uploaded on Athena.

Essay questions:

- Over 30 years of multilateral work on climate change has been marked by both successes and failures. Discuss the reasons for these successes and failures with reference to key theories of international environmental politics.
- The Paris Agreement will fail unless ambitious countries form a climate club. Discuss
- Non-state actors contribute to making global environmental politics more legitimate and effective. Discuss
- The fragmentation of global environmental governance hinders effective management of environmental problems. Discuss

Detailed schedule and assigned readings

An overview schedule is available here:

<https://cloud.timeedit.net/su/web/stud1/ri167XQQ745Z50Qv77043gZ6y1Y7009Q5Y61Y9.html>

Lecture: Introduction, February 18, 10-11

A course introduction (format, examination, and literature)

Lecture: International Climate Change Politics, Naghmeh Nasiritousi, February 19, 10-11

A lecture on international climate change politics.

Readings (texts marked with * indicate further reading)

Course books:

Bulkeley, Harriet & Peter Newell (2015). "Governing Climate Change" (latest edition). London and New York: Routledge.

Bäckstrand, Karin & Eva Lövbrand (eds.) (2015). "Research Handbook on Climate Governance". Cheltenham: Edward Elgar. Chapters 9, 10, 17, 30, 44, 45.

Articles:

*Bernauer, Thomas (2010). "Climate Change Politics". *Annual Review of Political Science*, Vol. 16: 421-44.

*Bäckstrand, Karin & Ole Elgström (2013). "The EU's role in climate change negotiations. From Leader to Leadiator." *Journal of European Public Policy*, 20(10): 1369-1386.

Cléménçon, Raymond (2016). "Two Sides of the Paris Climate Agreement; Dismal Failure or Historic Breakthrough". *Journal of Environment and Development* 25(1): 3-24.

*Falkner, Robert (2016). "The Paris Agreement and the new logic of international climate politics", *International Affairs*, 92(5): 1107-1125.

*Underdal, Arild (2017). "Climate Change and International Relations (After Kyoto)". *Annual Review of Political Science* 20:1, 169-188.

*Vegard H. Tørstad (2020): Participation, ambition and compliance: can the Paris Agreement solve the effectiveness trilemma?, *Environmental Politics*, 29:5, 761-780.

*Vogler, John & Charlotte Bretherton (2006). "The European Union as a Protagonist to the United States on Climate Change". *International Studies Perspectives* 7: 1-22.

* Wewerinke-Singh, Margaretha & Diana Hinge Salili (2020) Between negotiations and litigation: Vanuatu's perspective on loss and damage from climate change, *Climate Policy*, 20:6, 681-692.

Seminar 1: International Climate Change Politics, Naghmeh Nasiritousi, February 24, 10-11.30

Readings

Articles:

Skjærseth, Jon Birger (2017). "The European Commission's Shifting Climate Leadership". *Global Environmental Politics* 2017 17:2, 84-104.

Dimitrov, Radoslav S. (2016). "The Paris Agreement on Climate Change: Behind Closed Doors". *Global Environmental Politics* 2016 16:3, 1-11.

Kinley, Richard, Michael Zammit Cutajar, Yvo de Boer & Christiana Figueres. (2020). "Beyond good intentions, to urgent action: Former UNFCCC leaders take stock of thirty years of international climate change negotiations", *Climate Policy*.

Lecture: The Architecture of Global Environmental Governance, Naghmeh Nasiritousi, February 26, 10-11

Readings (texts marked with * indicate further reading)

Course books:

Betsill, Michele, Kathryn Hochstetler & Dimitris Stevis (eds.) (2014). "Advances in International Environmental Politics" (2nd edition), London: Palgrave: MacMillan. Chapters 2, 3 and 10.

Morin, Jean-Frederic, Amandine Orsini, and Sikina Jinnah (2020). "Global Environmental Politics: Understanding the Governance of the Earth", Oxford University Press. Chapters 3, 7 and 8.

Bäckstrand, Karin & Eva Lövbrand (eds.) (2015). "Research Handbook on Climate Governance". Cheltenham: Edward Elgar. Chapters 11 and 12.

Articles:

*Bernstein, Steven (2013). "Rio+20: Sustainable Development in a Time of Multilateral Decline". *Global Environmental Politics* 13(4): 12-21.

*Betsill, Michele, Navroz K. Dubash, Matthew Paterson, Harro van Asselt, Antto Vihma & Harald Winkler (2015). "Building Productive Links between the UNFCCC and the Broader Global Climate Governance Landscape". *Global Environmental Politics* 15(2): 1-10.

*Jordan, Andrew, Harro van Asselt, Frans Berkhout, Dave Huitema & Tim Rayner (2012). "Understanding the Paradoxes of Multilevel Governing: Climate Change Policy in the European Union". *Global Environmental Politics* 12(2): 43-66.

*Keohane, Robert O. & David G. Victor (2011). "The Regime Complex for Climate Change". *Perspectives on Politics*, 9(1): 7-23.

*Sanderink, L, and Nasiritousi, N. 2020. How Institutional Interactions Can Strengthen Effectiveness: The Case of Multi-Stakeholder Partnerships for Renewable Energy. *Energy Policy* 141: 111447.

Seminar 2: The Architecture of Global Environmental Governance, Naghmeh Nasiritousi, March 3, 10-11.30

Readings

Articles and book chapter:

Jordan, Andrew, Dave Huitema, Mikael Hildén, Harro van Asselt, Tim J. Rayner, Jonas J. Schoenefeld, Jale Tosun, Johanna Forster & Elin L. Boasson (2015). "Emergence of polycentric climate governance and its future prospects". *Nature Climate Change*: 5977-982.

Dorsch, M. J., & Flachslan, C (2017). "A Polycentric Approach to Global Climate Governance". *Global Environmental Politics*, 17(2), 45-64, 19 pages.

Widerberg, Oscar (2016). "Mapping Institutional Complexity in the Anthropocene. A Network Approach". In *Environmental politics and governance in the anthropocene: institutions and legitimacy in a complex world* / edited by Philipp Pattberg and Fariborz Zelli.

Lecture: Democratizing UN Environmental Diplomacy, Naghmeh Nasiritousi, March 5, 10-11

Readings (texts marked with * indicate further reading)

Course books:

Betsill, Michele, Kathryn Hochstetler & Dimitris Stevis (eds.) (2014). "Advances in International Environmental Politics" (2nd edition), London: Palgrave: MacMillan. Chapters 8 and 13.

Morin, Jean-Frederic, Amandine Orsini, and Sikina Jinnah (2020). "Global Environmental Politics: Understanding the Governance of the Earth", Oxford University Press. Chapter 4.

Bäckstrand, Karin & Eva Lövbrand (eds.) (2015). "Research Handbook on Climate Governance". Cheltenham: Edward Elgar. Chapters 22, 23, 26, 29, 38.

Articles:

*Bäckstrand, Karin Jonathan W. Kuyper, Björn-Ola Linnér & Eva Lövbrand (2017) "Non-state actors in global climate governance: from Copenhagen to Paris and beyond", *Environmental Politics*, 26(4), 561-579.

Lövbrand E, Hjerpe M, Linnér B-O. (2017). "Making climate governance global: how UN climate summitry comes to matter in a complex climate regime". *Environmental Politics* 26(4):580-599.

Nasiritousi, N and Bäckstrand, K. 2019. *International Climate Policy in the Post-Paris Era*. Nordic Economic Policy Review, Nordic Council of Ministers, p. 20-50.

*Nasiritousi, Naghmeh, Mattias Hjerpe & Björn-Ola Linnér (2016). "The roles of non-state actors in climate change governance: understanding agency through governance profiles". *International Environmental Agreements: Politics, Law and Economics*: 16(1): 109-126.

*Nasiritousi, N. 2019. *NGOs and the Environment*. In Davies, Thomas, *Routledge Handbook of NGOs and International Relations*, (London: Routledge), 329-342.

Okereke, C. and Coventry, P. (2016), "Climate justice and the international regime: before, during, and after Paris". *WIREs Clim Change*, 7: 834-851

Seminar 3: Democratizing UN Environmental Diplomacy, Naghmeh Nasiritousi, March 9, 10-11.30

Readings

Articles:

Allan, Jennifer. I. (2019). "Dangerous Incrementalism of the Paris Agreement. *Global Environmental Politics*", 19(1), 4-11.

Dryzek, John S. & Hayley Stevenson (2011). "Global Democracy and Earth System Governance". *Ecological Economics* 70: 1865–1874.

Nasiritousi, Naghmeh, Mattias Hjerpe & Karin Bäckstrand (2016). "Normative arguments for non-state actor participation in international policymaking processes: Functionalism, neocorporatism or democratic pluralism?" *European Journal of International Relations*, 22(4): 920-943.

Final seminar: March 22, 9-12 and 13-16

Readings

Course books

Betsill, Michele, Kathryn Hochstetler & Dimitris Stevis (eds.) (2014). "Advances in International Environmental Politics" (latest edition), London: Palgrave: MacMillan. (Selection of chapters, 2, 3, 8, 10 and 13), 145 pages.

Morin, Jean-Frederic, Amandine Orsini, and Sikina Jinnah (2020). "Global Environmental Politics: Understanding the Governance of the Earth", Oxford University Press. (Selection of chapters 3, 4, 7 and 8), 140 pages.

Bulkeley, Harriet & Peter Newell (2015). "Governing Climate Change" (latest edition). London and New York: Routledge, 166 pages)

Bäckstrand, Karin & Eva Lövbrand (eds.) (2015). "Research Handbook on Climate Governance". Cheltenham: Edward Elgar. (Selection of chapters, 9, 10, 11, 12, 17, 22, 23, 26, 29, 30, 38, 44 and 45), 175 pages. E-book.

Articles (texts marked with * indicate further reading)

Allan, Jennifer. I. (2019). "Dangerous Incrementalism of the Paris Agreement. Global Environmental Politics", 19(1), 4-11, 7 pages.

*Bäckstrand, Karin Jonathan W. Kuyper, Björn-Ola Linnér & Eva Lövbrand (2017) "Non-state actors in global climate governance: from Copenhagen to Paris and beyond", Environmental Politics, 26(4), 561-579.

*Bernauer, Thomas (2010). "Climate Change Politics". Annual Review of Political Science, Vol. 16: 421-44.

*Bernstein, Steven (2013). "Rio+20: Sustainable Development in a Time of Multilateral Decline". Global Environmental Politics 13(4): 12-21.

*Betsill, Michele, Navroz K. Dubash, Matthew Paterson, Harro van Asselt, Antto Vihma & Harald Winkler (2015). "Building Productive Links between the UNFCCC and the Broader Global Climate Governance Landscape". Global Environmental Politics 15(2): 1-10.

*Bäckstrand, Karin & Ole Elgström (2013). "The EU's role in climate change negotiations. From Leader to Leadiator." Journal of European Public Policy, 20(10): 1369-1386.

Cléménçon, Raymond (2016). "Two Sides of the Paris Climate Agreement; Dismal Failure or Historic Breakthrough". Journal of Environment and Development 25(1): 3-24, 19 pages.

Dimitrov, Radoslav S. (2016). "The Paris Agreement on Climate Change: Behind Closed Doors". Global Environmental Politics 2016 16:3, 1-11, 10 pages.

Dorsch, M. J., & Flachsland, C (2017). "A Polycentric Approach to Global Climate Governance". Global Environmental Politics, 17(2), 45-64, 19 pages.

Dryzek, John S. & Hayley Stevenson (2011). "Global Democracy and Earth System Governance". *Ecological Economics* 70: 1865–1874, 11 pages.

*Falkner, Robert (2016). "The Paris Agreement and the new logic of international climate politics", *International Affairs*, 92(5): 1107–1125, 18 pages.

Jordan, Andrew, Dave Huitema, Mikael Hildén, Harro van Asselt, Tim J. Rayner, Jonas J. Schoenefeld, Jale Tosun, Johanna Forster & Elin L. Boasson (2015). "Emergence of polycentric climate governance and its future prospects". *Nature Climate Change*, 5: 977-982, 5 pages.

*Jordan, Andrew, Harro van Asselt, Frans Berkhout, Dave Huitema & Tim Rayner (2012). "Understanding the Paradoxes of Multilevel Governing: Climate Change Policy in the European Union". *Global Environmental Politics* 12(2): 43-66.

*Keohane, Robert O. & David G. Victor (2011). "The Regime Complex for Climate Change". *Perspectives on Politics*, 9(1): 7-23.

Kinley, Richard, Michael Zammit Cutajar, Yvo de Boer & Christiana Figueres. (2020). "Beyond good intentions, to urgent action: Former UNFCCC leaders take stock of thirty years of international climate change negotiations", *Climate Policy*.

Lövbrand E, Hjerpe M, Linnér B-O. (2017). "Making climate governance global: how UN climate summitry comes to matter in a complex climate regime". *Environmental Politics* 26(4):580-599, 19 pages.

*Nasiritousi, Naghmeh, Mattias Hjerpe & Björn-Ola Linnér (2016). "The roles of non-state actors in climate change governance: understanding agency through governance profiles". *International Environmental Agreements: Politics, Law and Economics*: 16(1): 109-126.

Nasiritousi, Naghmeh, Mattias Hjerpe & Karin Bäckstrand (2016). "Normative arguments for non-state actor participation in international policymaking processes: Functionalism, neocorporatism or democratic pluralism?" *European Journal of International Relations*, 22(4): 920-943, 23 pages.

Nasiritousi, N and Bäckstrand, K. 2019. *International Climate Policy in the Post-Paris Era*. *Nordic Economic Policy Review*, Nordic Council of Ministers, p. 20-50, 30 pages.

*Nasiritousi, N. 2019. *NGOs and the Environment*. In Davies, Thomas, *Routledge Handbook of NGOs and International Relations*, (London: Routledge), 329-342.

Okereke, C. and Coventry, P. (2016), "Climate justice and the international regime: before, during, and after Paris". *WIREs Clim Change*, 7: 834-851, 17 pages.

*Sanderink, L, and Nasiritousi, N. 2020. *How Institutional Interactions Can Strengthen Effectiveness: The Case of Multi-Stakeholder Partnerships for Renewable Energy*. *Energy Policy* 141: 111447.

Skjærseth, Jon Birger (2017). "The European Commission's Shifting Climate Leadership". *Global Environmental Politics* 17:2, 84-104, 20 pages.

*Underdal, Arild (2017). "Climate Change and International Relations (After Kyoto)". *Annual Review of Political Science* 20:1, 169-188.

*Vegard H. Tørstad (2020): Participation, ambition and compliance: can the Paris Agreement solve the effectiveness trilemma?, *Environmental Politics*, 29:5, 761-780.

*Vogler, John & Charlotte Bretherton (2006). "The European Union as a Protagonist to the United States on Climate Change". *International Studies Perspectives* 7: 1-22.

* Wewerinke-Singh, Margaretha & Diana Hinge Salili (2020) Between negotiations and litigation: Vanuatu's perspective on loss and damage from climate change, *Climate Policy*, 20:6, 681-692.

Additional texts may be included.

Course Grading

A seven step grading scale is used for grading. A, B, C, D and E are degrees of a passed grade. F and Fx are degrees of a failed grade. It is possible for a student to supplement an examination if the obtained grade is Fx. Upon being informed of the need for supplement by the examiner, the supplementary task must be submitted within five working days. If the examination supplement is accepted and has the character of supplementing a lack of understanding, minor misunderstanding, minor errors or too limited discussions for some part, the grade E will be applied. If the supplementary task is accepted and has the character of simple formality corrections, the grades A-E will be applied.

Grading Criteria

The grading criteria offer information on what is required for the different grade levels. It shows what is additionally required to achieve a higher grade. The information starts at the bottom of the grading scale and with the reasons for assigning the grade of F. Please note that we have not repeated information on all the criteria needed for achieving higher grades. Instead we have simply indicated what additional qualities are necessary for receiving a higher grade.

F: Many of the requirements for the grade E are not fulfilled. New assignment(s) must be submitted.

Fx: Most of the requirements for the grade E are fulfilled, but additional work is required.

E: The student has participated in the group work and all seminars, or compensated with a written assignment as per instructions by the teacher.

The individual assignment (essay) is characterized by:

Clear answers to the examination question

Adequate references to relevant course literature to answer the examination question

Basic requirements for academic writing are fulfilled

D: In addition to the grade E:

The student has actively participated in the seminar work and group work. The student has submitted all written tasks on time.

The individual assignment (essay) is characterized by:

Competent answers to the examination question

Competent integration of the course literature into the examination answer

Some independent analysis and argumentation as part of the examination answer

Competent references to relevant course literature

Academic writing without serious flaws

C: In addition to the grade D:

Seminar work has been mostly constructive and insightful and all written tasks have been well-written.

The individual assignment (essay) is characterized by:

Analytical answers to the examination question

Independent analysis and argumentation throughout the assignment

Well-made and extensive references to relevant course literature

Reasonable understanding of topic, knowledge of relevant literature/ evidence of reading beyond lectures, use of relevant examples / illustrations and reasonable organization & presentation

B: In addition to the grade C:

Seminar work has been consistently constructive and insightful

The individual assignment (essay) is characterized by:

Deep and independent analysis as a characterization of the examination answer

Independent and well-made critical analysis throughout the assignment

Arguments and analysis are well substantiated with academic referencing

Solid understanding of topic, sound knowledge of relevant literature/ evidence of reading beyond lectures, good use of examples / illustrations and good organization & presentation

A: In addition to the grade B:

Seminar work has been particularly constructive and insightful

The individual assignment (essay) is characterized by:

Particularly well-made and independent critical analysis throughout the answers to the examination question

Analytical independence in the formulation of the answers to the examination question

Thorough understanding of topic, sound knowledge of relevant and wider literature, excellent use of examples / illustrations and excellent organization & presentation

Interim

When this course is no longer offered or when its content has been significantly modified, the student has the right to be examined according to this syllabus once each semester during a period of three semesters.