

GLOBAL ENVIRONMENTAL POLITICS

Political Science/Env Studies 388 | Fall 2022 | 3 credits

*I am so tired of waiting.
Aren't you,
for the world to become good
and beautiful and kind?
Let us take a knife
and cut the world in two—
and see what worms are eating
at the rind.*

—Langston Hughes, American poet

“Every morning I awake torn between a desire to save the world and an inclination to savor it. This makes it hard to plan the day. But if we forget to savor the world, what possible reason do we have for saving it?”

—E.B. White, American author

BULLETIN COURSE DESCRIPTION

“Examination of the role of environmental issues in international relations. We will look at such issues as global warming, global pollution, management of scarce resources, and eco-development. How have various countries responded to these problems? How should they respond? What is the role of international institutions such as the World Bank? What is the role of non-governmental organizations such as Greenpeace? How have countries and international institutions interacted to deal with these environmental problems?”

FALL 2022 COURSE DESCRIPTION

The environment, in many ways, provides the ultimate test for policymakers: how can legislators craft legislation that will protect something that is sometimes tangible (e.g., water, trees), sometimes intangible (e.g., air quality, the ozone layer), whose effects might not be seen for decades, and that may or may not directly benefit the people who voted them into office in the first place? How do we govern for an uncertain future now? These are problems faced by every country, and they are more pressing now because of the pace and scope of climate change. The effects of climate change are becoming more difficult to ignore—even for dyed-in-the-wool skeptics—and they present unprecedented challenges for governance.

BASIC COURSE INFORMATION

Course Time: TTh, 1:20-2:50pm

Course Location: Sage 3234

PROFESSOR TRACY H. SLAGTER

Ph.D., University of Iowa (2006)

Office Location: Sage Hall 4626

Office Hours: M, 2-3pm, Th 10am-12pm

Email: slagtert@uwosh.edu

DEPARTMENT MAIN OFFICE

Contact: Angelee Hammond

Office Location: Sage 4631

Office Phone: (920) 424-3456

Office Hours: M-F, 7:30am-4:30pm

Email: hammond@uwosh.edu

COURSE PREREQUISITES

Although I am willing to sign interested students from any discipline into this course, students who have completed Political Science 101 (Introduction to Comparative Politics), 115 (Introduction to International Relations), 116 (Quest I: Environmental Politics & Sustainability) 261 (Environment & Society, PS/ES/Sociology), 301 (European Union Politics), or 308 (International Law) will find that those courses may provide a useful foundation for concepts and issues addressed in this course. Please see me if you are struggling!

COURSE FORMAT

This is an upper-division course in political science, and as such it will be taught in a seminar style as much as is practical. This means that student input is required for the course to be successful (and fun). As such, I expect that students will attend class each week prepared to discuss the readings; completing the readings ahead of time is essential. *My ability to teach is severely limited if you do not read.*

TEXTBOOK & OTHER READINGS

The following book is available at University Books & More and via online retailers:

Eisenstadt, Todd A. and Stephen E. MacAvoy. 2022. *Climate Change, Science, and the Politics of Shared Sacrifice*. New York: Oxford University Press.

You should bring all readings to class with you on the day they appear on the syllabus.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

- *Identify* the major actors influencing environmental politics internationally;
- *Describe and critique* different political responses to environmental problems;
- *Assess* the reasons for inaction on environmental issues;
- *Create* new ways to understand and respond to environmental issues;
- *Predict* possible futures and solutions; and
- *Formulate* strategies for negotiating between actors with different amounts of power in order to achieve mutually beneficial outcomes.

GRADING AND ASSIGNMENTS

The grading scale I use for this course is **93/90/87**. Grades are determined as follows:

Reading Reflections and Class Commentary (20%):

Throughout the semester, you'll provide brief (single paragraph) reactions on Canvas to the readings listed below. The readings are designed to inform your thinking about all of the other assignments for the course. This portion of your grade is not difficult, but it is the foundation for everything else we do, and your grade will suffer if you do not consistently give this appropriate effort. You'll note that I do not have a separate participation grade for this class. This is because experience has taught me that if a class does the work of thinking about what we read and writing about it beforehand, participation typically takes care of itself.

Assembly for the Future Simulation Projects (80%): You will receive a lengthy description of this entire project and the related assignments on the first day of class. The schedule of readings and assignments in this syllabus gives due dates for each component so you can plan accordingly. This is the grade breakdown for each research task:

Phase 1 Task: Short Paper (10%)

Phase 2 Task: Oral Presentation in Regional Blocs (15%)

Phase 3 Task: PowerPoint Presentation (15%)

Phase 4 Task: Position Paper and Negotiation (40%)

ACADEMIC DISHONESTY

A college education is intended to develop your skills, knowledge, and confidence. Graded assignments are designed to work on these items. Thus, to gain the skills, knowledge, and confidence of a college-educated person

all graded work is to be your own. When you are directed to work alone, an assignment or test must be done by you, its primary ideas are to be your own, and any outside materials should be dealt with properly (quoted when using someone's words and cited when quoting or referencing them in any other way). When your instructor directs you to work in teams, the work is to be done by the team. More information can be found here:

<https://uwosh.edu/politicalscience/wp-content/uploads/sites/14/2020/08/Academic-Honesty.pdf>

GRIEVANCES

The Department of Political Science is committed to offering you a high-quality classroom or online experience, and we take your feedback very seriously. If you have concerns about anything related to this course, assignments, or teaching method, you are encouraged to first speak with your instructor directly. If you are not comfortable speaking with the instructor, you are invited to speak with the Chair of the Department of Political Science, Dr. James Krueger. He can be reached at kruegerj@uwosh.edu. Should he be unable to resolve your concerns, he will guide you to appropriate resources within the College of Letters and Science.

STUDENTS WITH DISABILITIES

If you have or think you may have a learning difference or a disability—a mental health, medical, or physical impairment—that would limit your access to learning or demonstrating your knowledge in this course, please contact the Dean of Students Office. If you already have an accommodation, please let me know in the first week of class. Note that this class *may* be recorded for accommodation purposes.

STUDENT RIGHT TO KNOW ACT (1990)

Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:

<https://uwosh.edu/financialaid/consumer-information/>

NOTE TO POLITICAL SCIENCE MAJORS

If you are currently a Political Science major or if you think you will be one of our majors in the

future, it is important that you save your graded coursework from this class, preferably in the OneDrive associated with your University email account. Seniors in our department are required to take Political Science 401, a fall semester seminar in which students' progress through the major is surveyed and a portfolio of their work is created. If you have questions, please see me after class.

CHANGES

I reserve the right to change any portion of this syllabus at any time in the semester in order to accommodate the needs and pace of this particular group.

SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

NOTE 1: *In some sense these topic divisions are artificial; many of these themes work together, and so it is likely that we won't strictly adhere to this schedule as we move through the course. We also might move more quickly or slowly through some of these topics. Please be flexible and listen for the reading assignment for the following class session.*

NOTE 2: *On days where two readings are assigned, we will divide them up to keep the reading load manageable.*

SEPTEMBER 8 (THURSDAY)

Introduction to Course

Print your syllabus and bring it to class so we can talk about it.

READ: Eisenstadt & MacAvoy, Chapter 1; semester project(s) overview distributed in class

SEPTEMBER 13 (TUESDAY)

The Public Goods Dilemma(s)

READ Hardin, Garrett. "The Tragedy of the Commons." *Science* 162 (1968), 1243-1248 **AND** Ostrom, Elinor, *Governing the Commons*. (Excerpt) (Cambridge: Cambridge University Press, 1992).

SEPTEMBER 15 (THURSDAY)

Paying Attention

READ: Eisenstadt & MacAvoy, Chapter 2 **AND** Aldo Leopold, "The Land Ethic," from *A Sand County Almanac*

SEPTEMBER 20 (TUESDAY)

Global Environmental Governance

READ: Eisenstadt and MacAvoy, Chapter 3 **AND** peruse the UN Charter, Chapters 1-2 (everyone read both assignments, please!) (<https://www.un.org/en/about-us/un-charter>)

SEPTEMBER 22 (THURSDAY)

International Environmental Law

READ: Slagter, Tracy and John D. Van Doorn. "International Environmental Law." (Excerpt) Chapter 10 in Slagter and Van Doorn, *Fundamental Perspectives on International Law*, 7th ed. (New York: Cambridge University Press, 2023).

SEPTEMBER 27 (TUESDAY)

NO CLASS: Dr. Slagter out of town

👉 **Phase 1 Task DUE to Canvas by 11:59pm today.**

SEPTEMBER 29 (THURSDAY)

Do International Agreements Matter?

READ: Mitchell, Ronald. 2008. "Evaluating the Performance of Environmental Institutions." In Young, King, and Schroeder, eds., *Institutions and Environmental Change: Findings, Applications, and Research Frontiers*. (Cambridge, MA: MIT Press, 2008), 79-114.

OCTOBER 4 (TUESDAY)

What's in the Paris Agreement?

READ: Bodansky, Daniel. "The Paris Climate Change Agreement: A New Hope?" *American Journal of International Law* 110 (2016): 288-319.

OCTOBER 6 (THURSDAY)

Domestic Politics and Climate Change

READ: Eisenstadt and MacAvoy, Chapter 4

OCTOBER 11 (TUESDAY)

Understanding Policy Change

READ: Brunner, Stephen. "Understanding policy change: multiple streams and emissions trading in Germany." *Global Environmental Change* 18 (2008), 501-507.

OCTOBER 13 (THURSDAY)

📢 **Phase 2 task DUE today for in-class presentations and discussions in regional blocs | Attendance REQUIRED**

OCTOBER 18 (TUESDAY)

The European Green Deal and the Inflation Reduction Act: A Tale of Two Commitments

READ: Wolf, Sarah et al. "The European Green Deal—More than Climate Neutrality." *Intereconomics* 56 (2021), 99-107; **AND** (reading on the Inflation Reduction Act TBA.)

OCTOBER 20 (THURSDAY)

Developing Countries and Environmental Action

READ: Najam, Adil. 2005. "Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement." *International Environmental Agreements: Politics, Law and Economics* 5 (3): 303–321.

OCTOBER 25 (TUESDAY)

Authoritarian Countries and Environmental Action

READ: Wu, Fenshi and Ellie Martus. 2020. "Contested Environmentalism: the Politics of Waste in China and Russia." *Environmental Politics* (first view, forthcoming) **AND** Goran, Coraline and Cyril Cassisa. 2017. "Regulatory Institutions and Market-Based Climate Policy in China." *Global Environmental Politics* 17(1): 99-120.

OCTOBER 27 (THURSDAY)

Are We Ready for Renewables?

READ: Eisenstadt and MacAvoy, Chapter 5

NOVEMBER 1 (TUESDAY)

Quitting Fossil Fuels

READ: Newell, Peter and Andrew Simms. "Towards a fossil fuel non-proliferation treaty." *Climate Policy* (2019), 1-12; **AND** Tollefson, Jeff. "Can the world kick its fossil fuel addiction fast enough?" *Nature* 556 (2018) 422-425.

NOVEMBER 3 (THURSDAY)

Decarbonization?

READ: Eisenstadt and MacAvoy, Chapter 6

NOVEMBER 8 (TUESDAY)

Decarbonization is Tricky

READ: Aklin, Michael and Matt Mildenberger. "Prisoners of the Wrong Dilemma: Why Distributive Conflict, Not Collective Action, Characterizes the Politics of Climate Change." *Global Environmental Politics* 20 (2020) 4-27; **AND**

Colgan, Jeff, Jessica Green, and Thomas Hale. "Asset Revaluation and the Existential Politics of Climate Change." *International Organization* 75 (2020) 586-610.

NOVEMBER 10 (THURSDAY)

Emissions Trading Schemes and Carbon Taxes
READ: Eisenstadt and MacAvoy, Chapter 7

NOVEMBER 15 (TUESDAY)

What if we fail?
READ: Eisenstadt and MacAvoy, Chapter 8

NOVEMBER 17 (THURSDAY)

READ: Eisenstadt and MacAvoy, Chapter 9

NOVEMBER 22 (TUESDAY)

NO CLASS | 🚫 **Phase 3 Task DUE today by 11:59pm.** Dr. Slagter will be available for consultation in Sage 4626.

NOVEMBER 24 (THURSDAY)

NO CLASS | Thanksgiving Break

NOVEMBER 29 (TUESDAY)

READ: Maniates, Michael. "Beyond Magical Thinking." From Kalfagianni, et al. *Routledge Handbook of Global Sustainability Governance*. (New York: Routledge, 2019).

DECEMBER 1 (THURSDAY)

Course conclusions, course evaluations, final simulation preparations and questions

DECEMBER 6 (TUESDAY)

Assembly for the Future Simulation Opening | **Attendance REQUIRED**
🚫 **Phase 4 task DUE today by classtime.**

DECEMBER 8 (THURSDAY)

Assembly for the Future Simulation | **Attendance REQUIRED**

DECEMBER 13 (TUESDAY)

Assembly for the Future Simulation | **Attendance REQUIRED**

DECEMBER 15 (THURSDAY)

Assembly for the Future Simulation Closing and Debrief | **Attendance REQUIRED**