

ENV322H  
International Environmental Policy  
Fall 2020  
Tuesday 12PM-2PM (synchronous portion)

Instructor: Prof. Jessica Green  
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Office: Sidney Smith, 3031  
Office Hours: Wednesday 1-3  
(*please sign up on Quercus*)

Teaching Assistants:  
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### **Welcome to university in the age of COVID**

Below you will find all the standard details about the class, but before that, some important things to think about.

- 1) **Many of us are (myself included) are new at online teaching and learning.**
- 2) **This is a changing situation which will require flexibility, patience and kindness.**
- 3) **Communication will be essential to the success of the course. If you have concerns or issues, please let me know, and I will address any issues as quickly and as best I can.**

### **Course Description**

The proliferation of global institutions and international actors and the absence of central enforcement mechanisms are hallmarks of addressing environmental problems. This course examines the law, politics and policy of global environmental issues including energy, climate and biodiversity. The course aims to provide a broad overview of the key concepts, actors, debates and issues in global environmental politics. It demonstrates the complexities both of the nature of the problems as well as the solutions.

The course has five parts. First, we examine the extent of environmental degradation and different lenses for understanding its causes and solutions. Second, we examine the actors and institutions of global environmental politics, to understand how environmental problems are created, law is made, and policy is implemented. In short, we ask, “who solves global environmental problems and how?” Third, we turn to understanding the conditions under which environmental lawmaking is successful. Fourth, we look at linkages between environmental issues and economic globalization. In the final section of the course, we consider critical approaches to environmental governance.

### **Course Format and Delivery**

This course will be entirely online. It will have asynchronous and synchronous components, both are required.

### *Asynchronous*

There will be two 20 minute (approximately) podcasts per week, available via downloadable .mp3. There will be accompanying slides that you can review before or after you listen to the podcast, but you needn't watch the slides as I speak. In other words, you don't have to sit at a computer to listen to the lectures.

Some weeks, there will be an additional asynchronous lecture – either by me, or in conversation with another scholar. Other weeks, in lieu of a second asynchronous lecture, we will have a speaker join us, who will speak during the **synchronous portion of the class, which will meet on Tuesdays from 12PM-1:00PM.**

### *Synchronous*

The weeks that we do not have a speaker, the synchronous portion of the class will be devoted to discussing the readings, current events and answering questions. **The synchronous portion of the class will meet every week from 12-1:00 PM and attendance is required.** I will record these classes and make files available electronically, though they may be quite large.

### **Learning objectives**

By the end of the semester, you should:

- Be able to identify the major actors in global environmental politics and their roles;
- Understand different types of legal, market and informal policy mechanisms for addressing environmental problems;
- Be able to explain the political challenges to international cooperation on transboundary environmental problems;
- Locate and use independent evidence to explain the nature of those challenges.

### **Readings**

You are expected to complete all of the readings for every class, before the synchronous portion of the class.

Readings will be available online through the library, and on the class's Quercus website. These are denoted by "UofT-e" and "Quercus" on the syllabus, respectively. Those denoted with **Quercus Reserve** can be found by clicking the Library Course Reserves tab on the left side of the Quercus home screen.

### **Assignments**

For a full description of the assignments, see "Assignments" document in Quercus. These include rubrics for the response papers and the participation requirements.

There will be four assignments for the class.

- 1) **Weekly quiz** (35%) To be completed on Quercus **before** the synchronous portion of the class. These will be short, timed quizzes (20 minutes), which test whether you have listened to the lectures and completed the readings.
- 2) **Take home final** (30%). This will be an open-book, open-note test covering the entire semester. You will have 48 hours to complete it.

- 3) **Two speaker response papers** (25%). We will have a number of speakers over the course of the semester. In these 300-400 word response papers, you will relate the speaker's comments to at least one of the course readings (though they don't necessarily have to be the readings for that week).
- 4) **Participation** (10%). Each week, I will post 2-3 discussion questions covering the topics for that week. You will be asked to provide a brief response (1-2 paragraphs) to questions for **two different weeks**. Satisfactory responses for two weeks will earn you full participation marks. A rubric for the responses is available on the "Assignments" document.

### **Deadlines and late penalties**

All deadlines are final. For each day an assignment is late, there will be a 3% reduction in your grade. I may make exceptions under extenuating circumstances, such as illness or family emergency. However, these will require documentation, and will be made at my discretion. If there are other issues that you think may affect your ability to turn in assignments on time, I suggest you contact me *as early as possible*. I am **not** inclined to give extensions to those who ask the night before.

### **Accessibility**

Students who require special arrangements should contact the Student Accessibility Services at (416) 978 8060. Their email is [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca). Some students find that they must wait to contact and secure approval from Accessibility Services: in these cases, **you should still contact me in advance**, to let me know you might require accommodations for assignments.

### **Email and communication**

I will hold weekly electronic office hours on Wednesday from 1-3PM, and I will be very glad to meet with you at those times to discuss readings, lectures, assignments, essays, and more. **You must sign up for office hours using the course calendar on Quercus.** There will be a link in Quercus to BbCollaborate for the meeting.

I have also listed my email address in the contact information at the start of the syllabus; however, please consider several things when reaching out to me by email:

- **Please check (and double-check) that the answer to your query is not in the syllabus before you contact me with questions.**
- You are expected to write from your University of Toronto email account. If you write from another email account (Hotmail, Gmail, Yahoo, etc), I might not answer;
- I generally use email to address simple yes/no questions and to make arrangements about logistics; if you have any substantive concerns, please come to my office hours;
- I will do my best to respond to your messages, but please don't expect a rapid response. I will not be responding daily to emails about the class, and will not check my email on evenings and weekends. As such, please plan ahead if you need to reach out to me.
- If you write to request an extension or accommodation the night before an assignment is due, I am unlikely to accommodate your needs or offer assistance.
- Please treat emails as a professional form of communication; I expect proper grammar, sentences, and greetings and sign-offs in your messages, and you can expect the same from me. Please include a greeting, and please address me as Prof. Green. A sign-off is also appropriate ("sincerely," "thanks," "cheers," followed by your name).

## Legal

**Please read the policy on [academic integrity](#).** Plagiarism results in failure in the class. **Academic dishonesty is a serious offense that can result in loss of credit, suspension, and possibly expulsion from the university. *All suspected cases of academic dishonesty will be reported to the Department.***

**If you have questions about what constitutes plagiarism, please consult [this page](#) from the Writing center.** You can also make an appointment with me to discuss.

Plagiarism includes:

- copying sentences or fragments from any source without quotes and references
- not citing a source used in your papers
- citing internet information without proper citation
- presenting someone else's work as your own
- *inadvertently* copying verbatim from any source.

## Schedule of Classes

### 15 Sept: Why are international environmental problems so hard to manage?

- Stockholm Resilience Centre. N.d. [The Nine Planetary Boundaries](#).
- Ostrom, Elinor. 1992. *Governing the Commons*. Cambridge: Cambridge University Press. Chap. 1 (pp. 1-28) and Chap 2, pp. 29-45 (not the whole chapter). **UofT-e / Quercus Reserve**
- Hardin, Garrett. 1968. [The Tragedy of the Commons](#). *Science* 162: 1243–1248.
- Mildemberger, Matto. 2019. [The Tragedy of the Tragedy of the Commons](#). *Scientific American*. 23 April.
- Clapp, Jennifer and Peter Dauvergne. 2011. *Paths to a Green World*. Cambridge: MIT Press. Second Edition. Chap 1 (pp. 1-18). **UofT-e / Quercus Reserve**

**Synchronous portion:** Overview of class content and mechanics

### 22 Sept: What is international environmental law?

Questions: How does sovereignty help or hinder cooperation? What forms does IEL take? How does domestic politics influence the content of IEL?

- [Charter of the United Nations](#), Chapters 1&2. Peruse others as you wish.
- Bodansky, Daniel. 2010. *The Art and Craft of International Environmental Law*. Cambridge: Harvard University Press. Chapter 1. **UofT-e / Quercus Reserve**
- O’Neill, Kate. 2017. *The Environment and International Relations*. Chapter 4. **Quercus Reserve** [Please note that only the 2009 edition is available as an e-book through the library, as such, I will upload the chapters from the most recent edition that are assigned.].

**Synchronous portion:** Current events, questions and discussion.

### 29 Sept: Developing countries and the changing landscape of IEL.

Questions: What role do developing countries play in IEL? How has it changed over time?

- [The Rio Declaration](#) on Environment and Development
- 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. **UofT-e / Quercus reserve**
- John Helveston and Jonas Nahm. 2019. [“China’s key role in scaling low-carbon energy technologies.”](#) *Science* 366 (6467): 794-796.
- Aklin, Michaël and Johannes Urpelainen. 2018. *Renewables: The Politics of a Global Energy Transition*, pp. 199-208. **UofT-e / Quercus reserve**

**Synchronous portion:** Speaker, Prof. Nadège Compaore

### 6 Oct: International Organizations

Questions: What is the role of international organizations in making and implementing IEL?

- O’Neill, Kate. 2017. *The Environment and International Relations*. Cambridge: Cambridge University Press. Chapter 3, pp 51-63. **Quercus**
- Andonova, Liliana. 2018. *Governance Entrepreneurs*. Cambridge: Cambridge University Press. Chap 4 (pp. 108-144). **UofT-e / Quercus reserve**

- Abbott, Kenneth W., and Thomas Hale. 2014. [Orchestrating Global Solutions Networks: A Guide for Organizational Entrepreneurs](#). *Innovations: Technology, Governance, Globalization* 9 (1–2): 195–212.

**Synchronous portion:** Prof. Maria Ivanova

### 13 Oct: Civil society – Inside and outside the negotiating halls

Questions: What is civil society? What role does it play in IEL?

- Raustiala, Kal. 1997. “States, NGOs and International Environmental Institutions.” *International Studies Quarterly* 41(4): 719-740. **UofT-e / Quercus**
- Stroup, Sarah S. and Wendy H. Wong. 2017. *The Authority Trap*. Ithaca, NY: Cornell University Press. Pp. 1-13 **UofT-e / Quercus reserve**.
- Dauvergne, Peter, and Genevieve LeBaron. 2014. *Protest Inc.: The Corporatization of Activism*. Cambridge Malden, Mass: Polity. Chapter Five. **UofT-e / Quercus reserve**

**Synchronous portion:** Prof. Wendy Wong

### 20 Oct: Effectiveness of IEL: Successes and Failures

- O’Neill, Kate. 2017. *The Environment and International Relations*. Cambridge: Cambridge University Press. Chap 5. **Quercus reserve**
- Barrett, Scott. 2003. *Environment and Statecraft*. Oxford: Oxford University Press. Chapter 8, “The Montreal Protocol”. **UofT-e / Quercus reserve**
- Humphrey, David. 2013. “Deforestation”. In Robert Falkner, ed. *The Handbook of Global Climate and Environmental Policy*. London, Routledge. **UofT-e / Quercus**
- Newell, Peter, and Andrew Simms. 2019. Towards a fossil fuel non-proliferation treaty. *Climate Policy*. Taylor & Francis: 1–12. **Quercus**

**Synchronous Portion:** Prof. Peter Newell

### 27 Oct: Climate change: What are the obstacles to decarbonization?

- McKibben, Bill. 2016. [Recalculating the Math](#). *The New Republic*.
- Tollefson, Jeff. 2018. Can the world kick its fossil-fuel addiction fast enough? *Nature* 556: 422–425. Available [here](#)
- Busby, Joshua. 2018. [Warming World](#). *Foreign Affairs*. (July / August issue) **UofT-e / Quercus**
- Aklin, Michael and Matto Mildemberger. 2018. “Why Distributive Conflict, Not Collective Action, Characterizes the Politics of Climate Change.” SSRN Working paper. Available [here](#)
- Colgan, Jeff, Jessica F. Green and Thomas Hale. 2019. [The Existential Politics of Climate Change](#). *Global Policy*.

**Synchronous portion:** We’ll discuss the readings and [this TedTalk](#) by U of T Faculty member Prof. Matt Hoffman.

### 3 Nov: The Paris Agreement and the Road Ahead

Questions: How has the climate change regime changed over time? Are there indications of progress?

- C2ES, [“Outcomes of the UN Climate Change Conference in Paris”](#)

- Victor, David. 2015. "Why Paris Worked" *Environment 360*. Available [here](#)
- Hale, Thomas. 2017. "Climate Change: From Gridlock to Catalyst" in Thomas Hale and David Held et al. eds. *Beyond Gridlock*. Cambridge: Polity Press. **Quercus**.
- Overview of UNEP's Emissions Gap Report 2019. Available [here](#)
- IPCC 1.5 Report. Read headlines [here](#), Skim through Executive Summary here, paying particular attention to figures.

**Synchronous portion:** We will discuss a pre-recorded lecture by Tzeporah Berman. I will provide details on accessing the lecture in due course.

### 10 Nov: NO CLASS FALL BREAK

### 17 Nov: Trade and the Environment

Questions: How does the global trade regime help or hinder progress on global environmental problems?

- O'Neill Chapter 6, pp 139-44 and 153-164 AND Chapter 8 pp. 207-219.
- Klein, Naomi. 2014. *This Changes Everything: Capitalism vs. the climate*. Simon&Schuster. Chapter 2. **Quercus**.
- C2ES, [Cap and Trade Basics](#)
- Read these two short pieces about border tax adjustments [here](#) and [here](#)
- Tucker, Todd N. 2019. "There's a big new headache for the Green New Deal" [Washington Post](#). 28 June 2019.

**Synchronous portion:** Discussion and questions.

### 24 Nov: Private Authority

Questions: Can non-state actors solve global environmental problems? Through what mechanisms?

- O'Neill, 2017. Chapter 7. **Quercus**.
- Dauvergne, Peter, and Jane Lister. 2015. *Eco-Business: A Big-Brand Takeover of Sustainability*. Cambridge, Mass.: The MIT Press. Chap 1. **U of T-e / Quercus reserve**
- Maniates, Michael. 2019. "Beyond Magical Thinking." In *Routledge Handbook of Global Sustainability Governance*, edited by Agni Kalfagianni, et al., Routledge, 2019. **Quercus**

**Synchronous portion:** Prof. Stefan Renckens

### 1 Dec: Eco-socialism and the Green New Deal

- Aronoff, Kate et al. 2019. *A Planet to Win*. London: Verso. Chapters 1 & 4. **Quercus**.
- Huber, Matt, 2018. Five Principles of a Socialist Climate Politics. Available [here](#).
- Fong, Benjamin. 2017. The Climate Crisis? It's Capitalism, Stupid. Available [here](#).
- Democratic Socialists of America, An EcoSocialist Green New Deal. Available [here](#).

**Synchronous portion:** TBA

### 8 Dec: Other tools for change: Divestment, Pipeline protests.

- Neville, Kate. 2020. Shadows of Divestment: The Complications of Diverting Fossil Fuel Finance. *Global Environmental Politics* 20 (2): 3-11. Available [here](#).
- Read about the effects of divestment [here](#) and from 350.org founder Bill McKibben [here](#)

- Read a history of the TransMountain pipeline [here](#) and about Indigenous protests [here](#)
- Read about the risks to environmental activists [here](#).
- Optional: Read about lawyer Steven Donziger [here](#).

***Synchronous portion:*** Prof. Kate Neville