Course Description
Environmental problems are now at the forefront of political discussions. This course examines the law, politics and policy of global environmental issues including energy, climate, biodiversity, food and water. 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 proliferation of global institutions and international actors and the absence of central enforcement mechanisms are hallmarks of addressing environmental problems.

The course has five parts. First, we examine the causes of environmental degradation and examine competing views on the gravity of the problem. 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
The class will meet once a week for a 2-hour lecture.

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. Classes will primarily be a lecture format, but there will be an opportunity for questions and discussion.
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.

There is one book that you may wish to purchase: *The Environment and International Relations*, by Kate O’Neill (Cambridge University Press, 2017). Please note that we will be using the second edition. It is available for purchase at the Bookstore (and online of course), and a copy is on reserve at Robarts.

**Course Assignments, Due Dates and Grading**

The details of each assignment are detailed in the document “Assignments” available on the Quercus

1) Climate Week reflection, part 1 (15%)
2) Treaty memo (20%)
3) Climate Week reflection, part 2 (10%)
4) 2 Blog entries of approximately 300 words each (20%)
5) In-class final exam (25%)
6) Pop quizzes (5%)
7) Participation and extra credit (5%)

If you would like to have an assignment re-graded, you must first submit a memo explaining why you think a re-grade is in order. If your arguments are cogent, I will re-grade the assignment. Please note that when re-grading, your final grade may go up OR down.

**Policies and Expectations**

- In this course, you can expect that I will strive to be fair, respectful, responsive and open-minded.

- In return, I ask you to respectful of your classmates and of me, be prepared and on time for class, and meet deadlines for assignments.

- I expect that everyone will attend and participate actively in class. Active participation includes both contributing your ideas (questions, comments, analyses, insights) and listening to the contributions of others (without distraction).

- I strongly recommend that you refrain from laptop use. Here’s why: “Experimental tests of immediate retention of class material have also found that Internet browsing impairs performance. Moreover, recent research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing.” *Psychological Science*, DOI: 10.1177/0956797614524581. If I find that you are using the Internet inappropriately (i.e. Facebook, texting, shopping), I may ask you to close your laptop.

- No texting. It’s disrespectful to me and your fellow classmates. Also, when you think you’re being sneaky texting in your lap, you’re not. Consider this as 2 hours of text free existence.

- If you are too tired to stay awake in class, please go home and nap.
• You are expected to come to class, and I may make announcements in class that are not posted on Quercus. If you miss class, it is your responsibility to ensure that you find the information you have missed. I also encourage you not to ask me questions such as “did I miss anything important?” – I tend to think everything I share during class is important.

• Accessibility: Students who require special arrangements should contact the Student Accessibility Services at (416) 978 8060. Their email is 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.

Attendance
I will take attendance on an unannounced basis. You are allowed one “freebie” absence. After that, absences will negatively affect your participation grade. You may not sign in other students; this is considered an offense according to the Code of Behaviour on Academic Matters.

Quercus
All course materials that are not available on the Internet will be in the “Readings” module in Quercus. All other documentation will also be available through the Home screen on Quercus.

All assignments, unless otherwise specified, should be submitted via Quercus. I have specified that all assignments be submitted as Word documents. Thus, if you try to submit using Pages or as a .pdf, the file will not be accepted.

Please do not contact me if you are experiencing technical difficulties with Quercus. Consult the Help menus, especially the one for students. You may also contact: lme.migration@utoronto.ca

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.

Email and communication
I will hold weekly office hours on Wednesday, 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.

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

Sept 11: Overview: Why are international environmental problems so hard to manage?
Questions: Are things getting better or worse? What is the tragedy of the commons?

Sept 18: 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.

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**Sept 25: Climate Change, part 1**
Questions: What are the challenges of decarbonization? How is Climate Week trying to address them?

**Oct 2: 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

**Oct 9: International Organizations**
Questions: What is the role of international organizations in making and implementing IEL?

**Oct 16: Effectiveness of IEL: Successes and Failures**
Questions: How do we know when environmental law is “effective“? What regimes have been successful and why? Which ones have failed, and why
Oct 23: Civil society – Inside and outside the negotiating halls
Questions: What is civil society? What role does it play in IEL?


Oct 30: Climate Change Part 2: 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”
- Skim UNEP Gap Report 2018, Executive Summary, paying particular attention to the figures. Available here
- IPCC 1.5 Report. Read headlines here, Skim through Executive Summary here, paying particular attention to figures.

Nov 6: Fall Break, NO CLASS

Nov 13: Private Authority in Environmental Governance
Questions: Can non-state actors solve global environmental problems? Through what mechanisms?


Nov 20: Trade and the Environment

- O’Neill Chapter 6, pp 139-44 and 153-164 AND Chapter 8 pp. 207-219.
- C2ES, Cap and Trade Basics
Nov 27: A critical perspective: Eco-socialism and the Green New Deal
Questions: What other political-economic systems besides capitalism are possible ways to address environmental problems?

- Skim Bernie Sanders’ Green New Deal proposal here

Dec 4: In class final exam