

Political Studies 140
Fall 2019
Mon/Wed 11-12:15
Shanahan B480 (recital hall)

Prof. Paul Steinberg
Harvey Mudd College
Parsons 1280
Office hours: Tues/Wed 9-10.
Signup on [google doc](#)

GLOBAL ENVIRONMENTAL POLITICS



This course explores the political challenge of motivating 7.7 billion people to respond to global environmental problems – and to do so in a world where there is no international government to coordinate diverse and often conflicting social preferences and practices. Drawing on research in political science and related fields, we will analyze international responses to issues such as climate change, ozone depletion, deforestation, toxics, species extinction, poverty alleviation, and sustainable urban development. Students will critically engage these topics with concepts and methodologies emerging from the fast-growing literatures on international institutions, transnational activism, multi-level governance, policy theory, and management of local "commons."

Required texts:

Paul F. Steinberg, *Who Rules the Earth? How Social Rules Shape Our Planet and Our Lives*, Oxford University Press, 2017.

James H. Kunstler, *The Geography of Nowhere*, Free Press, 1994.

All other readings are available on Sakai in the Resources folder.

Course Requirements

Please download the blank excel "Attendance and Assignments Sheet" from Sakai. Fill it out each week and then, during the final week of class, upload it to drop box.

Attendance

We will use an honor system to keep track of attendance. An "excused absence" requires a medical note written by a college official or medical professional and does not include sports, grad school visits, clinic projects, and the like. Normally I appreciate the courtesy of letting me know if you will have to miss a class, but in this large course it is not necessary.

Unexcused absences:

- 0-2 No problem. Ask a classmate for notes and announcements.
- 3-4 Final course grade reduced one increment (e.g., A to A-)
- 5-6 Final course grade reduced two increments (e.g., A to B+)
- 7+ Insufficient attendance for passing the course

Social Rules Project post 10%

At any point during the semester, post one published item on the political dimensions of environmental problems at <https://www.facebook.com/groups/SocialRulesProject/> This could be an article from a research journal, a news item from a reputable news source, or some other high quality information or analysis.

Reflection papers 25%

Be sure to do the assigned readings before class. Then upload a summary of each assigned reading on Sakai drop box every Friday by 5pm. This should include at least one paragraph with the major conclusions of the piece, including one or more specific examples provided by the author, as well as a paragraph of personal reflection on its significance for the planet, its people, the course, and/or your life. At least half of the summaries should include mention of a research/news items posted by your classmates in the Social Rules Project Facebook group.

This need not be polished writing. See the "example of reading reflection" document on Sakai/resources for further details. Reflection papers will be graded based on the number submitted and whether they meet the basic criteria described above.

Transportation survey project 25%

Working in teams of two students, you will conduct ten in-person surveys with Claremont citizens to learn about their bicycle use and political behaviors. Your team will subsequently write an analysis of the aggregate class results. A signup sheet for your survey dates and locations will be available on Sakai.

Presentations 20%

The syllabus schedule notes opportunities to present to your classmates concise summaries of research on various course topics. Presentations will be evaluated based on the extent to which they

are interesting, informative, relevant, and reflect best practices in public speaking as described in the public speaking handout on Sakai.

Midterm Reflection Video 20 %

Create a 50-70 second video in which you reflect on an idea from one of the readings or lectures and how it relates to the world and/or your life. You could apply a course concept to something very specific in your surroundings, offer a critique or expansion of a reading, share how an idea might apply to your personal or professional decisions, write a poem – feel free to get creative with these videos. The audience is your classmates.

This can be simple video footage of you talking (please talk to us rather than read from a page!), or you could share video footage of something else accompanied by your voice, or insert photos and text into your narrative using simple editing software like iMovie. Your video can be straightforward or entertaining, lighthearted or intense – but be sure that you are engaging the substance of a course idea in some depth. A fun video that doesn't have much content would miss the mark. It should be something you could not have produced if you hadn't taken the course, yet it should offer us something that we have not yet encountered in the course – such as personal reflections that go beyond the conclusions of a reading, or the application of a course concept to a new example. Include in the video one question that can serve as a basis for discussion for the class.

Although you can edit as much as you want, I encourage you to spend no more than an hour editing your video, or to even just use the first take with no edits. Don't worry about a small verbal stumble or a shaky camera unless these truly affect our ability to understand the content. Focus on substance rather than fancy visual effects.

Upload your video to the google drive link in Sakai/Resources by the due date noted in the course schedule. Also type your discussion question in the google doc found there.

These will be combined into one video that everyone will view before the subsequent class session. In class, you will self-select into groups discussing the questions raised by your classmates.

Accommodations

I am committed to making this course accessible to everyone. If you need accommodations based on a disability, including mental health or other chronic or temporary medical conditions, please contact the disabilities resources person from your home campus. Also feel free to ask me any questions – I'm happy to help.

Course Schedule

WHAT IS GLOBAL ENVIRONMENTAL POLITICS?

Wed Sept 4 Introduction and Course Overview

Who Rules the Earth?, chapters 1 and 3.

Mon Sept 9 Planetary Problems: Global Overviews

Student presentations on climate change, freshwater resources, toxics, deforestation, biodiversity, fisheries, and stratospheric ozone.

Readings:

Peter M. Vitousek, Harold A. Mooney, Jane Lubchenco and Jerry M. Melillo (1997) Human Domination of Earth's Ecosystems, *Science* 277(5325):494–499.

John Bongaarts (2016) Slow Down Population Growth, *Nature* 530 (7591): 409–12.

Additional readings for student presenters are on Sakai under Resources/problem overviews

Wed Sept 11 Worldwide Responses

Readings:

Who Rules the Earth?, chapters 6 and 7.

Mon Sept 16 The Role of Political Analysis

Readings:

Come prepared to compare the methods and epistemology of the following two articles:

Laurent Lebreton et al. (2017) River Plastic Emissions to the World's Oceans, *Nature Communications* 8:1–9.

Detlef Sprinz and Tapani Vaahtoranta (1994) The Interest-Based Explanation of International Environmental Policy, *International Organization* 48(1):77–105.

Optional:

Gary Goertz and James Mahoney (2013) Methodological Rorschach Tests: Contrasting Interpretations in Qualitative and Quantitative Research, *Comparative Political Studies*

46(2):236–51; Paul F. Steinberg (2015) Can We Generalize from Case Studies? *Global Environmental Politics* 15 (3):152–75; Paul Wapner, "Ecological Thinking: Studying Global Environmental Politics with a Wild Mind and a Mindful Heart" in Michael Maniates, ed., *Encountering Global Environmental Politics*, Rowman and Littlefield, 2003.

WHY SHOULD WE CARE?

Wed Sept 18 Environmental Values

Come prepared to discuss the readings.

Readings:

John Muir, *A Near View of the High Sierra*, 1894.

Peter Singer (1974), All Animals Are Equal, *Philosophical Exchange* 1:103–116.

Mari Skare (1994) Whaling, *Environment* 36(7):12 (15pp.).

Student Panel Presents:

Jerrold A. Long (2017) The Origins of a Rebellion: Religion, Land, and a Western Environmental Ethic – *unpublished draft*, 1–23.

Mark Sagoff (1984) Animal Liberation and Environmental Ethics: Bad Marriage, Quick Divorce, *Osgoode Hall Law Journal* 22: 297–307. Sections I, II, and III only.

Alexander Gillespie (2003) Legitimizing a Whale Ethic, *Environmental Ethics* 25(4): 395-410.

William Cronon (1996) The Trouble with Wilderness; or, Getting Back to the Wrong Nature, *Environmental History* 1(1):7–28.

Ramachandra Guha (1989) Radical American Environmentalism and Wilderness Preservation: A Third World Critique, *Environmental Ethics* 11:71–83.

Mon Sept 23 Perspectives from Developing Countries

Come to class with one question for each of the three assigned readings that can serve as a basis for group discussion.

Readings:

Paul F. Steinberg, Environmental Privilege Revisited, chapter 2 in *Environmental Leadership in*

Developing Countries, MIT Press, 2001.

Isabelle Anguelovski and Joan Martínez Alier (2014) The ‘Environmentalism of the Poor’ Revisited: Territory and Place in Disconnected Glocal Struggles, *Ecological Economics* 102: 167–76.

Kathryn Hochstetler and Cristina Yumie Aoki Inoue (2019) South-South Relations and Global Environmental Governance: Brazilian International Development Cooperation, *Revista Brasileira de Política Internacional* 62 (2):1–22.

Optional: Vandana Shiva (2000) North-South Conflicts in Intellectual Property Rights, *Peace Review* 12(4):501–508; Michael Specter, Seeds of Doubt: An Activist’s Controversial Crusade Against Genetically Modified Crops, *The New Yorker*, August 25, 2014; Simone Pulver (2007) Importing Environmentalism: Explaining Petroleos Mexicanos' Cooperative Climate Policy, *Studies in Comparative International Development* 42 (3-4): 233–55; The World Commission on Environment and Development ("The Brundtland Commission"), *Our Future*, Oxford University Press, 1987, pp. 43–60.

Wed Sept 25 Economic Value

Come prepared to discuss the Erlich-Simon debate from the Tierney article.

Readings:

Who Rules the Earth?, chapter 5

J. Tierney, Betting the Planet, *New York Times Magazine*, December 2, 1990.

Optional: Marion Fourcade (2011) Cents and Sensibility: Economic Valuation and the Nature of “Nature,” *American Journal of Sociology* 116(6): 1721-77; Kenneth Arrow *et al.* (1996) Is There a Role for Benefit-Cost Analysis in Environmental, Health and Safety Regulation? *Science* 272 (5259): 221-222; David W. Pearce, What Is Economic Valuation?, pp. 13–53 in *Economic Values and the Natural World*, MIT Press, 1993.

HOW CAN INTERNATIONAL COOPERATION BE ACHIEVED IN AN ANARCHIC WORLD SYSTEM?

Mon Sept 30 Institutions

Who Rules the Earth?, chapters 2 and 9.

Four teams of four students present institutional landscape PowerPoint slides modeled after those in the See Your World link at rulechangers.org

Wed Oct 2 Multi-Level Governance

Readings:

[See also 'Putnam - reading guide' for help navigating this famous article.] Robert D. Putnam (1988) Diplomacy and Domestic Politics: The Logic of Two-Level Games, *International Organization* 42(3):427–460.

Barry Rabe (2011) Contested Federalism and American Climate Policy, *Publius: The Journal of Federalism* 41(3): 494–521.

Optional: Judith Gollata and Jens Newig (2017) Policy Implementation through Multi-level Governance: Analysing Practical Implementation of EU Air Quality Directives in Germany, *Journal of European Public Policy* 24(9): 1–20; Áslaug Ásgeirsdóttir (2007) Oceans of Trouble: Domestic Influence on International Fisheries Cooperation in the North Atlantic and the Barents Sea, *Global Environmental Politics* 7(1):120-144.

Mon Oct 7 International Environmental Regimes

Readings:

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

Read one or more treaties from Ronald Mitchell's International Environmental Agreements database at <https://iea.uoregon.edu>. (Scroll down to the "agreements lists" and choose one with a full text option.)

Optional: Anju Sharma (2017) Precaution and Post-caution in the Paris Agreement: Adaptation, Loss and Damage and Finance, *Climate Policy* 17(1):33–47; Daniel Bodansky (2016) The Legal Character of the Paris Agreement, *Review of European, Comparative & International Environmental Law* 25(2): 142–50.

Wed Oct 9 Negotiating Environmental Treaties

Seven-person groups negotiate in class and likely continue outside of class. Submit results sheet in Sakai drop box by Sunday at 10pm.

Readings:

Read the general instructions and the instructions specific to your role, from Danya Rumore, Anjali Lohani, and Mubarik Imam, *Finn River Basin: Negotiating Boundary-Crossing Water-Management Agreements*, Harvard Law School Program on Negotiation, 2016.

Mon Oct 14 The Impact of Environmental RegimesReadings:

Daniel Bodansky, How and Why Do States Implement Their Commitments?, chapter 10 in *The Art and Craft of International Law*, Harvard University Press, 2010.

Optional: Beth Simmons (2010) Treaty Compliance and Violation, *Annual Review of Political Science* 13: 273–96.

Wed Oct 16 Transnational Environmental ActorsReadings:

Lisa Jordan and Peter Van Tuijl (2000) Political Responsibility in Transnational NGO Advocacy, *World Development* 28(12): 2051–65.

Optional: Cheng-Tong Lir Wang and Ralph Ittonen Hosoki (2016) From Global to Local: Transnational Linkages, Global Influences, and Taiwan's Environmental NGOs, *Sociological Perspectives* 59(3): 561–81.

Mon Oct 21 *No class* – Fall break

Wed Oct 23 Guest lecture – Dr. Wil Burns, Co-Director & Professor of Research,
Institute for Carbon Removal Law & Policy, American University

Upload your midterm video reflection on Google drive by 5pm on Friday.

Mon Oct 28 Discussion of midterm video reflections

View all of your classmates' videos in advance of class

NATIONAL RESPONSES**Wed Oct 30 Environmental Politics in Industrialized Democracies**

In addition to the common reading below, come prepared to discuss one article of your choice regarding any industrialized democracy by searching Google Scholar using the strategy described in the 'National Responses - research guide' on Sakai.

Readings:

R. Daniel Kelemen and David Vogel (2010) Trading Places: The Role of the United States and the European Union in International Environmental Politics, *Comparative Political Studies* 43:427–56.

Mon Nov 4 Policy Change in Developing Countries

Readings:

Elizabeth Economy (2014) Environmental Governance in China: State Control to Crisis Management, *Daedalus* 143(2):184–97.

Paul F. Steinberg (2003) Understanding Policy Change in Developing Countries: The Spheres of Influence Framework, *Global Environmental Politics* 3 (1):11–32.

LOCAL ENVIRONMENTS

Wed Nov 6 The Politics of Urban Reform

Readings:

Who Rules the Earth?, chapter 8.

Mon Nov 11 Cities and Social Change

In-class film “Bicycle Revolution”

Readings:

United Nations, Department of Economic and Social Affairs, Population Division, *World Urbanization Prospects: The 2018 Revision*, Highlights, 2018.

Who Rules the Earth?, chapter 10

Optional: Graeme Lang and Ying Xu (2013) Anti-incinerator Campaigns and the Evolution of Protest Politics in China, *Environmental Politics* 22 (5):832–848.

**Wed Nov 13 Guest lecture – Dr. Joshua Schank, Chief Innovation Officer,
Los Angeles County Metro**

Readings:

The Geography of Nowhere, chapters 7 and 12.

Mon Nov 18 Urban Sustainability in Practice

Student panel on urban innovation – Part I: US case studies

Wed Nov 20

Student panel on urban innovation – Part II: international case studies

Mon Nov 25

Deadline for submitting completed transportation surveys

Wed Nov 27 *No class - Thanksgiving*

Mon Dec 2 Managing the Commons

In-class film “Crafting Institutions,” featuring Elinor Ostrom

Readings:

Who Rules the Earth?, chapter 4

Wed Dec 4 Action-oriented Research

In class, groups of four students (combining two teams) analyze the class survey results and submit a 2-3 page summary analysis of the aggregate results by 5pm on Friday.

Mon Dec 9

A five-person team reads the summaries over the preceding weekend and presents selected results to the class, followed by discussion.

Wed Dec 11 Wrap-up and Future Trends

Optional reading: *Who Rules the Earth?*, Chapter 11.

Harvey Mudd College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone.

Please be aware that many HMC employees, including all faculty members, are considered Responsible Employees who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) the EmPOWER Center (909.607.2689), the Monsour Counseling Center (909.621.8202), and the McAlister Chaplains (909.621.8685). Additional information about your options is also available at <https://www.hmc.edu/tix>.