



COURSE INSTRUCTIONS, PROCEDURES AND MATERIALS:

The types of presentations required of students are described in the following section of this syllabus and in the instructions for particular presentation assignments distributed during the semester. Undergraduate students will receive formal evaluations from the instructor on all oral presentations.

ASSIGNMENTS AND EVALUATION*

Presentations and seminar participation: 30% for PS 455o; 20% for PS/NORS 655

This is **not** a lecture-based course. Students must come to every session prepared to make comments and answer questions on assigned readings. That means that you must do all readings for each Unit in advance of the class meetings for which they are assigned. There are no exceptions to this standard. You will do all of the required reading and participate with comments and questions regardless of whether or not you are the designated discussion leader.

For every course Unit, students will be provided with Discussion Questions. Every week, unless otherwise announced, pairs of students or groups of students will be assigned specific questions, and will make presentations and lead discussions on their assigned questions. Presentations will be evaluated on how well they engage the assigned readings, thoroughness, organization and clarity of expression.

All students should refer to the information provided below, and to the documents "Discussion Questions" and "Presentations" in the Assignments folder posted on ERes for a complete explanation of these requirements.

Short papers: 2 @ 15% for PS 455o; 3 @ 10% for PS/NORS 655

Students will write short papers (3-5 pages). Topics will vary, and may include a critical, thematic review of selected readings; analysis of current events using concepts and theories from course readings; analysis and recommendations for policies or political action on a particular environmental issue or problem. There will be four such assignments. NORS 655 students must do three; PS 455O students must do two. If you do an extra short paper the lowest grade received will be dropped.

Research paper and presentation: 35 + 5% for PS 455o; 45 + 5% for PS/NORS 655

A research paper of approximately 35 pages for PS 455o and 25 pages for PS/NORS 655 is required. Paper topics may be derived from any topic covered in the course. All paper topics must be approved by the instructor. Papers on unapproved topics will not be accepted. Complete instructions and requirements will be posted on ERes.

During the last two weeks and the scheduled final exam period, all students will make presentations of approximately 20 minutes on their research papers. Detailed instructions for the papers and presentations will be posted no later than the 8th week of the semester. But you are encouraged to discuss any ideas you might have for a research paper as early in the semester as you like.

* This course will use the UAF +/- grading system. Possible grades for this course are A+ (4.0), A (4.0), A-(3.7), B+(3.3), B(3.0), B-(2.7), C+(2.3), C(2.0), C-(1.7), D+(1.3), D(1.0), D-(0.7), and F(0).

COURSE READINGS

Required texts (available for purchase at the UAF bookstore):

Jennifer Clapp and Dauvergne, Peter. 2005. *Who's a Green World: The Political Economy of the Global Environment*. Cambridge MA and London: The MIT Press.

Robert Falkner. 2009. *Business Power and Conflict in International Environmental Politics*. Hampshire, UK: Palgrave Macmillan.

Additional required readings:

In addition to assigned chapters from the required texts, each course Unit includes several other required readings posted on the Reserve Library Electronic Reserve System (ERes). Some of those readings have already been uploaded; others will be announced in class. Instructions for accessing ERes are provided at the end of this syllabus.

Graduate and undergraduate reading assignments:

Graduate students (PS/NORS 655) will do all the readings assigned for each Unit. Readings marked with an asterisk are optional for undergraduates (PS 455o).

COURSE OUTLINE AND SCHEDULE

(Note: The following outline includes all the topics to be covered this semester. We will do our best to keep to the schedule. If adjustments are necessary they will be announced in class. Do all of the readings for each unit before the class meeting in which that unit is read. Some topics will require additional readings not yet posted on ERes. TBA indicates additional required readings will be posted.

1/26

Introduction: What is global political economy? What are global environmental issues? How do the two affect each other?

Read: Syllabus

Mikhail Gorbachev. 2001. *The World: Nature Will Not Wait*. *World Watch* vol. 14, no. 2: 4-5.

2/2

Unit #1: The Transition from International to Global Political Economy

1A. Changing Structures, Institutions and Ideas: Westphalia, Bretton Woods and beyond.

Read: Clapp and Dauvergne, chapters 1 and 2

Thomas Oatley. 2010. Chapter 16 **Globalization: Consequences and Controversies.** *International Political Economy In and Institutions in the Global Economy*, 4th edition. New York: Longman, pp. 356-380.

*Litfin, Karen. "The Greening of Sovereignty: An Introduction," in *The Greening of Sovereignty in World Politics*, edited by K. Litfin. Cambridge MA and London: The MIT Press, 1998, pp. 1-26.

*Mol, Arthur P. 2002. Ecological Modernization and the Global Economy. *Global Environmental Politics* 2: 92-115.

1B. From Governments to Governance

Read: Clapp and Dauvergne, chapter 3

Agrawal, Arun and Maria Carmen Lemos. 2007. A Greener Revolution? Environmental Governance in the 21st Century. *Environment* Vol. 49, No. 5: 36-45.

Soroos, Marvin S. 2005. "Global Institutions and the Environment: an Evolutionary Perspective," in *Global Environmental Institutions, Law and Policy*, 2nd edition, edited by Regina S. Axelrod and David L. Downie, Norman Vig. Washington, DC: CQ Press, pp. 21-42.

Ostrom, Elinor. The challenge of common pool resources. *Environment* 50:4: 8-21.

*Agrawal, Arun. 2003. Sustainable governance of common pool resources: context, methods and politics. *Annual Review of Anthropology* 32: 243-262.

2/9 and 16

Unit #2: Wealth, Poverty and Global Environmental Politics

2A. Are wealth and development good for the environment?

Read: Clapp and Dauvergne, chapter 4.

Brown, Lester. 2003. "Planet Under Stress," in *Plan B: Rescuing a Planet under Stress and a Civilization in Trouble*

2B. Sustainable development in theory and practice

Read: Matthew, Richard A. and Anne Hammill. 2009. Sustainable Development and Climate Change. *International Affairs* 85:6: 1117-1128.

Bryner, Gary C. Bryner. 1999. "Agenda 21 Myth or Reality?" in the Global Environment: Institutions,

Guimaraes, Roberto P. 2004. Waiting for Godot: sustainable development, international trade and governance environmental policies. *Contemporary*

edited by David L. Levy and Peter J. Newell. Cambridge MA and London: The MIT Press, pp. 21-46.

*Newell, Peter J. 2008. CSR and the Limits of Capital. *Development and Change* 39 (6): 1063-1078.

4B. Portfolio Investment: making green by being green?

Read: Clapp and Dauvergne, chapter 7

Glickman, Marshall and Marjorie Kelly. 2004. Working Capital. *Environmental Magazine* (March/April): 26-36.

Matisoff, Daniel C. 2010. Making Cap and-Trade Work: lessons from the European Union Experience. *Environment* 52:1 (January/February): 10-19.

TBA

3/23

Unit #5: Products and Processes: Can technical innovation save the environment?

TBA

3/30 and 4/6

Unit #6: Global Economy and Environmental Problems: Causes or Solutions?

Read: Falkner, chapters 3, 4, 5 and 6

4/13

Unit #7: States, Markets, Governance and the Environment: Are you optimistic or pessimistic?

Read: Clapp and Dauvergne, chapter 8.

Paehlke, Robert C. 2004. "Chapter 1: The Challenge of Global Economic Integration. In *Democracy's Dilemma: Environment, Social Equity and the Global Economy*. Cambridge and London: The MIT Press, pp. 1-37.

Lester Brown. "Plan B: Rising to the Challenge," in *Plan B*, pp. 199-222.

Bjorn Lomborg. "Part I: The Litany," in *The Skeptical Environmentalist*, pp. 43-87.

*Marian A.L. Miller. "Tragedy for the Commons: the Enclosure and Commodification of Knowledge," in *Stavis and Assetto*, pp. 111-134.

4/20, 27, 5/4 and 5/11, 8-10PM

Student presentations of research

ERes Coursepage

This class uses the Rasmuson Library Electronic Reserve System (ERes) for

DISCUSSION QUESTIONS: REQUIREMENTS AND GUIDELINES

Discussion Questions provide the basis for the presentation and analysis of materials for all Course Units. For all Discussion Questions we will follow a standard set of procedures. The number of times you will lead a discussion will depend on the number of students in the class; but expect to be a leader for at least three times during the semester.

1. If you are assigned a Discussion Question, you become the Discussion Leader for that question.
2. Being a Discussion Leader:
 - a. Presentation: Leaders will kick off the discussion by making a 10-15 minute presentation in which they answer assigned question as thoroughly as they can. A good answer must engage and specifically mention all relevant assigned readings and will also make reference to mini-lectures and other relevant sources.
 - b. Follow-up question: You will end your presentation with a follow-up question for the class. The follow-up question can be factual (i.e., looking for information that would help answer the discussion question thoroughly), conceptual (i.e., inquiring into the meaning or validity of relevant concept or theory), or normative (i.e., inviting expressions of opinion and values on the topic in question).
3. Participation in a discussion:
 - a. Everyone must come to class prepared to contribute to the discussions that follow each Discussion Leader's presentation. To be adequately prepared you will have to do all of the assigned readings and consider how you would have answered the Discussion Questions if they had been assigned to you.
4. Evaluating oral presentations:
 - a. Students registered for PS4550 will receive formal evaluations of their oral presentations.
 - b. Each PS4550 student will receive written comments and meet with the instructor after her/his first presentation. Subsequent evaluations and meetings will take place as needed to help the student improve his/her presentations.
 - c. Oral presentations of research papers constitute 5% of the course grade. Students will be evaluated based on the criteria in the paper assignment and on how p