

INTS 4972—Managing the Global Commons
The Global Environment

Spring 2006

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Tuesday 6:00-9:00 PM
Office hours: T: 1:30-3:30
and by appt.

Global environmental problems pose seemingly intractable problems for international relations and policy. In this seminar we will probe some of the practical and theoretical difficulties associated trying to protect the global commons.

How can sovereign nation-states agree to cooperate on environmental problems and how can such cooperation include businesses and civil society? No international institution can legitimately coerce nations into such cooperation. Therefore, international institutions must get them to agree to cooperate, must find ways to bring businesses and civil society into those agreements, and then find ways to monitor and enforce the agreements. This task is harder than it might seem, and we will explore both theories and cases that illuminate it.

To make matters even more difficult, international cooperation is not enough to solve these environmental problems. Governments and international institutions must decide what the goal of their cooperation is to be. This question is not simply a matter of finding compromises over conflicting interests. In some cases participants may not know how to solve the problems they confront. At stake in many (though not all) environmental issues is the very nature of modern technological society. What sorts of societies can industrial countries have and what sorts of societies can less developed countries aspire to without irreparably harming the planetary ecosystem? The professional literature and popular discourse are loaded with rhetoric about those questions, but in fact we know very little about them. This debate often proceeds under the banner of sustainability or sustainable development. We don't know what a humane and rational sustainable society would look like and we know very little about how to alter some of the large systems that make up our society. Our goal in this class is to understand and begin to think through some of these problems.

A note on scope. It is simply impossible to cover all the interesting and important topics in global environmental protection, even in a cursory way, in a ten-week quarter. Therefore, many cases and theoretical debates have been left off the syllabus. You will have the opportunity to pursue such issues in class discussions and your term paper. So do not be concerned if you do not see your favorite topic on the syllabus.

READINGS

The following books are available at the bookstore.

Komor, Paul. *Renewable Energy Policy*. New York: iUniverse Inc., 2004.

Litfin, Karen. *Ozone Discourses: Science and Politics in Global Environmental Cooperation*. New York: Columbia University Press, 1995.

Weart, Spencer R. *The Discovery of Global Warming*. Cambridge, MA: Harvard University Press, 2003.

Other readings are available through Peak, e-reserve, and from other sources.

COURSE REQUIREMENTS

This course will be run as a seminar. Students should come to class prepared to discuss the assignments. Both the work for the classes and for the paper will be designed to help you engage with complex issues and research important topics. Because the up-to-date material on these topics changes so frequently, I will often ask one or two students to come to class with updates on particular topics. I will help you find the relevant materials.

Term Papers. The main written requirement for this course will be a term paper on the topic of your choice within the broad area of international environmental problems. You need to choose your topic by the third class. To facilitate the writing of the papers, I am imposing the following deadlines.

April 4 One-paragraph description of your paper topic and an outline.

April 18 First draft of an annotated bibliography.

May 2 Revised outline.

NB: I will not grade any of these preliminary items. Instead, they will enable me to give you more detailed feedback on your paper as it progresses.

June 2 (Friday of the last week of classes). Final paper.

You must provide me with a hard copy of all these assignments. It is too difficult to read long papers on a monitor, and I do not wish to become a printing service. Also, I have had some bad experiences getting infected files from students. Therefore, I will only accept hard copies.

The final paper must conform to all the conventions of a graduate seminar paper. Those are spelled out in Turabian, the format guide for GSIS. Papers should be double-spaced, on one side of a sheet of paper, with standard 1 or 1 ¼ inch margins. Please do not use a script or other fancy font, as they are difficult to read, and use a 12 point font size. Footnotes, endnotes, or bibliographic references can be single-spaced, as per Turabian.

Grading. Grades evaluate the overall quality of the papers and the extent to which they show how much you have learned in this course, as well as the quality of your research and analysis. I will use the following criteria for grading.

	EXEMPLARY	COMPETENT	INADEQUATE
Course Content	Papers or presentations identify and develop the main ideas or themes from the course with sufficient depth and completeness.	Papers or presentations identify and develop main themes or ideas in a vague way, or not as deeply as they might be.	Papers or presentations identify and develop the main themes or ideas poorly or not at all.
Research	Thorough exploration and use of diverse sources, incl. primary sources, scholarly articles and books, govt. documents, and other media. Sources build on each other, open new avenues of thought, and establish argument with originality. Meticulous attention to factual accuracy.	Secondary sources only. Unimaginative but adequate exploration and use of materials. Some minor factual inaccuracies. Not attuned to problems of uncertainty or reliability.	Too little evidence of any kind to address questions with originality. Heavy reliance on a single source or fragmentary use of secondary sources. Repeated or major factual errors.
Analysis	Uses evidence to argue a point. Asks interesting questions of the evidence. Applies concepts or theories from course to empirical materials in a sophisticated manner. Seeks explanation.	Narrative with some consideration of context and other explanatory factors. Crude or simple application of course ideas.	Disjointed narrative that lacks contextualization and other explanatory factors. No use of course ideas.
Organization	Paper presents unified, apt, and coherent organization. The order and structure of the paper, paragraphs, and sentences are compelling and move the reader along. Transitions are purposeful and clear.	Writing's order and structure does little to advance the paper's goals. Paragraphs, sentences, and/or transitions are sometimes effective but sometimes not.	Lacks clear structure and order. Paragraphs and sentences may be convoluted and difficult to understand, or they may be too choppy. Transitions are abrupt and unclear.
Conventions	Paper uses correct and appropriate grammar, spelling, punctuation, capitalization, and vocabulary. The tone is consistent and appropriate. Citations are thorough, accurate and in correct format.	Grammar, spelling, punctuation, capitalization, and vocabulary usage contain some flaws that do not impede readability. The tone is inconsistent and/or inappropriate. Citations are accurate but formats are erratic.	Grammar, spelling, punctuation, and vocabulary usage contain major flaws that impede readability. Citations are missing, and/or they appear in erratic formats.

Class Schedule

March 28	Introduction and information resources
April 4	Problems of international environmental governance
April 11	The UN environmental system as catalytic agencies
April 18	Science and NGOs as catalytic forces
April 25	Death of environmentalism—thoughts on the future of the environmental movement—guest speakers
May 2	Ideas and discourse: stratospheric ozone depletion
May 9	Climate change—historical background
May 16	Contemporary controversies: treaties and institutions.
May 23	The energy system, including efficiency
May 30	Renewable energy. It don't come easy (with apologies to Richard Starkey).

April 4—Problems of Int'l env'l governance

Haas, Peter M. "Addressing the Global Governance Deficit," *Global Environmental Politics* 4 (4) (November 2004): 1-15. Available through Peak.

Ostrom, Elinor, "Reflections on the Commons," chap 1 in *Governing the Commons: The Evolution of Institutions for Collective Action* (New York: Cambridge University Press, 1990), pp. 1-28. On e-reserve.

John Vogler, "Taking Institutions Seriously: How Regime Analysis can be Relevant to Multilevel Environmental Governance," *Global Environmental Politics* 3 (2) (May 2003): 25-39. Available through Peak.

World Resources Institute, *World Resources 2002-2004: Decisions for the Earth: Balance, Voice, and Power*, a collaborative project of UNDP, UNEP, The World Bank, and the World Resources Institute (Washington, DC: WRI, 2003), ch. 1. Available at www.wri.org/wr2002.

Optional Reading. If you are looking for more theoretical analysis or cases of international environmental regimes, see:

The cases in the rest of Ostrom's book.

Ostrom, Elinor, Joanna Burger, Christopher B. Field, Richard B. Norgaard, and David Policansky. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284 (1999): 278-282.

Krasner, Stephen B. "Structural Causes and Regime Consequences: Regimes as Intervening Variables." *International Organization* 36 (Spring 1982): 185-205. Reprinted in Krasner, ed. *International Regimes*. Avail on JSTOR.

Peter M. Haas, Robert O. Keohane, and Marc A. Levy, *Institutions for the Earth: Sources of International Environmental Protection* (Cambridge, MA: The MIT Press, 1994).

Oran R. Young, ed., *Global Governance: Drawing Insights from the Environmental Experience* (Cambridge, MA: The MIT Press, 1997).

April 11—UN environmental system as catalytic agencies

Lynton K. Caldwell, *International Environmental Policy*, 2e (Durham, NC: Duke University Press, 1990), ch. 2. On e-reserve.

Caldwell's book contains a great deal of background on the UN environmental system.

World Resources Institute, *World Resources 2002-2004*, Chap. 2.

United Nations Environmental Programme, www.unep.org. Read the sections about mission and structure of the agency.

Optional readings. There are many other sources for background on this system. If you need them (they are not required reading), you can refer to:

World Resources 2002-2004, ch. 7.

Hurrell, Andrew and Kingsbury, Benedict, eds. *The International Politics of the Environment*. (Oxford: Clarendon Press, 1992).

Norman J. Vig and Regina Axelrod, eds. *The Global Environment: Institutions, Law, and Policy*, (Washington, DC: The CQ Press, 1999).

Ken Conca and Geoffrey D. Dabelko, eds. *Green Planet Blues*, 2e. (Boulder, CO: Westview Press, 1998).

This is a wonderful collection of (mostly abridged) articles and chapters written about global environmental issues from the 1960s through the 1990s. The editors also have good introductory essays in each section of the book. These writings can give you a sense of the kinds of arguments various partisans made at particular points in recent history.

April 18—Science and NGOs as catalytic forces

Haas, Peter M. "Introduction: Epistemic Communities and International Policy Coordination." *International Organization* 46 (Winter 1992): 1-35. JSTOR.

Daniel Sarewitz, Roger A. Pielke, Jr., and Radford Byerly, Jr., eds. *Prediction: Science, Decision Making, and the Future of Nature*, (Washington, DC: Island Press, 2000). chapter 1 by Sarewitz and Pielke. E-reserve.

Clark A. Miller and Paul N. Edwards, "Introduction: The Globalization of Climate Science and Climate Politics," ch. 1 in idem, eds., *Changing the Atmosphere: Expert Knowledge and Environmental Governance* (Cambridge, MA: The MIT Press, 2001), pp. 1-30. E-reserve.

Mori, Satoko, "Institutionalization of NGO Involvement in Policy Functions for Global Environmental Governance," in *Emerging Forces in Environmental Governance*, Norichika Kanie and Peter M. Haas, eds. (Tokyo: United Nations University Press, 2004), pp. 157-175. E-reserve.

April 25—Death of Environmentalism

Michael Shellenberger and Ted Nordhaus, "The Death of Environmentalism: Global Warming Politics in a Post-Environmental World," 2004. Available at http://www.thebreakthrough.org/images/Death_of_Environmentalism.pdf

May 2—Ozone depletion: collective action via ideas and discourse

Karen Litfin, *Ozone Discourses: Science and Politics in Global Environmental Cooperation* (New York: Columbia University Press, 1994). Read chapters 1, 3, and 4. If you want a deeper treatment of some of the theoretical issues, read chapters 2 and 5.

For more recent up-dates on the Montreal Protocol, see the official Web site of the Ozone Secretariat, www.unep.org/ozone/index-en.shtml or the United Nations Development Program's Montreal Protocol Unit, www.undp.org/seed/eap/montreal.

May 9—Climate change: historical background

Weart, Spencer R. *The Discovery of Global Warming*. Cambridge, MA: Harvard University Press, 2003, Preface plus chaps 1-7. Note that Weart has created a web site to go with the book that has more material than the book contains. It is a very good historical resource.

May 16—Contemporary controversies: treaties and institutions

Weart, chap. 8 plus Reflections

Molitor, Michael R. "The United Nations Climate Change Agreement." in *The Global Environment: Institutions, Law, and Policy*. Washington, DC: CQ Press, 1999. Pp. 210-235.

Victor, David. *The Collapse of the Kyoto Protocol and the Struggle to Slow Global Warming*. Princeton, NJ: Princeton University Press, 2004. Chapter 1 "Crisis and Opportunity." Pp. 3-24.

For background on the Kyoto Protocol, read materials from the official Web site: www.unfccc.de, including information on the latest COP.

For excellent independent coverage of the COPs, see the materials at the web site of the International Institute for Sustainable Development, IISD, www.iisd.ca, especially their newsletter, the *Earth Negotiations Bulletin*.

For a sympathetic critique of Kyoto, read Frank N. Laird, "Just Say No to Greenhouse Gas Emissions Targets," *Issues in Science and Technology* 17 (2) (Winter 2000-01): 45-52. Avail through Peak.

Optional reading:

Lahsen, Myanna. "Technocracy, Democracy, and U.S. Climate Politics: The Need for Demarcation." *Science, Technology, and Human Values* 30, no. 1 (Winter 2005): 137-169.

National Academy of Science, 2001, *Climate Change Science: An Analysis of Some Key Questions*. http://www.nap.edu/catalog/10139.html?onpi_webextra6.

National Academy of Sciences. *Policy Implications of Greenhouse Warming*. Washington, DC: National Academy Press, 1991. Chaps. 1-3.

Houghton, John. *Global Warming: The Complete Briefing*. 2nd ed. Cambridge: Cambridge University Press, 1997. Chaps. 1-3.

May 23—The energy system

Thomas P. Hughes, “Technological Momentum,” in Albert H. Teich, *Technology and the Future* 8e (Boston/New York: Bedford/St. Martins, 2000), 26-35.

David E. Nye, *Consuming Power: A Social History of American Energies* (Cambridge, MA: The MIT Press, 1998), chapters 7 and 8.

For current US policy on these matters is, see: *U.S. Climate Change Technology Program Strategic Plan*, Draft for Public Comment, September 2005, chapters 1 and 2. Available at <http://www.climatechange.gov/stratplan/draft/index.htm>.

See also the Supplemental Documents submitted by Daniel Kammen, available at <http://www.climatechange.gov/stratplan/comments/supplemental-docs.htm>.

Optional reading:

You can gather data on the global energy system from the Energy Information Administration, www.eia.doe.gov, the World Resources Institute www.wri.org, and the Organization for Economic Cooperation and Development www.oecd.org. We will discuss this material in class.

For a book, extraordinary in its scope, see:

Vaclav Smil, *Energy at the Crossroads: Global Perspectives and Uncertainties* (Cambridge, MA: The MIT Press, 2003).

May 30—Renewable energy

Komor, Paul. *Renewable Energy Policy*. New York: iUniverse Inc., 2004.

You will be able to skim parts of it. We will discuss this in class.