

YALE-NUS PROGRAMME IN ENVIRONMENTAL STUDIES

YID3205: Global Environmental Governance
2016-2017, Semester One (August – November 2016)
Monday and Thursday, 10:30 – 11:45 a.m., CR20

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Consultation hours: Tuesdays 9:00 – 11 a.m., Thursdays 3:00 – 5:00 p.m., and by appointment

Go to <http://tinyurl.com/maniateshours> to schedule a time

It's my nature.

-- Spider to the Fox

...only by linking community ecological values with democratic design of policies and markets can the goals of environmental governance be realized in a sustainable fashion.

-- Monty Hempel

Most of all, wild mind means a commitment to freeing our own intellect and exploring where our thoughts take us rather than worrying about replicating the ideas of others.

-- Paul Wapner

Reason, under pressure, produces prudence when boldness is called for.

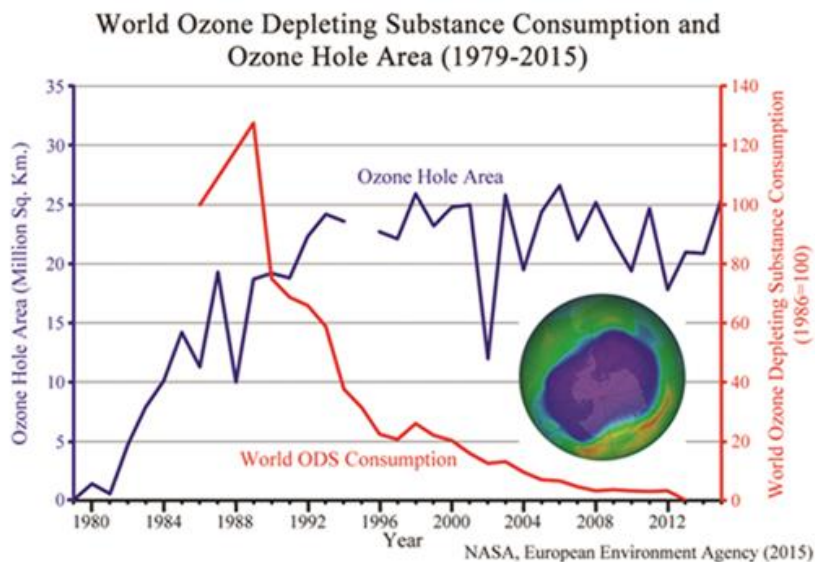
-- Winston Churchill



So, what's this seminar all about? Consider, for starters, the following excerpt from a standard text in the field:

The environment is rapidly emerging from the diplomatic backwater to become a frontline contender as *the* issue that will symbolize the post-cold war world order. As a symbol, it has everything--shocking headlines, security and economic dimensions, moral and technological components, IGOs, NGOs, and complex interdependency in the extremis. But moving beyond symbolism will be difficult, for the international system is not set up to deal with problems that spill over traditional national and ideological boundaries, and the central problems plaguing the global environment are challenging to accepted structures and norms. (Porter, Brown, and Chasek, *Global Environmental Politics* 4th edition, pp. 197)

IGOs? NGOs? Complex interdependency? The international system? Accepted structures and norms? These may be strange or uncomfortably unfamiliar terms for most of you. No worries: Much of this seminar will be about acquainting you with these sorts of concepts and demonstrating why we might care deeply about them. (Remember that old saying: Give a student a term and you



confuse him for a day; show her the complexity of the term and its usefulness to making sense of the world, and you enable her to confuse others for a lifetime.)

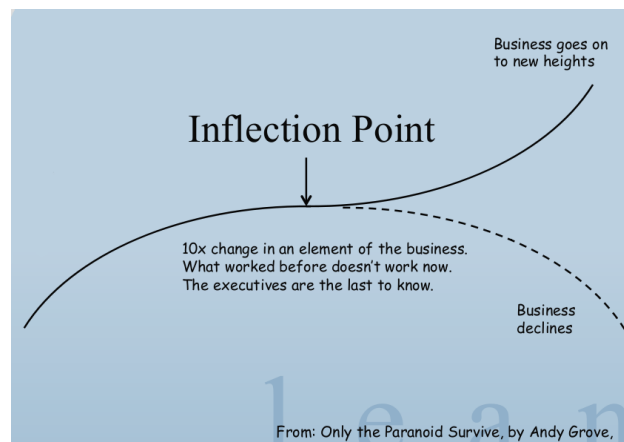
It's important and useful, in ways I hope to demonstrate to you this semester, to be able to speak the conceptual language of global politics. But we've bigger fish to fry. We'll use these concepts to explore how and why global environmental change spawns political struggle (and, perhaps, new forms of governance) at the local, state, regional, national, and international level. We'll work hard at figuring out how this

struggle typically unfolds (are there patterns? general rules?) and what it tends to produce. And we'll learn a fair amount about the nuts and bolts of specific global environmental controversies – not so much because the controversies themselves are important and interesting (though they are), but rather for what they tell us more generally about the *patterned dynamics* of global environmental politics.

But wait (as they say in those info-mercials)...there's still more. In addition to our work on (i) the conceptual language of global politics, (ii) the patterns and processes of global environmental politics and policymaking, and (iii) some illustrative details of critical global environmental ills, we'll also be thinking critically about (iv) competing ways in which scholars try to understand the field and (v) where, in the words of Ken Conca, whose essay "The Changing Shape of Global Environmental Politics" we read the first day of class, we might look for (and exploit) "inflection points."

To sum up, then, our seminar rests on five assumptions, each of which we'll explore quickly at the beginning of the semester:

1. The direction and pace of human activity in the biosphere promises to generate rapid and far-reaching change in local, regional, and global environmental conditions.
2. In a world already characterized by great inequity, global environmental change promises to benefit some, disadvantage others, and greatly imperil many others. The costs and benefits of global environmental change will not be distributed equally, in other words. They pose a perceived threat to many.
3. These perceived threats are animating new *struggles for influence and power* (one definition of "politics") while energizing old ones.
4. The outcomes of these struggles will shape, in profound ways, material and political life in the 21st century.
5. These struggles can be *systematically understood* (the aim of all science), and this understanding, leavened by other capacities, can facilitate informed, empowered intervention, both individual and collective, around a key set of inflection points that often escape our gaze.



If at semester's end you're able to do the following with style and confidence, I'll consider our seminar a smashing success:

1. Speak the conceptual language of scholars who analyze global politics, and explain to friends and relatives why being able to speak this language is useful and important



2. Summarize concisely and completely the broad outlines and important features of several global environmental threats to human well-being, including but not limited to climate change, ozone depletion, biodiversity loss, and the rising global pace of consumption.
3. Outline how and why, in the face of deep global inequities and the tightly held sovereignty of nation-states, global environmental policies unfold, are implemented, prove (in) effective, and (de)evolve.
4. Reflect more generally, as an undergraduate scholar of politics and environment, how it is that the scholarly community seeks to make sense of the sometimes chaotic field of global environmental governance.
5. Become adept at uncovering and analyzing inflection points in the global community.

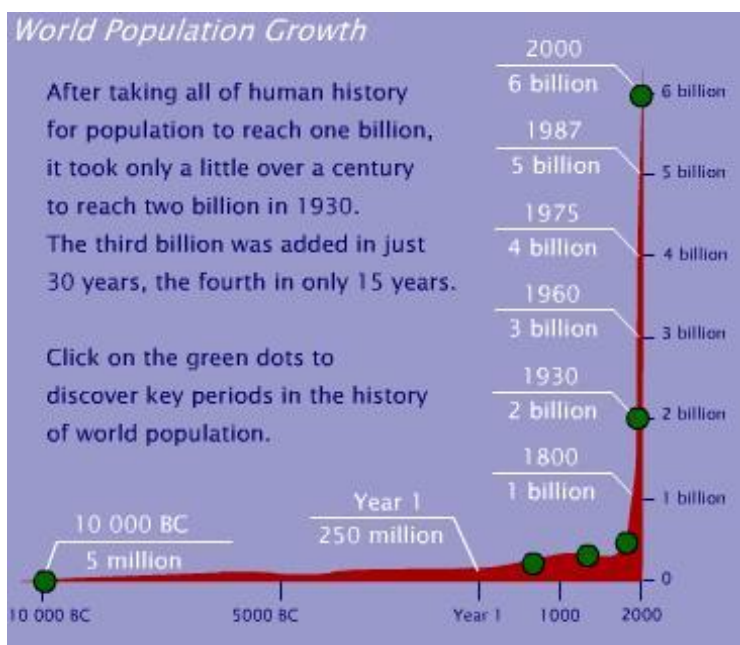
Now to the details...

~~ There are four books for the course; they'll be supplemented by many readings to be made available to you via a course Wordpress site. Selections from two of the books (*Environmental Governance* and *New Earth Politics*) will be made available to you via Wordpress. You were to obtain two other books (*Green Planet Blues* and *Global Environmental Politics*). All books are on reserve in the Yale-NUS library.

1. Chasek, Downie, and Brown. *Global Environmental Politics* (7th edition). Westview Press, 2017
2. Conca & Dabelko. *Green Planet Blues* (5th edition). Westview Press, 2015.
3. Hempel. *Environmental Governance: The Global Challenge*. Island Press, 1996
4. Nicholson and Jinnah. *New Earth Politics*, MIT Press, 2016



Expect an average reading load of ~ 100 pages per week; the reading will be heavier early in the semester, and lighter at the end of the term.



~~ Your grade for the seminar flows from the following elements:

1. Three take-home essays of some 2,500 words each (20% each, 60% total).
2. A final research paper of 7 – 11 pages, single-spaced with double-space between paragraphs and sub-headings, 1” margins and Times Roman 12 font (works cited is extra; draw on at least eight scholarly sources beyond material covered in class.) (25%)
3. In-class and on-line participation (15%).

~~ The seminar is structured around

Hempel’s book *Environmental Governance*. His book is the “spine” of the course; we’ll use our other course materials to complement and expand Hempel’s analysis. A *rough* timeline for the course looks like this:

1. Between Two Centuries
2. Earth Summit or Abyss?
3. Causes of Environmental Destruction

Take Home Exam One: Posted on Canvas on Monday, 29 August and due Tuesday, 6 September, 11:59 p.m. via Canvas

4. Global Warming: The Changing Climate in Science and Politics
5. The Environmental Policy-Making Process
6. Political Ecology
7. Political Economy

Take Home Exam Two: Posted on Canvas on Monday, 3 October and due Tuesday, 11 October, 11:59 p.m. via Canvas

8. An Ethical Framework for Global Action
9. Cornucopians, Catastrophists, and Optimizers

Take Home Exam Three: Posted on Canvas on Monday, 31 October and due Tuesday, 8 November, 11:59 p.m. via Canvas

Final Research Paper and Abstract: Due Monday, 28 November via Canvas at 11:59 p.m.

Extensions may be obtained in exchange for a 10% grade deduction per 24 hours.

This would be an unfortunate moment for you to run afoul of our shared understandings of academic integrity. Please see the Yale-NUS “avoiding plagiarism” website at <http://library.yale-nus.edu.sg/plagiarism/> PLEASE review the Cornell University Plagiarism Tutorial on this page. You should also review <https://studentlife.yale-nus.edu.sg/policies/academic-integrity/>

Instances of lapses in academic integrity are easily found, including [this recent embarrassment](#) at the Republican National Convention in the United States. But other, more subtle mistakes, often associated with sloppy paraphrasing, are equally common. Be especially diligent in your notetaking practice (consider using Zotero or another citation management to help you) and work closely with the library staff and your capstone advisor if you have doubts about your ability to write in your own voice. Also consider reading, thoroughly, “*They Say/I Say: The Moves that Matter in Academic Writing*,” which is a favorite of many environmental-studies professors at Yale-NUS.

It is difficult to overstate in this document the difficulties that we will all experience if you should violate, either intentionally or inadvertently, our norms of academic integrity. Make every effort to err on the side of full citation of the work of others, and organizing your note-taking and draft-writing work to insure that you are composing prose that revolves around your own voice rather than the voices of others.

Finally, a note on participation:

A An **A** grade for class participation is awarded when students regularly *initiate* discussion. This means coming to class thoroughly familiar with the assigned reading and, therefore, prepared to raise questions, to open discussion, to identify topics of interest in the reading, and to engage other students in the discussion. (Obviously, this does not mean monopolizing a discussion, or shutting others out, or talking for its own sake rather than to make a point about the topic under discussion.)

B A **B** grade for class participation is awarded to students who participate regularly and productively in class discussion, who are prepared, and who are willing to engage. **B** discussants differ from **A** students in that the latter are self-starters who do not rely on the instructor’s questions to set the agenda for discussion.

C A **C** grade for class participation is awarded to those who participate on a regular basis, though less frequently than the **B** student. **C** discussants will be prepared for class, but their contributions will indicate that less thought has been given to assigned materials.

D A **D** grade for class participation is given to those who contribute only infrequently to the discussion and whose contributions do not appear to arise from thoughtful consideration of the assignments.

F An **F** grade results from non-participation in class discussion. Of course, participation is impossible if the putative participant is not in class. Frequent absences mandate **F** grades.

