

Global Environmental Politics

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University of Pittsburgh – Bradford
Spring 2015

PS 1385 Global Environmental Politics

Class Times: Mondays and Wednesdays, 4:30-5:45 pm
Class Location: Swarts Hall 209
Office Hours: Mondays and Wednesdays, 8:30-10:45 am, by appointment
(Students can meet with me in person or via telephone. Please e-mail me to set up an appointment.)
Office Location: Swarts Hall 217B
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Course Website: <https://courseweb.pitt.edu/webapps/login/>

Course Description:

Welcome to Global Environmental Politics! This course focuses on global environmental politics and comparative environmental policy. We will be focusing on policy-making in both industrialized and developing economies: the Global North and Global South. The impact of the international system, international governmental organizations, summits, and international treaties on global environmental politics will be examined. Domestically, the effects of interest groups, political parties, and governmental structures on environmental policy-making will be explored. Additionally, the course will examine environmental movements and evaluate policy-making changes in light of these movements.

While many readings will be focused thematically and have applicability to environmental policy-making in many different regions, we will also take time to focus on texts that detail research in particular countries and the considerable cross-national variation that they represent. We will review current empirical research in the field. As a result, students should gain a lot of familiarity with both the important themes in the literature on global environmental politics and comparative environmental policy as well as their application in different regions.

We will be discussing many debates about environmental policy-making globally as well as domestically. Many different causal factors influencing environmental policy outcomes will be explored, including, for example, evidence concerning the role of international and domestic political institutions, the economic system, civil society, and political culture. We will look at different historic waves of global environmental politics and consider recent developments in comparative environmental policy. We will also evaluate efforts to promote sustainable development in both the Global North and Global South.

Intensive reading is required for the course, and students must also actively participate in the course discussions. In addition to the readings from the course textbooks, which should be read by the date they are assigned, the instructor will post articles on Blackboard which students are expected to read and come to class prepared to discuss. Students are expected to apply their own ideas, examples, and critical thinking in response to the readings via their weekly reaction papers. It is also expected that students follow international news coverage on an ongoing basis.

Presentations and writing for the course are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence.

Course Objectives:

1. Students will learn about the theories and underlying assumptions driving research about global environmental politics and comparative environmental policy. Students will read, synthesize, and analyze research examples through in-class discussions. Iteration will help improve these skills.
2. Students will collect and analyze media coverage of ongoing political processes and key political events in different countries as well as in environmental movements. Students will gain experience using original evidence to evaluate the theories and previous research findings reviewed in the academic literature.
3. Students will gain experience presenting their ideas and analysis verbally and in writing. The course will culminate in a comparative research paper that showcases students' ability to synthesize the academic literature, critically analyze the arguments and evidence that are presented, and examine how it applies to recent political events.

Required Textbooks:

Axelrod, Regina S., and Stacy D. Vandever, eds. 2014. *The Global Environment; Institutions, Law, and Policy*. Los Angeles: Congressional Quarterly. ISBN-13: 9781452241456.

Grading Distribution: (out of 100 possible points for the course)

- Participation and Engagement in Class Discussions (20 points)
- Exams 1 and 2 (28 points)
- 4 Reaction Papers about Article Readings and In-Class Discussion of Readings (20 points)
- Group Presentation and Leading Class Session Concerning Case Studies (8 points)
- International Climate Change Paper (16 points)
- Participation in International Climate Change Negotiations (8 points)

Participation and Engagement in Class Discussions (20 points)

You are expected to attend the course punctually, participating actively during class as well as on the course website. You are expected to participate in all the class sessions, including the presentations scheduled during the class as well as the international climate change negotiation during the last week of class. Intensive reading is required for the course, and students are expected to come to class having completed the day's scheduled reading assignment, having reviewed relevant news coverage, and prepared to discuss the content of the readings.

If you are exceptionally late and disrupt the class with your late arrival, the instructor may ask you to leave the classroom. Students who miss three or more class sessions without documentation that the instructor has approved may receive a failing grade in the course. Regarding the course website, please use the discussion board as a forum to help discuss the readings, news, and links posted by your peers and to further in-class discussion.

Students are expected to actively engage in the course discussions, applying their own ideas, examples, and critical thinking in response to the readings. Many political vantage points

are represented amongst your peers. I expect you to consider both sides, to be respectful of others' opinions, trying to step into their shoes and understand their perspective, and to take turns as devil's advocate, arguing an unpopular position.

Exams (28 points)

There are 2 exams, each worth up to 14 points. These exams cover all the material read and presented in the lectures during the portion of the course prior to the date of the exam. The exams will also cover material that students are reading as they prepare their semester-long International Climate Change Negotiation project and the related research paper. Exams will often involve a combination of multiple choice questions, short answer questions, and an essay. The exam format will be discussed in class, several sessions in advance of the actual exam session. The instructor will provide students with a review sheet which contains study questions. Please note: if students are not participating in class or keeping up with the readings, the instructor may announce a quiz for the next class, which will count as part of the exam score.

4 Reaction Papers about Article Readings and In-Class Discussion of Readings (20 points)

There are a wide range of article readings that students can choose from in order to prepare their reaction papers. There are 8 possible dates students can submit reaction papers, and it is recommended that students alternate the dates that they submit reaction papers. In total, each student must submit 4 reaction papers and be prepared to discuss their paper in class on the date that it is due. It is your decision which article or articles you respond to in the reaction paper, and you can relate the articles to the textbook reading, if relevant. The reaction paper should be about 1.5 to 2 pages single-spaced. Please cite all sources you use, including articles and the textbook, and include reference entries for the sources. The reaction paper should be posted in the discussion board prior to the start of class.

Group Presentation and Leading Class Session Concerning Case Studies (8 points)

At the end of the semester, we will discuss a number of case studies in chapters 10-15 of the textbook. Students will sign up to join groups who will be in charge of presenting the chapter reading and leading the class session concerning these readings. As discussion leaders, students will present key points from the readings and prepare questions and discussion topics related to the readings. Additionally, there may be relevant events in news coverage to discuss, as well as interesting examples that can be accompanied by audiovisual aids.

International Climate Change Paper (16 points)

During the last two class sessions prior to the exam session, we will have an international climate change simulation (the United Nations Climate Change Conference in Paris scheduled for 2015 – also known as COP21), trying to develop an international agreement to reduce greenhouse gas emissions. Each student will be assigned a different country to represent in the negotiations. In advance of the climate change talks, students will individually prepare an international climate change research paper of 7-8 pages (single-spaced). In this paper, students will analyze the research literature as well as popular media coverage concerning their country's standpoint regarding climate change, position in previous negotiations regarding climate change, as well as the country's current and past policies to help reduce greenhouse gas emissions as well as other environmental and economic policies. To determine their country's standpoint on the

issue area, students should search for outside resources such as research articles as well as news articles and material available on member state's diplomatic websites (click on the name of your country on <http://www.un.org/en/members/index.shtml>). Please cite all outside sources used in the paper. At the end of the paper, students should prepare a one page statement of their country's current position regarding the climate change negotiations. Students are encouraged to write this last section of the paper as if they are a diplomat representing their country.

Participation in International Climate Change Negotiations (8 points)

During the last two class sessions, students will participate in a simulation of international climate change negotiations. Typically, one or two students will represent each country. The purpose of the simulation is to help students develop a better understanding of the different perspectives of the industrialized states vis-à-vis developing states regarding climate change. The students will work to draft an international agreement with the objective of passing the resolution. (Note: the professor will explain the rules of procedure which will be adopted for the debate and the voting procedure which will be used.) Students will debate how to respond to climate change, negotiate with one another, and develop, edit, and vote on specific draft resolutions to address climate change. There will be a debriefing at the end of the simulation, to analyze the process and outcomes of the negotiations, the standpoints of the different countries, and the differential impact of various states. Students are expected to attend and actively participate in the debate.

Tentative Course Schedule:

Date	Topic, Class Activity, and Assignment Due Dates	Reading
Monday, January 05, 2015	Introduction	Syllabus
Wednesday, January 07, 2015	Introduction: Governing the Global Environment	Chapter 1
Monday, January 12, 2015	Architects, Agitators, and Entrepreneurs: International and Nongovernmental Organizations in Global Environmental Politics	Chapter 2
Wednesday, January 14, 2015	Architects, Agitators, and Entrepreneurs: International and Nongovernmental Organizations in Global Environmental Politics; Discuss Reaction Papers concerning Article Readings	Chapter 2
Monday, January 19, 2015	No Class: Dr. Martin Luther King birthday observance	
Wednesday, January 21, 2015	International Law and the Protection of the Global Environment	Chapter 3
Monday, January 26, 2015	International Law and the Protection of the Global Environment; Discuss Reaction Papers concerning Article Readings	Chapter 3
Wednesday, January 28, 2015	International Environmental Regimes and the Success of Global Ozone Policy	Chapter 4
Monday, February 02, 2015	International Environmental Regimes and the Success of Global Ozone Policy; Discuss Reaction Papers concerning Article Readings	Chapter 4
Wednesday, February 04, 2015	Compliance with Global Environmental Policy: Climate Change and Ozone Layer Cases	Chapter 5
Monday, February 09, 2015	Compliance with Global Environmental Policy: Climate Change and Ozone Layer Cases; Discuss Reaction Papers concerning Article Readings	Chapter 5
Wednesday, February 11, 2015	Domestic Sources of U.S. Unilateralism	Chapter 6
Monday, February 16, 2015	Domestic Sources of U.S. Unilateralism; Discuss Reaction Papers concerning Article Readings	Chapter 6
Wednesday, February 18, 2015	Environmental Policy Making and Global Leadership in the European Union	Chapter 7
Monday, February 23, 2015	Environmental Policy Making and Global Leadership in the European Union; Discuss Reaction Papers concerning Article Readings	Chapter 7
Wednesday, February 25, 2015	Energy and Environment in China: National and Global Challenges	Chapter 8
Monday, March 02, 2015	Energy and Environment in China: National and Global Challenges; Discuss Reaction Papers concerning Article Readings	Chapter 8
Wednesday, March 04, 2015	Exam 1	
Monday, March 09, 2015	No Class: Spring Recess	
Wednesday, March 11, 2015	No Class Spring Recess	
Monday, March 16, 2015	The View from the South: Developing Countries in Global Environmental Politics	Chapter 9
Wednesday, March 18, 2015	The View from the South: Developing Countries in Global Environmental Politics; Discuss Reaction Papers concerning Article Readings	Chapter 9
Monday, March 23, 2015	Student Led Discussion: International Climate Change Policy: Complex Multilevel Governance	Chapter 10
Wednesday, March 25, 2015	Student Led Discussion: Global Politics and Policy on Hazardous Chemicals	Chapter 11

Monday, March 30, 2015	Student Led Discussion: Global Biodiversity Governance: Genetic Resources, Species, and Ecosystems	Chapter 12
Wednesday, April 01, 2015	Student Led Discussion: Democracy and the Global Nuclear Renaissance: From the Czech Republic to Fukushima; International Climate Change Paper due	Chapter 13
Monday, April 06, 2015	Student Led Discussion: Free Trade and Environmental Protection	Chapter 14
Wednesday, April 08, 2015	Student Led Discussion: Consumption, Commodity Chains, and Global and Local Environments	Chapter 15
Monday, April 13, 2015	International Climate Change Negotiation Day 1	
Wednesday, April 15, 2015	International Climate Change Negotiation Day 2	
Wednesday, April 22, 2015	3-5 pm: Exam 2	

Article Readings for January 14:

- Dudek, Carolyn. 2013. "Transmitting Environmentalism? The Unintended Global Consequences of European Union Environmental Policies." *Global Environmental Politics* 13(2): 109-27. http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.2.dudek.pdf
- Kelemen, R. Daniel, and David Vogel. 2010. "Trading Places: The Role of the United States and the European Union in International Environmental Politics." *Comparative Political Studies* 43(4): 427-56. <http://cps.sagepub.com.pitt.idm.oclc.org/content/43/4/427.full.pdf+html>
- Skjaerseth, Jon Birger, Guri Bang, and Miranda A. Schreurs. 2013. "Explaining Growing Climate Policy Differences Between the European Union and the United States." *Global Environmental Politics* 13(4): 61-80. http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.4.skjaerseth.pdf

Article Readings for January 26:

- Dimitrov, Radoslav S. 2010. "Inside UN Climate Change Negotiations: The Copenhagen Conference." *The Review of Policy Research* 27(6): 795-821.
http://go.galegroup.com.pitt.idm.oclc.org/ps/i.do?id=GALE%7CA241781484&v=2.1&u=upitt_main&it=r&p=AONE&sw=w&asid=09d815518a8c0a80291bd8e68c0b3d04
- Epstein, Charlotte. 2006. "The Making of Global Environmental Norms: Endangered Species Protection." *Global Environmental Politics* 6(2): 32-54.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v006/6.2epstein.pdf
- Karlsson, Christer, Charles Parker, Mattias Hjerpe, and Björn-Ola Linnér. 2011. "Looking for Leaders: Perceptions of Climate Change Leadership among Climate Change Negotiation Participants." *Global Environmental Politics* 11(1): 89-107.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v011/11.1.karlsson.pdf
- Roberts, J. Timmons, Bradley C. Parks, and Alexis A. Vasquez. 2004. "Who Ratifies Environmental Treaties and Why? Institutionalism, Structuralism and Participation by 192 Nations in 22 Treaties." *Global Environmental Politics* 4(3): 22-64.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v004/4.3roberts.pdf
- Vezirgiannidou, Sevasti-Eleni. 2009. "The Climate Change Regime Post-Kyoto: Why Compliance is Important and How to Achieve it." *Global Environmental Politics* 9(4): 41-63.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v009/9.4.vezirgiannidou.pdf
- Williams, Marc. 2005. "The Third World and Global Environmental Negotiations: Interests, Institutions, and Ideas." *Global Environmental Politics* 5(3): 48-69.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v005/5.3williams.pdf

Article Readings for February 2:

- Andonova, Liliana B. 2014. "Boomerangs to Partnerships? Explaining State Participation in Transnational Partnerships for Sustainability." *Comparative Political Studies* 47: 481-515. <http://cps.sagepub.com.pitt.idm.oclc.org/content/47/3/481.full.pdf+html>
- Hadden, Jennifer. 2014. "Explaining Variation in Transnational Climate Change Activism: The Role of Inter-Movement Spillover." *Global Environmental Politics* 14(2): 7-25. http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v014/14.2.hadden.pdf
- Hochstetler, Kathryn, and Manjana Milkoreit. 2014. "Emerging Powers in the Climate Negotiations: Shifting Identity Conceptions." *Political Research Quarterly* 67(1): 224-35. <http://prq.sagepub.com.pitt.idm.oclc.org/content/67/1/224.full.pdf+html>
- Karlsson-Vinkhuyzen, Sylvia I., and Jeffrey McGee. 2013. "Legitimacy in an Era of Fragmentation: The Case of Global Climate Governance." *Global Environmental Politics* 13(3): 56-78. http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.3.karlsson-vinkhuyzen.pdf
- Maria Ivanova, Maria. 2013. "The Contested Legacy of Rio + 20." *Global Environmental Politics* 13(4): 1-11. http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.4.ivanova.pdf
- Urpelainen, Johannes. 2013. "Promoting International Environmental Cooperation Through Unilateral Action: When Can Trade Sanctions Help?" *Global Environmental Politics* 13(2): 26-45. http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.2.urpelainen.pdf
- Wahlstrom, Mattias, Magnus Wennerhag, and Christopher Rootes. 2013. "Framing 'The Climate Issue': Patterns of Participation and Prognostic Frames among Climate Summit Protesters." *Global Environmental Politics* 13(4): 101-22. http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.4.wahlstrom.pdf

Article Readings for February 9:

- Axelrod, Mark. 2011. "Climate Change and Global Fisheries Management: Linking Issues to Protect Ecosystems or to Save Political Interests?" *Global Environmental Politics* 11(3): 64-84.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v011/11.3.axelrod.pdf
- Lee, Taedong, and Chris Koski. 2014. "Mitigating Global Warming in Global Cities: Comparing Participation and Climate Change Policies of C40 Cities." *Journal of Comparative Policy Analysis: Research and Practice* 16(5): 475-92. <http://www-tandfonline-com.pitt.idm.oclc.org/doi/pdf/10.1080/13876988.2014.910938>
- McGregor Ian M. 2011. "Disenfranchisement of Countries and Civil Society at COP-15 in Copenhagen." *Global Environmental Politics* 11(1): 1-7.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v011/11.1.mcgregor.pdf
- Paterson, Matthew, Matthew Hoffman, Michele Betsill, and Steven Bernstein. 2014. "The Micro Foundations of Policy Diffusion Toward Complex Global Governance: An Analysis of the Transnational Carbon Emission Trading Network." *Comparative Political Studies* 47: 420-449. <http://cps.sagepub.com.pitt.idm.oclc.org/content/47/3/420.full.pdf+html>
- Portney, Kent E., and Jeffrey Berry. 2014. "Civil Society and Sustainable Cities." *Comparative Political Studies* 47(3): 395-419.
<http://cps.sagepub.com.pitt.idm.oclc.org/content/47/3/395.full.pdf+html>
- Tjernshaugen, Andreas. 2012. "Technological Power as a Strategic Dilemma: CO2 Capture and Storage in the International Oil and Gas Industry." *Global Environmental Politics* 12(1): 8-29.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=bth&AN=70457548&site=ehost-live>

Article Readings for February 16:

- Bomberg, Elizabeth, and Betsy Super. 2009. "The 2008 US Presidential Election: Obama and the Environment." *Environmental Politics* 18(3): 424-30. <http://www-tandfonline-com.pitt.idm.oclc.org/doi/pdf/10.1080/09644010902823782>
- Chupp, B. Andrew. 2011. "Environmental Constituent Interest, Green Electricity Policies, and Legislative Voting." *Journal of Environmental Economics and Management* 62(2): 254-66. <http://www.sciencedirect.com.pitt.idm.oclc.org/science/article/pii/S0095069611000623>
- Downie, Christian. 2013. "Three Ways to Understand State Actors in International Negotiations: Climate Change in the Clinton Years (1993-2000)." *Global Environmental Politics* 13(4): 22-40. http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.4.downie.pdf
- Duffy, Robert. 2011. "Déjà Vu All Over Again; Climate Change and the Prospects for a Nuclear Power Renaissance." *Environmental Politics* 20(5): 668-86. <http://www-tandfonline-com.pitt.idm.oclc.org/doi/pdf/10.1080/09644016.2011.608533>
- Lisowski, Michael. 2002. "Playing the Two-level Game: US President Bush's Decision to Repudiate the Kyoto Protocol." *Environmental Politics* 11(4): 101-19. <http://www-tandfonline-com.pitt.idm.oclc.org/doi/pdf/10.1080/714000641>
- Lutsey, Nicholas, and Daniel Sperling. 2008. "America's Bottom-Up Climate Change Mitigation Policy." *Energy Policy* 673-85. <http://www.sciencedirect.com.pitt.idm.oclc.org/science/article/pii/S0301421507004405>
- Schneider-Mayerson. 2013. "From Politics to Prophecy: Environmental Quiescence and the 'Peak-Oil' Movement." *Environmental Politics* 22(5): 866-82. <http://www-tandfonline-com.pitt.idm.oclc.org/doi/pdf/10.1080/09644016.2013.818303>

Article Readings for February 23:

- Bøgelund, Pia. 2007. "Making Green Discourses Matter in Policy-making: Learning from Discursive Power Struggles Within the Policy Area of Car Taxation." *Ecological Economics* 63(1): 78-92. <http://www.sciencedirect.com.pitt.idm.oclc.org/science/article/pii/S0921800906005222>
- Eißel, Dieter, and Chin Peng Chu. 2013. "The Future of Sustainable Transport System for Europe." *AI & Society* 29(3): 387-402. <http://link.springer.com.pitt.idm.oclc.org/article/10.1007%2Fs00146-013-0461-3>
- Dolezal, Martin. 2010. "Exploring the Stabilization of a Political Force: The Social and Attitudinal Basis of Green Parties in the Age of Globalization." *West European Politics* 33(3): 534-52. <http://www-tandfonline-com.pitt.idm.oclc.org/doi/pdf/10.1080/01402381003654569>
- Fritsche, Uwe R., et al. 2014. "Extending the EU Renewable Energy Directive Sustainability Criteria to Solid Bioenergy from Forests." *Natural Resources Forum* 38(20): 129-40. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/1477-8947.12042/pdf>
- Hysing, Erik. 2014. "A Green Star Fading? A Critical Assessment of Swedish Environmental Policy Change." *Environmental Policy and Governance* 24(4): 262-72. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1002/eet.1645/pdf>
- Scholl, Gerd, et al. 2010. "Policies to Promote Sustainable Consumption: Innovative Approaches in Europe." *Natural Resources Forum* 34: 39-50. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/j.1477-8947.2010.01294.x/pdf>
- Smith, Adrian, and Florian Kern. 2009. "The Transitions Storyline in Dutch Environmental Policy." *Environmental Politics* 18(1): 78-98. <http://www-tandfonline-com.pitt.idm.oclc.org/doi/pdf/10.1080/09644010802624835>

Article Readings for March 2:

- Cao, Xun, Helen V. Milner, Aseem Prakash, and Hugh Ward. 2014. "Research Frontiers in Comparative and International Environmental Politics: An Introduction." *Comparative Political Studies* 47(3): 291-308.
<http://cps.sagepub.com.pitt.idm.oclc.org/content/47/3/291.full.pdf+html>
- Gupta, Aarti, and Robert Falkner. 2006. "The Influence of the Cartagena Protocol on Biosafety: Comparing Mexico, China and South Africa." *Global Environmental Politics* 6(4): 23-55.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v006/6.4gupta.pdf
- Harrison, Tom, and Genia Kostka. 2014. "Balancing Priorities, Aligning Interests: Developing Mitigation Capacity in China and India." *Comparative Political Studies* 47: 450-80.
<http://cps.sagepub.com.pitt.idm.oclc.org/content/47/3/450.full.pdf+html>
- Miller, Andrew R., and Neves Dolšak. 2007. "Issue Linkages in International Environmental Policy: The International Whaling Commission and Japanese Development Aid." *Global Environmental Politics* 7(1): 69-96.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v007/7.1miller.pdf
- Never, Babette. 2012. "Who Drives Change? Comparing the Evolution of Domestic Climate Governance in India and South Africa." *Environmental Studies* 21(3): 362-87. doi: 10.1177/1070496512449821.
<http://jed.sagepub.com.pitt.idm.oclc.org/content/21/3/362.full.pdf+html>
- Susarla, Shiva, and Elmar Friedrich. 2013. "The Solar Power Policies and Markets of Asia and Europe." *Asia Europe Journal* 11: 339-54.
<http://link.springer.com.pitt.idm.oclc.org/article/10.1007%2Fs10308-013-0353-7>
- Ward, Hugh, and Xun Cao. 2012. "Domestic and International Influences on Green Taxation." *Comparative Political Studies* 45(9): 1075-1103.
<http://cps.sagepub.com.pitt.idm.oclc.org/content/45/9/1075.full.pdf+html>

Article Readings for March 18:

- Ciplet, David, J. Timmons Roberts, and Mizan Khan. 2013. "The Politics of International Climate Adaptation Funding: Justice and Divisions in the Greenhouse." *Global Environmental Politics* 13(1): 49-68.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.1.ciplet.pdf
- Fisher, Dana, and Jessica F. Green. 2004. "Understanding Disenfranchisement: Civil Society and Developing Countries' Influence and Participation in Global Governance for Sustainable Development." *Global Environmental Politics* 4(3): 65-84.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v004/4.3fisher.pdf
- Fuentes-George, Kemi. 2013. "Neoliberalism, Environmental Justice, and the Convention on Biological Diversity: How Problematizing the Commodification of Nature Affects Regime Effectiveness." *Global Environmental Politics* 13(4): 144-63.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.4.fuentes-george.pdf
- Joshi, Shangrila. 2013. "Understanding India's Representation of North-South Climate Politics." *Global Environmental Politics* 13(2): 128-47.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.2.joshi.pdf
- Steinberg, Paul F. 2003. "Understanding Policy Change in Developing Countries: The Spheres of Influence Framework." *Global Environmental Politics* 3(1): 11-32.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v003/3.1steinberg.pdf
- Vincent, Jeffrey R. 2010. "Microeconomic Analysis of Innovative Environmental Programs in Developing Countries." *Review of Environmental Economics and Policy* 4(2): 221-33.
<http://reep.oxfordjournals.org.pitt.idm.oclc.org/content/4/2/221.full.pdf+html>

General Course Policies

Grading Policy:

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.*

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00 % = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60.0-62.99 % = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

* Please note that if a student engages in academic misconduct such as plagiarism or if the student accumulates an extended period of unexcused absences, the instructor may reduce the final course score or in certain circumstances, revert the student's final grade to the grade of F.

Late Assignment Policy:

Our reading and homework schedule must be adhered to in a timely matter. All assignments must be submitted online on Courseweb by the start of class, on the due date.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

Tips Regarding Your Papers:

Tips Concerning Submitting Assignments:

- Please submit the assignment on Courseweb by the start of class, on the due date, attaching it as a single Microsoft Word file.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and included a properly formatted list of references at the end of the assignment.

Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Single-spaced, 1 inch margins
- No title page is needed, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs
- Italicized headings to clarify the sections of the paper
- Inclusion of parenthetical citations and a list of references

Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name and the title of the paper.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at the Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format (http://www.chicagomanualofstyle.org/tools_citationguide.html) should be included. Be sure to click on the “Author-Date” tab to see the correct version of this citation style. Reference entries should be sorted alphabetically by first authors’ surnames. Any source cited parenthetically should be included in the list of references.

Tips for Finding Useful Books and Research Articles:

Pitt Catt + allows you to search for books, e-books, articles, and journals. You may need to try out different search terms as well as grouping words together using quotation marks. Please note that research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To visit or contact the Hanley Library in Bradford:

<http://www.library.pitt.edu/bradford>

To access Pitt Catt + and all library tools:

<http://www.library.pitt.edu/>

To access any of the databases listed below where you can search for articles:

<http://www.library.pitt.edu/db/all>

To access any of the journals listed below and search for articles:

<http://www.library.pitt.edu/ejournals>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.library.pitt.edu/bradford>

<http://www.library.pitt.edu/askalibrarian>

Databases I recommend include:

Academic Search Premier
EBSCOhost
Project MUSE
JSTOR
PAIS International
Oxford University Press
Columbia International Affairs Online
Worldwide Political Science Abstracts
IngentaConnect
Blackwell Publishing
Wiley
Sage Journals Online

Key journals in International Relations and Comparative Politics

American Journal of International Law
Comparative Politics
Comparative Political Studies
Democratization
European Journal of International Law
Global Governance
International Affairs
International Studies Quarterly
International Organization
Journal of Democracy
Journal of International Affairs
Journal of International Law and International Relations
The Journal of Politics
Political Science Quarterly
Political Studies
Politics and Society
Political Research Quarterly
PS, Political Science & Politics
Review of International Studies

Journals dealing with different regions of the world

African & Asian Studies
African Studies Review
American Journal of Political Science
American Political Science Review
Asian Affairs
Asian Journal of Political Science
Asian Studies Review
British Journal of Political Science
British Journal of Politics and International Relations
Canadian Journal of Political Science

Comparative Studies of South Asia, Africa and the Middle East
European Journal of International Relations
European Journal of Political Research
European Review of Latin American & Caribbean Studies
European Union Politics
International Journal of Asian Studies
International Journal of Middle East Studies
Journal of Asian and African Studies
The Journal of Asian Studies
Journal of Contemporary African Studies
Journal of Contemporary Asia
Journal of Latin American Studies
Journal of Southern African Studies
Latin American Politics and Society
The Middle East Journal
Third World Quarterly
Middle East Policy
Middle East Quarterly (useful but often not empirical)
Middle Eastern Studies
West European Politics

Journals focused on Development and Developing Countries

European Journal of Development Research
Gender and Development
Gender, Technology and Development
Journal of Development Studies
Journal of International Development
Journal of International Relations and Development
Journal of Third World Studies
Progress in Development Studies
Third World Quarterly

Journals focused on Gender

Asian Journal of Women's Studies
European Journal of Women's Studies
Gender and Society
Journal of International Women's Studies
Journal of Middle East Women's Studies
Middle East Women's Studies Review
Politics & Gender

Journals focused on Human Rights

Health and Human Rights
Human Rights
Human Rights Law Review
Human Rights Review

Human Rights Quarterly
Journal of Human Rights
Journal of Human Rights Practice
Law and Practice of International Courts and Tribunals

Journals focused on Civil Society and Social Movements

Interface: Journal for and about Social Movements
Mobilization
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management & Leadership
Social Movement Studies
Voluntas

Journals focused on the Media

European Journal of Communication
Global Media and Communication
International Journal of Communication
International Journal of Press/Politics
International Journal of Media & Cultural Politics
New Media & Society
Media, Culture & Society
Political Communication

Journals focused on the Environment

African Journal of Ecology
Environment, Development and Sustainability
Environmental Politics (articles can be requested via inter-library loan)
Global Environmental Politics
International Environmental Agreements: Politics, Law and Economics
International Journal of Sustainable Development and World Ecology
The Journal of Environment and Development
Review of European Community & International Environmental Law

Journals focused on Social Policy

Global Social Policy
Journal of European Social Policy
Journal of Policy Reform
Journal of Poverty
Social Policy (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

Citizenship Studies
European Journal of Migration and Law
Immigrants & Minorities
International Journal of Migration, Health & Social Care
International Migration

Journal of Immigrant & Refugee Services
Journal of Immigrant & Refugee Studies

Journals focused on Public Health

African Journal of Reproductive Health (useful but often not empirical)
American Journal of Public Health
European Journal of Public Health
Health Expectations (useful but often not empirical)
Journal of Health and Social Policy
Journal of HIV/AIDS & Social Services
Journal of Public Health Policy
Journal of Social Development in Africa

Journals focused on Peace, Conflict, and Conflict Resolution

Cooperation and Conflict
Conflict Management and Peace Science
International Journal of Conflict Management
International Journal of Peace Studies
International Negotiation
Journal of Conflict Resolution
Journal of Peace Research
Mobilization
Peace and Conflict

Journals focused on Defense, Foreign and Security Policy

Defence & Peace Economics
Defence Studies
Diplomacy and Statecraft
European Foreign Affairs Review
Foreign Affairs (useful but often not empirical)
Foreign Policy (useful but often not empirical)
Global Governance
International Negotiation
International Security
Journal of Human Security
Studies in Conflict and Terrorism

Journals focused on Criminal Justice

British Journal of Criminology
Canadian Journal of Criminology
European Journal of Crime, Crime Law, and Criminal Justice
European Journal of Criminology
Global Crime
International Criminal Law Review
International Journal of Criminology

Journals focused on Political Economy
International Journal of Political Economy
Journal of Political Economy
Oxford review of Economic Policy
Review of International Political Economy
Review of Political Economy

Questions to Consider in Evaluating Research Articles:

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?
3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, and the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

Academic Integrity:

Members of the University community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others, face harsh penalties, including permanent dismissal. Incidents of forged signatures that are associated with any academic endeavor at Pitt-Bradford, in addition to being a criminal offense, are viewed as violations of academic integrity. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances. Violations of academic integrity will be tracked by the Dean of Academic Affairs. Refer to the Pitt-Bradford Student Handbook for general guidelines on academic integrity. Copies of the complete Guidelines on Academic Integrity are available in the Office of the Dean of Academic Affairs (232 Swarts Hall.) The following links may be useful:

Pitt-Bradford's Student Handbook:

<http://www.upb.pitt.edu/studentactivities/>

http://www.upb.pitt.edu/uploadedFiles/Student_Life/Student-Services/StudentHandbook2013-14.pdf

The University Library System's tutorial on Plagiarism:

<http://library.pitt.edu/other/files/IL/pl2/plagiarism.htm>

The Provost's sites on academic integrity:

<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>

<http://www.provost.pitt.edu/info/ai1.html>

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in Courseweb, <http://turnitin.com/>, as well as other tools to detect plagiarism. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, and material available on the Internet.

Academic Honesty Provisions:

You must properly cite your work using the Chicago Manual of Style (Author-Date style). Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **Please note: You should be paraphrasing ideas in your own words and rarely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation:
http://www.chicagomanualofstyle.org/tools_citationguide.html
- Click on the “Author-Date” tab in this site. Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper. An example of an in text citation follows (Goldsmith and Wu 2006). A sample reference list entry is also included below:
Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.
- All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
- Note: Wikipedia is NOT an acceptable source because it is an open source website subject to considerable bias, but it does contain useful hyperlinks to primary sources.
- It is not appropriate to merely “paste” quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance. Be sure to place “” marks around quotations.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.
- After reviewing these materials, please let me know if you have any questions.

Ramifications of Your Professionalism:

Please realize that your professionalism is something that I will gauge on several fronts, including in your class participation assessment, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding how you wish to engage with the course, your colleagues, and your instructor. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request. Many of these characteristics are also important considerations in hiring or admission decisions made by prospective employers and graduate programs. **Please note: Failure to exhibit professional intellectual, ethical, behavioral and attitudinal attributes and to interact in a collegial and professional manner with peers, faculty and the public (e.g., during service-learning, a guest lecture, etc.) may result in a 10% reduction in the final course score.**

- Enthusiasm, initiative, and active learning
- Demonstrated punctuality and reliability
- Professional behavioral conduct and demeanor
- Quality of work and work ethic
- Originality and creativity
- Critical thinking, especially in analyzing research and ongoing political events
- Communication, presentation, and listening skills
- Quality of writing, editing, and revision
- Academic honesty and integrity
- Knowledge and comprehension of key theories and concepts
- Ability to apply knowledge to concrete examples and policy-making trends
- Ability to consider divergent perspectives and engage in respectful debate
- Leadership, teamwork and quality of cooperation with other students

Attendance:

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams are scheduled, assignments are due, or in-class presentations, activities, or debates are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. Please avoid missing class sessions, to stay on track in the course.

When students have accumulated three or more unexcused absences, the instructor will deduct a penalty from the participation grade and in the case of excessive absences the instructor may revert the student's final grade to the grade of F. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

Class Cancellation Procedures:

In the event that a class is cancelled, students will receive an e-mail informing them of the cancellation, and a notice will be posted on the classroom door. Please bear in mind that sometimes emergencies or unforeseen circumstances may prevent timely notification --- but all possible efforts will be made to ensure that you are informed in a timely manner.

Some things you can do to make sure you know when a class has been canceled:

- Check your Pitt email before you leave for class
- Check Courseweb for any possible notifications: <https://courseweb.pitt.edu/>
- Make sure your contact information is up-to-date: <https://my.pitt.edu/>
- Register for Pitt's Emergency Notification Service:
<http://technology.pitt.edu/portal/emergency.html>
- Contact Behavioral and Social Sciences division secretary Brenda Brandon: 814-362-7620/Swarts 203A

Severe Weather Policy:

Pitt-Bradford's general severe weather policy is to remain open in all but the most extreme circumstances. However, faculty, staff, and students must use their own discretion in deciding whether it is possible to safely come to class or report for work. In case of inclement weather, please check your Pitt email for any possible notifications from the instructor. If weather circumstances change during the day, please recheck your e-mail messages in case an update or new message has been sent out. Students will not be penalized for weather-related absences, but are responsible for contacting the instructor and making up in-class coursework in a timely fashion. Students should submit assignments on Courseweb by the posted deadline.

ITV Course Considerations (if applicable):

For students who are enrolled in an ITV course that involves students on other campuses in Greensburg and Johnstown, please realize that if classes are cancelled on any campus where students are enrolled in the course, that the instructor will cancel class for all students in the course. Additionally, if there are technical difficulties in connecting to any classroom, class will not start until students on all of the campuses are connected properly.

Students are asked to give feedback, in case there are any problems with the connection and to adjust the volume as needed in their classroom. Also, students should be aware that the microphones are highly sensitive to all sounds, and even a side conversation at a whisper tone can be very distracting to students on other campuses. Please listen carefully to one another, take turns speaking, and raise your hand or signal to let the class know you would like to speak.

Links to on-campus library resources, support services, and disability resources in Greensburg and Johnstown are included below. Students are encouraged to contact the instructor with any questions about available resources or services. Students in Greensburg and Johnstown can meet with the professor using the telephone and Microsoft Lync. Please feel free to e-mail the professor at hdevries@pitt.edu to set up an appointment to talk or chat.

- Library in Greensburg and Johnstown:
<http://www.library.pitt.edu/greensburg>
<http://www.library.pitt.edu/johnstown>

- Support Services in Greensburg and Johnstown:
<http://www.greensburg.pitt.edu/student-resources/learning-resources>
<http://www.upj.pitt.edu/en/academics/academic-success-center/>
- Disability Resources in Greenburg and Johnstown:
<http://www.greensburg.pitt.edu/student-resources/disability-resources>
<http://www.upj.pitt.edu/en/campus-life/counseling/disability-counseling/>

Our Classroom Environment:

Every student brings to the classroom a unique point of view. Everyone has different experiences and different backgrounds. We tend to think and learn in our own way, based in part on our own social and cultural background. Therefore, we have all formed opinions and perspectives that may or may not be shared by others. However, we should all treat each other with respect and decency. In this course, we may look at controversial topics that can provoke strong responses. While I encourage students to engage in discussion about such, I also expect all students to do so with civility, respect, and integrity. To establish a comfortable learning environment, we must have mutual respect and civility. This includes coming to class on time, not disrupting the class with cell phones or pagers, and discussing things in an academic, rather than a personal manner. Let's work together to create an engaging learning atmosphere.

Panopto Lecture Capture:

The University of Pittsburgh at Bradford has contracted with Panopto to provide lecture capture services. Each classroom is equipped with the ability to record both the computer screen and classroom audio, including student interaction with the instructor. Instructors are not required to use Panopto. **Any student not wishing to be recorded must inform their instructor in writing at the earliest possible convenience.** Recorded lectures are provided for student use only and are the property of the instructor of the course and the University of Pittsburgh. Recorded materials may not be duplicated, reproduced, or shared without the express written consent of the instructor.

General Statement of Student Responsibilities:

“As a student at Pitt-Bradford, you have been given the opportunity to study and earn your University of Pittsburgh degree. As a university that takes teaching and learning seriously, Pitt-Bradford prides itself on being a “community of learners.” By this, we mean that all of us – students, faculty and staff – take active roles in the teaching and learning process. One cannot be a passive learner at Pitt-Bradford” (Student Handbook, 2009-2010). In addition to the requirements as outlined for this particular course, as a member of the faculty responsible for carrying out the “community of learners” mission, I understand you as a Pitt-Bradford student to have the following responsibilities:

1. While faculty and academic support personnel are readily available to teach, guide, and assist you, the primary responsibility for learning and your education is yours.
2. While all faculty, academic advisors, and academic support personnel are available to assist you, it is your responsibility to communicate with your advisor and/or course instructor when necessary, and it is your responsibility to be familiar with all relevant university policies and processes.

3. While many students must maintain multiple responsibilities, including work and family, it is your responsibility to make academics – to the greatest degree possible – your highest priority.
4. While a full university experience should include cultural, social and recreational endeavors, it is your responsibility to manage your time such that as a rule, several hours of work outside the classroom are available for each hour of class time.”

Electronic Devices:

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a smartphone, i-pad, or laptop to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Please do not use devices for other purposes such as instant messaging or text-messaging. Students should ask permission before they record any lectures, presentations, or discussions (delivered by the professor or by others).

Caveat Concerning the Flexibility of the Course Syllabus:

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Minor changes will be announced in class, but if there are any major changes, they will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students’ learning.

AccessAbility Services:

If you have a documented learning, physical or emotional disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services coordinator, Carma Horner (clh71@pitt.edu, 202 Hanley Library, 814-362-7609, <http://www.upb.pitt.edu/drs/>), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Writing Assistance, Support Services, and Courseweb Tutorials:

The Writing Center in Hanley Library (Room 250) offers students help with writing:

<http://www.upb.pitt.edu/writingcenter/>

The Academic Coaching and Tutoring Center offers additional support services:

<http://www.upb.pitt.edu/actc/>

Online tutorials for Courseweb are available:

<http://www.cidde.pitt.edu/bb9>