This course examines the emergence, institutionalization, and influence, of “global environmental governance”, which we define as “…arenas of transnational or international authority through which organizations, individuals and actors deliberate, and identify, appropriate environmental policies and behaviors.” Our primary focus is to understand better how, since the 1980s, so much of environmental policy and politics has become global, and the implications of this attention for transnational and collective environmental problem solving.

To accomplish this task the course is organized into four parts. **Part I reviews** the overall approach to global environmental governance that has emerged globally, from 1972 until present, including key conference, international regimes, and international organizations. We also assess different ways in which to conceive of the **effectiveness** of these efforts. The remaining parts are divided between theory and practice. **Part II: theory**, reviews four competing theories within international relations scholarship that are all designed to understand why states cooperate; and four “world views” that Clapp and Dauvergne have identified to address environmental governance in particular. **Part II: practice**, applies these frameworks to understand, and explain, international cooperation over climate in general, and the December 2015 Paris climate agreement’s emphasis on “Intended Nationally Developed Contributions” in particular. **Part III: theory**, turns for Bernstein and Cashore’s “four pathways of influence” to reflect on the role of global environmental governance in influencing domestic policy and behavior. **Part III: practice**, applies these pathways in a mock simulation in which students will be assigned to an international and domestic stakeholders organization to deliberate over the potential of sustainable palm oil certification in Indonesia to promote local rights to resources. **Part IV: theory**, reflects on the role of “path dependency” analysis in helping trigger ‘bottom up’ policy interventions to improve global
environmental governance. **Part IV: practice**, applies this framework to designing a municipal, state level, or firm policy intervention that might have promise in reducing global climate emissions, over time.

The course concludes by reflecting on the lessons from the class for creating long-term oriented, durable, and effective policy solutions for addressing critical challenges facing global environmental governance.

Students should be aware that we generally emphasize both “historical” and “forward looking” thinking that requires careful attention to concept building, theorizing, and empirical research about complex, interactive processes. These processes are difficult to capture through formal modeling techniques. Within political science, a key research method developed to uncover these processes is known as “process tracing”, which essentially involves identifying how complex historical “cause and effect” sequences have shaped global environmental institutions in general, and the role of different organizations, individuals, and government actors in particular.

**Readings**

We will draw on several articles and textbooks including:

- Pam Chasek, David Downie, and Janet Welsh Brown, *Global Environmental Politics: Dilemmas in World Politics: Seventh Edition*

**ASSIGNMENTS & GRADING**

**Participation (20%)**

Attend class and actively participate in class discussion. Ask questions, make comments, and challenge the assumptions presented in the readings, by the instructors, and your classmates. Attendance and participation in discussion groups is mandatory. Participation grade will include your efforts on the debate on environment and security and a 1.5 page overview of key points developed by your group.

**Assignments:**

- Applying effectiveness assessment to an international treaty (Three pages 1.5 spaced) (10%)
- Overview of an international organization: origin, function, influence (2.5 – 3 pages 1.5 spaced) (10%)
- Application of Four International Relations Theories to the Paris Climate Agreement (15%)
- Multi-stakeholder simulation exercise: Traveling four multilevel pathways to address Palm Oil in Indonesia (25%)
  - Two components: One and a half page position statement (1.5 spaced); presentation and role in simulation
- Implementing The 2015 Paris Climate Accord: Creating bottom up climate policy triggers: 3-4 pages (1.5 spaced) (20%)
Attendance
Students are expected to attend all classes and discussions

**ASSIGNMENT DUE DATES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Treaty Effectiveness Assessment</td>
<td>Tuesday June 5^th</td>
</tr>
<tr>
<td>Review of an International Organization</td>
<td>Tuesday June 12^th</td>
</tr>
<tr>
<td>Application of Four International Relations Theories to the Paris Climate Agreement</td>
<td>Monday June 18^th</td>
</tr>
<tr>
<td>Opening statement, Global Environmental Governance Simulation on Indonesia Palm Oil</td>
<td>Tuesday June 19th (In preparation for simulation exercise on Wed June 21^st)</td>
</tr>
<tr>
<td>Bottom Up Policy Triggers</td>
<td>Sunday July 1^st</td>
</tr>
</tbody>
</table>

LATE PAPERS ARE ASSIGNED THE FOLLOWING PENALTIES:
1 day late = 20% off; 2 days late = 35% off; 3 days late =50% off; 4 days late =100% off.
Exceptions for documented medical or personal emergencies only.

**ACADEMIC INTEGRITY**

Students are expected to uphold standards of academic honesty. Detailed at greater length in the publication Undergraduate Regulations -[http://www.yale.edu/ycepo/undregs/pages/appendF.html](http://www.yale.edu/ycepo/undregs/pages/appendF.html)- the concept of academic dishonesty or cheating includes any misrepresentation of another's work as your own, including unacknowledged paraphrasing or quoting, use of another student's material, incomplete acknowledgement of sources including Internet sources, or submission of the same work to complete the requirements of more than one class.

**DETAILED OUTLINE FOR COURSE**
**(SOME READINGS FOR LATER CLASSES ARE SUBJECT TO CHANGE)**

I. The Emergence of Global Environmental Governance

Part I reviews the formalization of key international environmental governance initiatives since the 1980s, focusing on key global conferences that have served as catalysts, as well as the myriad of international agreements and organizations that have emerged. We reflect on the notion of the utility of “regime” literature as a way to organize complex international efforts and the role of abstract but comprehensive approaches to unite governments through “millennium development” and “sustainable development goals”. We also focus on the role of scientists in shaping environmental policy, and the challenges and opportunities of linking environment to global security. Emphasis is places on the cases of global climate change and forest degradation/deforestation.

1) Class 1: Monday March 28, 2017

GLOBAL CHALLENGES AND SOLUTIONS: CONFERENCES AND REGIMES
• Class overview and approach, review of syllabus
• What are global environmental governance challenges?
  o Climate, forests, fisheries
  o Ozone, pollution
  o Biodiversity loss
• How have global environmental governance conferences and key reports evolved since 1972?
  o From Rio to the Sustainable Development Goals
• What are the most important international environmental treaties?
• What are examples of successes? Failures?

Resources:
http://www.wri.org/our-work/topics/forests
http://www.panda.org/about_our_earth/blue_planet/problems/problems_fishing/
https://www.iucn.org/iyb/about/biodiversity_crisis/

Readings (for first two classes):
• O’Neill, Chapters 1-4 ; Introduction: The Environment and International Relations; 2 Global Environmental Problems 28; 4 State-Led Global Environmental Governance 79
• Pam Chasek, David Downie, and Janet Welsh Brown, Global Environmental Politics: Dilemmas in World Politics: Sixth Edition, Chapters 1, 3 & 4

Background reading:
• Ivanova, Assessing the Outcomes of Rio+20 “State of the World 2014: Governing for Sustainability
• Duncan Brack, UK, “Sustainable Development Goals and forests: A summary of UN Open Working Group debates and country reflections”
• Sachs, Jeffrey D. "From millennium development goals to sustainable development goals." The Lancet 379,9832 (2012): 2206-2211.
• http://www.cgdev.org/blog/new-global-goals-spell-end-kinky-development
• http://www.cgdev.org/publication/mdgs-sdgs-have-we-lost-plot

2) Class 2: Monday May 30th

GLOBAL ENVIRONMENTAL PERFORMANCE: MEASURING EFFECTIVENESS

Lecture on effectiveness followed by class exercise

• How do we conceive of effectiveness in global environmental governance?
• How do nations compare? Do International agreements influence environmental challenges?
• What is the is the difference between implementation, compliance and effectiveness?
• How do different organizations and scholars conceptualize effectiveness?

Required readings/resources:
• O’Neill, chapter 5: “The Impacts and Effectiveness of Global Environmental Governance 113”
• Chasek, Chapter 5: Effective Regimes

Readings for post lecture exercise
• Scan: http://ozone.unep.org/en/about-secretariat
• Chasek, Chapter 3 on Ozone 105-127

Background (to for lecture on Monday)
Yale Environmental Performance Index www.EPI.yale.edu
From this file: http://epi.yale.edu/sites/default/files/2016EPI_Full_Report_opt.pdf
· Read pp. 11–25
· Read one of the issue profiles listed on p. 5

3) Class 3: Monday, June 4th

First 45 minutes, presentation on the Yale Environmental Performance Index from Zach Wendling

ACTORS: INTERNATIONAL ORGANIZATIONS AND NON-STATE ACTORS

• What are the leading international organizations governing the environment?
• What is their role in addressing environmental challenges?

Second assignment on international organizations handed out

Readings3
• O’Neil 3 Actors in Global Environmental Politics 51; O’Neil: 7 Non-State Global Environmental Governance 170;
• Chasek chapter 2
• Auld, Bernstein and Cashore, “The new CSR” Annual Review of Environment and Resources

4) Class Four, Wednesday, June 6th

II. THEORIES OF GLOBAL ENVIRONMENTAL GOVERNANCE

IR THEORIES AND WORLD VIEWS

Cashore lecture
• What are the four leading international relations theories?
• How would they account for historical development of global environmental governance reviewed in the first lecture?

Cashore lecture

• What are Clapp and Dauvergne’s Four World views?
• How do they account for the ways in which we view environmental problems and solutions?

Required readings:

• Refresh O’Neil Chapter Two, & 6 Global Economic Governance and the Environment 139; refresh Chasek 1
• Clapp & Dauvergne, Paths to a Green World chapters 1: “Peril or Prosperity? Mapping World Views of Global Environmental Change

Guiding questions:

• How do international relations (IR) scholars view policy development?
• What are the causal mechanisms of policy change, according to the four IR theories?
• How do ‘world views’ emerge? How do they influence explanations of behavior and policy prescriptions?

5) Class Five Monday June 11th

IR THEORIES AND CLIMATE GOVERNANCE: FROM RIO TO PARIS

Kelly Levin, Guest Speaker, Senior Climate Associate, World Resources Institute (WRI) (Kelly will attend through skype for one hour, including presentation and Q and A)

First part: review of International Climate Governance, especially the Paris Accord

Second part: Assess Paris against the IR theories and world views

Assignment on climate governance/Paris Accord (INDCs) handed out on June 13th (Due June 20th)

Readings

http://e360.yale.edu/feature/why_paris_worked_a_different_approach_to_climate_diplomacy/2940/


Review relevant sections in O’Neil and Chasek

Additional Resources
http://www.iucn.org
http://cait.wri.org/indc/#/ratification
Jennifer Alan produced videos of the history of the climate change process as told by those who lived it. [http://www.iisd.ca/paris-knowledge-bridge/](http://www.iisd.ca/paris-knowledge-bridge/)


Max Boykoff (readings from his course, ‘Climate Politics and Policy’

At: [http://sciencepolicy.colorado.edu/students/envs_3521_summer/schedule.html](http://sciencepolicy.colorado.edu/students/envs_3521_summer/schedule.html)

6) Class Six Wednesday June 13th

**ISSUE LINKAGES IN GLOBAL ENVIRONMENTAL GOVERNANCE**

First half: The Environment and Security

Is there a link between Environment, Resource Depletion and Security?

In class debate: “Resolved: Linking environmental challenges to global security issues is the best way to achieve meaningful policy reforms”

The task: students will be assigned half into PRO and CON. Instructions on debate to be handed out separately

Preparation

Read

- Students preparation must include reviewing relevant information and publications from the following web site:


Pick one of the policy briefs here. Each relate environment and post-conflict peacebuilding


[http://www.nato.int/cps/en/natohq/topics_91048.htm](http://www.nato.int/cps/en/natohq/topics_91048.htm) NATO’s information on the environment

Second Half: Climate and Forests

Till Pistorius, From RED to REDD+: the evolution of a forest-based mitigation approach for developing countries, Current Opinion in Environmental Sustainability 2012, 4:638–645


McDermott et al, Chapter 5 Governance for REDD+, forest management and biodiversity: Existing approaches and future options, pp 118-129 , especially Section 5.2.2 “The emergence and proliferation of REDD+ governance” in Understanding Relationships between Biodiversity, Carbon, Forests and People: The Key to Achieving REDD+ Objectives - Global Forest Expert Panel on Biodiversity, Forest Management and REDD+, IUFRO

Watch this video: https://www.youtube.com/watch?v=3iIkOi3srLo

7) Class Seven: Friday June 15th

Field trip to United Nations Environment Program, United Nations Forum on Forests, the Rainforest Alliance, followed by a tour of the United Nations
Details TBA

8) Class Seven, Monday June 18th

GLOBALIZATION AND ENVIRONMENTAL (FOREST) STEWARDSHIP:
FOUR PATHWAYS OF INFLUENCE

Cashore lecture

First part: assessing the role of global forest politics. Second part: impacts ‘on the ground’

Readings

• Steven Bernstein and Benjamin Cashore, “Re-Thinking Environmental ‘Effectiveness’: Complex Global Governance and Influence on Domestic Policies” International Affairs 2012
• Cashore and Stone: Does California Need Delaware? 2014

Background Readings

O’Neil: 8 The Global Politics of Market Mechanisms 201

9) Class Eight Wednesday June 20th

Global environmental governance and palm oil:

First Half guest visit from Minna Brown, School of Forestry and Environmental Studies

Second half: multi-stakeholder simulation
Second half students negotiate through multi-stakeholder “ad hoc expert group” simulation

Readings:

http://workshop1.cases.som.yale.edu/palm-oil-indonesia-environmental-and-social-aspects-fes-
III. Bottom Up Policy Triggers: Path Dependency and INDCs

10) Class Ten: Monday June 25th

SUPER WICKED PROBLEMS AND CLIMATE

First half: Cashore lecture Super wicked problems

Second half: Class exercise, designing policy interventions to incorporate policy lock-in

Readings:

2015 Cashore, Auld, Bernstein and Levin, “Paris Could Be Different: But it Requires Policy Makers Apply Path Dependency Analysis to the ‘Super Wicked Problem’ of Climate Change

2012 Kelly Levin, Benjamin Cashore, Steven Bernstein and Graeme Auld, “Overcoming the Tragedy of Super Wicked Problems: Constraining our Future Selves to Ameliorate Global Climate Change”, Policy Sciences Volume 45, Issue 2, June 2012 pp 123-152  (Author order is reverse alphabetic, contribution is equal)

Video of French Ambassador Laurence Tubiana discussing Paris Agreement- The Paris Climate Deal: An Inside Account of How It Happened
https://livestream.com/accounts/3723851/events/4783560/videos/111849151

Yale carbon pricing project
Further reading

1 Further reading
- Steven Bernstein, 2014 The UN and Governance of SDGs: Steering, Coherence and Orchestration
- Duncan Brack, UK, “Sustainable Development Goals and forests: A summary of UN Open Working Group debates and country reflections”
- Chasek et al., chapter 1.
- Asner, Gregory P. et al. From the Cover: Condition and Fate of Logged Forests in the Brazilian Amazon. Proceedings of the National Academy of Sciences. 103(34): 12947-12950
- Speth, chapter 4.
- Chasek et al., chapter 2.

2
- Chasek et al., chapter 4.

3
Additional readings:
Keck, M.E., and K. Sikkink. 1998. Chapter One, Activists Beyond Borders: Advocacy Networks in International Politics (available as an online book through the library website)

