



Environmental Policy and Governance  
Political Science 340  
M-W 8:30- 9:50a, Seigle 111

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**Course Description:** The students participating in this course should expect to learn the present understanding of environmental policy in the terms of political science. Why are some states more likely than others to pursue renewables? Whose responsibility is it to police the environment? How does globalization both help and harm international efforts to combat climate change? The class will resemble a graduate level seminar; we will spend most of the class period in discussion of the weekly readings. Students will have an opportunity to independently study an environmental policy or problem of their choosing, thus gaining a deeper awareness of the complexity of this policy subfield.

**Course Objectives:** At the completion of this course, students will be able to identify and critically evaluate common, contemporary political science theories related to environmental policy. Students will be required to produce a research design that seeks to increase our leverage over a question within the study of international relations. This course is designed to further the practical pursual of this topic either in a graduate program or professional sense (*ie* NGO/advocacy or policymaking).

**Text(s):**

- Required readings will be made available on the course's Canvas site.

**Grade Distribution:**

Participation	150
News Items	150
Article Summaries (x2)	100
Independent Project	200
Exam 1	200
Exam 2	200

## Letter Grade Distribution:

$\geq 94$	A	74 - 76	C
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	60 - 63	D-
77 - 79	C+	$\leq 59$	F

## Course Policies:

- **Attendance**

- Attendance is mandatory, as in you must come to class. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or University sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No makeup quizzes or exams will be given without the proper documentation.**

- **Academic Honesty**

- The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: The University's Academic Integrity Policies.

- **Classroom Conduct**

- The students in this class will be respectful of others. I welcome diverse opinions and invite you all to do the same. I invite you to review the Washington University *Best Practices for an Inclusive Learning Environment* and to familiarize yourself with those expectations I and the University have, not only for your conduct, but also for that which you should expect in the classroom.
- “Washington University in St. Louis values diversity, inclusion and human dignity, and strives to foster an environment in which all community members are respected and able to take part in academic, co-curricular and social activities.” If for any reason you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review the University's reporting guidelines.
- Also, review the following Title IX and Gender Equity reporting policies:
  - \* Title IX Grievance Process.
  - \* Gender Equity Grievance Process.

- **Disability Services**

- Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact [Disability Resources at 935-4153](#). Disability Resources is responsible for approving all disability-related accommodations for WU students, and students are responsible for providing faculty members with formal documentation of their approved accommodations at least two weeks prior to using those accommodations. I will accept Disability Resources Accommodation Letter forms by email and personal delivery. If you have already been approved for accommodations, I request that you provide me with a copy of your Accommodation Letter within the first two weeks of the semester.
- More information on requesting academic accommodations can be found [HERE](#).

**Assignments:**

- **Participation**

- Students are expected to participate in class. This means join in during discussions, ask questions, and practice engaged learning.

- **News Items**

- Approximately each class will begin with a discussion, led by students, about current events related to our class.
- In anticipation of this, each student should share a news item to the Discussion board on Canvas (just one per week required, but multiple should they wish) that they found to be interesting or pertinent to the course and its content.

- **Article Summaries**

- Students will choose two of the recommended readings to summarize.
- Summaries will be posted publicly on Canvas and will act as a study resource for the two exams.

- **Independent project**

- Students will be expected to complete a project in which they critically examine a policy issue in the environmental issue area.
- Popular, recent projects have looked at the US and Paris Climate Accords and overcoming the cycle of consumption-growth.
- Students will be evaluated on their ability to operationalize concepts and theories learned in class, more so than report on an organization or issue.
- Permanent instructions are available on Canvas in the module titled “Start Here”.

- **Exams**

- Students will have two exams.
- These tests will be “take home” (open book and note) and ask you to answer 3 (of 5) essay questions.
- Students will have approximately one week to complete each test.

## Tentative Course Outline:

The weekly coverage might change as the the progress of the class demands. However, you must keep up with the reading assignments.

- **Week 1: August 30 & September 1**

- **Description:** Class Introduction; begin a discussion about the international system and the history of the “State.”
  - \* **Readings:** Harrison & Sundstrom, *The Comparative Politics of Climate Change*; Green & Hale, *Reversing the Marginalization of Global Environmental Politics in [IR]*.

- **Week 2: September 9**

- **Description:** How did we get “here”?
  - \* **Readings:** Smith, *Wealth of Nations*; Klyza & Sousa, Chapter 2.

- **Week 3: September 13 & 15**

- **Description:** Is Environmental Policy a Distinct Subfield?
  - \* **Readings:** Colgan, Green, & Hale, *Asset Revaluation and the Existential Politics of Climate Change*; Brown, *Scientific Uncertainty and Learning in [EU] Environmental Policymaking*.

- **Week 4: September 20 & 22**

- **Description:** Cooperation & Competition.
  - \* **Readings:** Hirsch, *Game Theory and International Environmental Cooperation*; Aklin & Mildenberger, *Prisoners of the Wrong Dilemma*.

- **Week 5: September 27 & 29**

- **Description:** International Laws and Norms.
  - \* **Readings:** Teixeira, *The Role of International Organizations in the Development of International Environmental Law*; Aldy, *et al*, *Designing Climate Mitigation Policy*.

- **Week 6: October 4 & 6**

- **Description:** Regulation: Command and Control.
  - \* **Readings:** Cole & Grossman, *Institutional and Technological Constraints on Environmental Instrument Choice*.

- **Week 7: October 13**

- **Description:** The Market: Cap-and-trade.
  - MIDTERM RELEASED: Due October 20
  - \* **Readings:** Bryner, *The Costs and Benefits of Emissions Trading*.

- **Week 8: October 18 & 20**

- **Description:** Kyoto ⇒ Copenhagen ⇒ Paris.

- \* **Readings:** Falkner, *The Unavoidability of Justice*; Rogelj & Meinshausen, *Copenhagen Accord Pledges are Paltry*.

- Kyoto.
    - Copenhagen.
    - Paris.

- **Week 9: October 25 & 27**

- **Description:** Networks: Civil or Otherwise.

- \* **Readings:** Keohane & Victor, *The Regime Complex for Climate Change*; Portney & Berry, *Civil Society and Sustainable Cities*.

- **Week 10: November 1 & 3**

- **Description:** IGOs

- \* **Readings:** Nielson & Tierney, *Delegation to International Organizations*.

- **Week 11: November 8 & 10**

- **Description:** NGOs & MNCs

- \* **Readings:** Prakash and Potoski, *The International Organization for Standardization as Global Governor*; Kennard, *The Enemy of My Enemy*.

- **Week 12: November 15 & 17**

- **Description:** Environmental Rights: A right to consume? A right to pollute?

- \* **Readings:** Dietzel, Chapter 1; McKinnon, *Climate Justice in the Endgame for 2 Degrees*.

- **Week 13: November 22**

- **Description:** The Consequences: Environmentally Displaced Peoples.

- \* **Readings:** Chirala, *Acclimating to Climate Change*; Kofi Teye, *Environmental Change and Migration in Africa*.

- **Week 14: November 29 & December 1**

- **Description:** What's Next?

- \* **Readings:** Sarr & Swanson, *Will Technological Change Save the World?*; Azevedo, et al, *The Paths to Net Zero*.

- **Week 15: December 6 & 8**

- **Description:** Where are we in 2050?

- \* **Readings:** Dietzel, Chapter 5.

- **FINAL EXAM: December 16**

- 8:00 - 10:00a, usual classroom.