



University
of Glasgow | School of Social
& Political Sciences

GLOBAL ENVIRONMENTAL POLITICS

—POLITIC4007—

Autumn term 2016

Lecture: Wednesdays, 9am-10am, Joseph Black Building, Room #A504

Seminar 1: Wednesdays, 10am-11am, 25 Bute Gardens, Room #139 (Boardroom)

Seminar 2: Wednesdays, 11am-12noon, 25 Bute Gardens, Room #139 (Boardroom)

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Character of the course

Over the last decade, international environmental problems, such as climate change, biodiversity loss, or depletion of natural resources have gained more and more attention from policymakers, academics, and occasional observers alike. Common to all these problems is that they require finding global solutions, but how do global environmental politics work?

In this course students will study the behavior of states and non-governmental actors in the context of transboundary environmental problems from a rigorous international relations perspective. We begin by identifying theoretical foundations of actor behavior, international cooperation, and institutions to develop the analytical toolkit that helps us understand why some environmental problems can be governed effectively, while others cannot. Topics discussed in class include questions like: Why is climate politics so difficult? How do carbon markets work? Do democracies have better environmental policies? Can international environmental agreements be effective? Is trade bad for the environment? How can NGOs affect environmental politics? Which policies help promote renewable energy? Which role do firms play for environmental cooperation? All these topics are rooted in the most recent literature and links to policy are emphasised.

Course contents and dates

The course is structured along three parts: The first part focuses on the analytical foundation to understand global environmental politics. It starts out by defining different types of environmental problems, highlights why global environmental problems are especially difficult to govern, and discusses various solutions that have been presented in the extant literature.

Part II studies international environmental cooperation and looks specifically into environmental treaties and regime formation, the effectiveness of these agreements, and the importance of domestic institutions for international environmental cooperation. This section draws heavily on the international cooperation literature in IR and is built around case studies on the Kyoto and Montreal Protocols, while giving careful attention to the importance of research design and methodological challenges.

The third section zooms in on contemporary problems of the global environment. More specifically, we will discuss the following topics: Trade and the global environment; the role of NGOs for environmental politics; the effects of firms on the global environment; and, environmental regulation, with an application to carbon markets. The table below provides a summary of the course topics and class dates.

External speaker and Festival of Social Sciences

To make this course as interesting, entertaining, and relevant to you, there are two additional events that take place outside regular class hours. I expect you to take every possible effort to attend them.

External speaker: Ian Duncan, MEP, will visit our campus on Friday, 28 October, 9am-11am and will hold a one-hour seminar on that day. Ian is MEP, member of the Environment Committee in the European Parliament, Conservative Spokesperson for energy and climate change, and lead negotiator on the reforms to Europe's Emissions Trading Scheme. He will be talking to us about EU/UK environment and energy politics. Further information will follow soon, but please make a note in your diaries. His website can be found here: <http://www.ianduncan.org.uk/>

Festival of Social Sciences: The Festival of Social Sciences is a high profile event that is sponsored by the Economic and Social Research Council to showcase social science research around the UK. This week long event culminates in the “Social Science Market” at The Barras in Glasgow, on Saturday, 12 November, 10am-9pm. I will be having a “stall” on EU carbon markets and emissions trading. It would be great to see some of you swing by. Check out this website for more information on what else is going on: <http://goo.gl/QMIekZ>

Week 1	Sep 21	Welcome & introduction
PART I: ANALYTIC FOUNDATIONS		
Week 2	Sep 28	The basic problem of global environmental protection
Week 3	Oct 5	<i>No class</i>
Week 4	Oct 12	Solutions to governing the (global) environment
PART II: INTERNATIONAL ENVIRONMENTAL COOPERATION		
Week 5	Oct 19	International environmental treaties
Week 6	Oct 26	Treaty effectiveness
	Oct 28	<i>External speaker: Ian Duncan, MEP</i>
Week 7	Nov 2	International environmental protection in democracies and autocracies
PART III: TOPICS IN GLOBAL ENVIRONMENTAL POLITICS		
Week 8	Nov 9	Trade and the global environment
	Nov 12	<i>Festival of Social Sciences</i>
Week 9	Nov 16	NGOs and the global environment
Week 10	Nov 23	Firms and the global environment
Week 11	Nov 30	Environmental regulation and carbon markets

Aims

The course goals are as follows:

- Introduce students to the analytic nature of the basic problem of (and solutions to) global environmental protection.
- Introduce students to theories of international cooperation, regimes, and institutions, as applied to global environmental politics.
- Provide students with a better understanding of the importance of research design to rigorously assess the validity of research findings.
- Improve students’ knowledge and proficiency of several real world environmental policy problems, such as global warming or ozone layer depletion, and of heavily used and discussed policy instruments.

Intended learning outcomes

By the end of the course students should be able to demonstrate through class participation, the assessed essay, and their performance on an unseen exam that they:

- have a good grasp of theories of international cooperation, regimes, and institutions in the context of global environmental politics;
- can use the provided analytical tools and apply them to alternative environmental problems and current public debates;
- have acquired profound knowledge in several pressing global environmental policy problems like climate change or renewable energy transformation;
- are conversant in topics of research design and methodological challenges in current global environmental politics research;
- can effectively communicate their analyses both verbally and in writing;
- have mastered and gained familiarity with essential, academic readings in the field.

Format of teaching

The course consists of a one-hour, weekly lecture and a one-hour, weekly seminar. The seminar is to facilitate a thorough discussion of the material presented during the lecture and is to help students to deepen their understanding of the covered arguments and texts; students only need to attend one of the two seminars.

This class is meant to take students to the frontier in current environmental politics research. I therefore expect everyone to have carefully read all required readings *prior* to each seminar session. In every seminar, I will choose students at random to give a brief summary of one of the course readings. This summary does not have to be a super precise account of the reading, but every student should be able to answer the following key questions:

- What is the research question that is addressed?
- What is the key argument the author(s) present?
- What is the conclusion/main finding?
- Which aspect(s) did you find interesting/problematic?

While I understand the time commitment this entails, coming prepared well to class is essential for advanced academic discussion. This is admittedly an intensive course, but the upside is that you will get much more out of it, the better prepared you are. If you do not have the time to read the papers in full, you should at least always allow yourself enough time to skim the readings, so that you are in a position to answer the above questions. Skimming should be the exception though, but *coming to class unprepared is absolutely unacceptable!* Also note that students in the past found this exercise very rewarding.

In addition to weekly academic readings, I will also send one or two further newspaper articles, blog posts, or short videos (typically by Monday each week), which relate to the topics covered in

class. We discuss these in the seminars as well, in particular, in terms of their relevance for the academic debates. The main idea of these assignments is to show to you how the concepts and analytical frameworks from the class travel to real world politics. For this to work, you should have read the academic literature *before* you go through these additional readings.

Assessment

Formative assessment: There are two forms of formative assessments in this class, a verbal and a written one. The verbal assessments are brief summaries of the assigned readings (see above) and are meant to facilitate class discussions. The written formative assessment is *one* short, two-page summary (1.5 spacing) of *one* required class reading; it is recommended to base this memo on a journal article rather than a book chapter—this will make the assessment easier. These memos can be submitted at any time during the semester, but should be handed in early enough, so that you can incorporate the feedback in your final essay. Note that articles chosen for the formative assessment cannot be used again for the final essay.

This assignment is *neither graded nor compulsory*, but should provide students with feedback on their writing. The formative assessments are modeled after the task in the final essay and should thus help you prepare for it.

Summative assessment: Summative assessment (= graded assessment) comprises a final essay (50% of grade) and a final exam (50% of grade).

The essay is to be no longer than 2,000 words and to be submitted in the form of an *analytical summary* on two related readings by Monday, 12 December. The first paper has to be a *required reading*, the second one should be related to the first piece, and has to come from the *recommended readings* section. The analytical summary should (i) identify the first paper's research question, (ii) provide a brief overview of the paper's context/contribution to the state of the art, demonstrating your knowledge of the respective literature, and (iii) explain the main logic of the key argument. In addition, the analytical summary should also (iv) introduce, summarize, and discuss the second paper of your choice. Here, it is critical to assess (v) how the two papers relate to each other, that is, to carefully discuss whether and how the papers supplement or build on each other, or whether they provide a different argument.

Analytical summaries should be no longer than 2,000 words, as I prefer concise write-ups without any clutter. So, thinking carefully about what to include and what not to include is a necessity! When writing your essay, think of your audience as a scholar who is familiar with the key concepts, the literature, and the academic discussion, but has not read the specific papers you are summarising. This implies that the descriptive parts of the write-up should be short, while the analytical sections should be elaborated on.

The unseen 2-hour exam will take place at some time during the exam period from 18 April to 19 May 2017. As is standard, it will be in the choose-one-out-of-six-essay-questions format. The essay question in the exam will be your chance to show that you have good familiarity with the breadth of the literature, whereas the analytical summary is aimed at deeply scrutinising the argument from two academic papers. No mock exam will be given.

International students who will only be enrolled at the University of Glasgow for the autumn term and will thus not be able to write the exam in April/May 2017, should meet me to discuss alternative forms of assessment.

Feedback

This course will offer a range of opportunities for feedback on your performance throughout the course. Feedback is given in various formats and from different sources:

- You will receive ongoing verbal feedback from myself and your peers in class discussions; this of course requires active participation in lectures and seminars.
- You will receive written feedback on the written formative and summative assessments. In line with University policy, written feedback is returned within three working weeks. It is your responsibility to carefully read your feedback and consider recommendations as to how you can improve your work. You are advised to discuss your feedback with me.
- You are encouraged to meet with me to discuss any questions/problems you may have with the course materials. Meetings are meant as an opportunity for you to seek guidance on your research and discuss any aspect of your coursework and assessments throughout the course.
- You can make use of a range of tailored support for Politics students made available by Student Learning Services, including the Writing Centre's Academic Skills Writing Programme or one-to-one appointments with writing advisers. More information is available from their website: <http://www.gla.ac.uk/services/sls/offer/writing/>.

Course requirements

Course requirements are as follows:

- Regular attendance at weekly lectures and seminars is mandatory and attendance will be taken; attendance at other course related events is expected.
- Active participation in lecture and seminar sessions is expected.
- All required readings are to be read before coming to class. Except for exceptional circumstances, attending seminars without the adequate preparation will not be tolerated.
- Brief verbal summaries of course readings and one short two-page summary (1.5 spacing) of any journal article (if desired) as formative assessments.
- Analytical summary (2000 words in length) and unseen two-hour final exam as summative assessments.

Communication and other policies

Communication: If you have any questions about any of the course materials or want to see me for any other reasons, e.g., feedback, please do send an email to request an appointment. Always include the questions or the reason for why you want to meet and provide a number of dates and times when you can meet. I will do my best to respond quickly, but daily email volumes can, at times, cause delays. Feel free to re-send your email should I have not responded for a week. Do not take advantage of seeing me, I am happy to do so, but please plan ahead as short notice meetings on, e.g., the next day are typically impossible.

In fact, this blog post by Laura Portwood-Stacer offers a great discussion of how to communicate with your professors in a professional and polite way. The post is available here: <http://goo.gl/zKl5vz>.

Mobile phones and computers: Unless instructed otherwise, I ask you to refrain from using mobile phones and laptop computers during lectures and seminars. Mobile phones should be silenced or switched off and put away in your bags. If you want to use laptop computers to take notes, please sit in back rows. Research has shown that laptop multitasking distracts not only *you*, but also *other students around you*.¹ So please use computers wisely.

Use of course materials: Please note that according to University policy *all* course materials provided are for your *own personal use* and can only be used in relation to your studies. Any unauthorised distribution of course materials, including uploading them onto unauthorised web sites and social media sites, such as YouTube or Course Hero, will be considered in breach of the University's Code of Conduct and will be subject to disciplinary action.

Plagiarism

Plagiarism is a serious offence against academic integrity; it is defined by the University as follows: "The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism. Work may be considered to be plagiarised if it consists of: a direct quotation; a close paraphrase; an unacknowledged summary of a source; direct copying or transcription."

It is your responsibility to familiarise yourself with what plagiarism is, what the consequences are, and how to protect your work against it. Further information and resources are provided online from this University website: <http://www.gla.ac.uk/services/sls/plagiarism/>

Readings and how to use the reading list

Readings for every session are listed below, and it is necessary that required readings are read *prior* to each session. As mentioned above, I will pick students at random to provide brief summaries of the readings' core aspects in seminars. Required readings are available as PDF documents for download from Moodle. To obtain a deeper understanding and to perform well in the analytical summary and the final exam, readings from the suggested readings section should be consulted, too. I expect you to do the best you can to get access to any additional readings, which should all be available through the University of Glasgow library.

As a note of caution: you may find some of the readings challenging and possibly different from what you have been reading so far. As this is an Honours level seminar, I however want to guide you towards the current research frontier in global environmental politics research. This requires reading primary, academic literature rather than undergraduate textbooks. I expect you to carefully work through the assigned readings, which may take you longer than you initially think. Please do plan accordingly!

That said, rest assured that I never expect you to understand all the technical details, but I rather want you to get a good idea of what a paper's argumentative narrative is, and how it

¹Sana, F., Weston, T., and Cepeda, N.J. (2013). Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers. *Computers & Education*, 62:24-31.

contributes to the overall themes discussed in class. Feel free to reach out to me if you have particular questions.

If you would like to do some background reading on global environmental politics more generally, feel free to consult any of the following books, all of which are nice introductions to key concepts and debates; we will use chapters from some of these books throughout the course:

Main books

- O'Neill, K. (2009). *The Environment and International Relations*. Cambridge University Press, Cambridge, MA.
- Chasek, P. S., Downie, D. L., and Welsh Brown, J. (2013). *Global Environmental Politics*. Westview Press, Boulder, CO.
- Mitchell, R. B. (2010). *International Politics and the Environment*. SAGE, London.

Other nice book-length references

- Axelrod, Regina, S. and VanDeveer, Stacy, D. (2015). *The Global Environment: Institutions, Law, and Policy*. SAGE, London.
- Haas, P. M., Keohane, R. O., and Levy, M. A. (1993). *Institutions for the Earth: Sources of Effective International Environmental Protection*. MIT Press, Cambridge, MA.

PART I: ANALYTIC FOUNDATIONS

Week 2, September 28: *The basic problem of global environmental protection*

Required readings

- O’Neill, K. (2009). *The Environment and International Relations*. Cambridge University Press, Cambridge, MA, Ch 1.
- Mitchell, R. B. (2010). *International Politics and the Environment*. SAGE, London, Ch 2.
- Hardin, G. (1968). The Tragedy of the Commons. *Science*, 162(3859):1243–1248.

Recommended readings

- Axelrod, Regina, S. and VanDeveer, Stacy, D. (2015). *The Global Environment: Institutions, Law, and Policy*. SAGE, London, Ch 1.
- Dasgupta, P. (1982). *The Control of Resources*. Harvard University Press, Cambridge, MA.
- IEA (2015). World Energy Outlook. Available at <http://www.worldenergyoutlook.org>.
- Meadows, D. H., Randers, J., and Meadows, D. L. (2004). *The Limits to Growth: The 30-Year Update*. Routledge, London.
- Mitchell, R. B. (2010). *International Politics and the Environment*. SAGE, London, Ch 1.
- Stavins, R. N. (2011). The Problem of the Commons: Still Unsettled After 100 Years. *American Economic Review*, 101(1):81–108.
- Turner, G. M. (2008). A Comparison of The Limits to Growth with 30 Years of Reality. *Global Environmental Change*, 18(3):397–411.
- UNEP (2014). Global Environment Outlook. Available at <http://www.unep.org/geo/>.

Week 3, October 5: *No class.*

Week 4, October 12: *Solutions to governing the (global) environment*

Required readings

- O’Neill, K. (2009). *The Environment and International Relations*. Cambridge University Press, Cambridge, MA, Ch. 2.
- Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., and Policansky, D. (1999). Revisiting the Commons: Local Lessons, Global Challenges. *Science*, 284(5412):278–282.
- Mitchell, Ronald, B. (2013). International Environmental Politics. In Carlsnaes, W., Risse, T., and Simmons, B. A., editors, *Handbook of International Relations*. SAGE, London.

Recommended readings

- Barrett, S. (1990). The Problem of Global Environmental Protection. *Oxford Review of Economic Policy*, 6(1):68–79.
- Barrett, S. (2003). *Environment and Statecraft: The Strategy of Environmental Treaty-Making*. Oxford University Press, Oxford.
- Barrett, S. (2007). *Why Cooperate?: The Incentive to Supply Global Public Goods*. Oxford University Press, Oxford.
- Coase, R. (1960). The Problem of Social Cost. *Journal of Law and Economics*, 3(1):1–44.
- Ostrom, E. (1990). *Governing the Commons*. Cambridge University Press, Cambridge, UK.
- Ostrom, E. (2009). A General Framework for Analyzing Sustainability of Social-Ecological Systems. *Science*, 325(5939):419–422.
- Ostrom, E. (2010). Beyond Markets and States: Polycentric Governance of Complex Economic Systems. *American Economic Review*, 100(3):641–672.
- Young, O. R. (1994). *International Governance: Protecting the Environment in a Stateless Society*. Cornell University Press, Ithaca, NY.

PART II: INTERNATIONAL ENVIRONMENTAL COOPERATION

Week 5, October 19: *International environmental treaties*

Required readings

- Young, O. R. (1989b). The Politics of International Regime Formation: Managing Natural Resources and the Environment. *International Organization*, 43(3):349.
- Chasek, P. S., Downie, D. L., and Welsh Brown, J. (2013). *Global Environmental Politics*. Westview Press, Boulder, CO, Ch. 3.
- DeSombre, E. R. (2001). The Experience of the Montreal Protocol: Particularly Remarkable and Remarkably Particular. *UCLA Journal of Environmental Law and Policy*, 19(1):49–81.

Recommended readings

- Barrett, S. (1998). Political Economy of the Kyoto Protocol. *Oxford Review of Economic Policy*, 14(4):20–39.
- Barrett, S. (1999). Montreal versus Kyoto: International Cooperation and the Global Environment. In *Global Public Goods: International Cooperation in the 21st Century*, pages 192–219. Oxford University Press, New York.
- Grubb, M. (2000). The Kyoto Protocol: An Economic Appraisal. *FEEM Working Paper*, 30:1–33.

- Helm, D. and Hepburn, C. (2009). *The Economics and Politics of Climate Change*. Oxford University Press, Oxford.
- Keohane, R. O. (2015). The Global Politics of Climate Change: Challenge for Political Science. *PS: Political Science & Politics*, 48(1):19–26.
- McLean, E. V. and Stone, R. W. (2012). The Kyoto Protocol: Two-Level Bargaining or European Leadership? *International Studies Quarterly*, 56(1):99–113.
- Mitchell, R. B. (2002). A Quantitative Approach to Evaluating International Environmental Regimes. *Global Environmental Politics*, 2(4):58–83.
- Mitchell, R. B. (2003). International Environmental Agreements: A Survey of Their Features, Formation, and Effects. *Annual Review of Environment and Resources*, 28(1):429–461.
- Stavins, R. N. and Aldy, J. E. (2009). *Post-Kyoto International Climate Policy: Summary for Policymakers*. Cambridge University Press, Cambridge, MA.
- Victor, D. G. (2011). *Global Warming Gridlock: Creating More Effective Strategies for Protecting the Planet*. Cambridge University Press, Cambridge, MA.
- von Stein, J. (2008). The International Law and Politics of Climate Change. *Journal of Conflict Resolution*, 52(2):243–268.
- Young, O. R. (1989a). *International Cooperation: Building Regimes for Natural Resources and the Environment*. Cornell University Press, Ithaca, NY.
- UNFCCC (2015). Adoption of the Paris Agreement. Proposal by the President. Available at <http://unfccc.int/resource/docs/2015/cop21/eng/l09r01.pdf>.

Week 6, October 26: *Treaty effectiveness*

Required readings

- Mitchell, R. B. (1994). Regime Design Matters: Intentional Oil Pollution and Treaty Compliance. *International Organization*, 48(3):425–458.
- Downs, G. W. (2000). Constructing Effective Environmental Regimes. *Annual Review of Political Science*, 3(1):25–42.
- Young, O. R. (2011). Effectiveness of International Environmental Regimes: Existing Knowledge, Cutting-edge Themes, and Research Strategies. *Proceedings of the National Academy of Sciences*, 108(50):19853–19860.

Recommended readings

- Bernauer, T., Kalbhenn, A., Koubi, V., and Spilker, G. (2013). Is There a “Depth versus Participation” Dilemma in International Cooperation? *The Review of International Organizations*, 8(4):477–497.

- Chayes, A. and Chayes, A. H. (1993). On Compliance. *International Organization*, 47(2):175–205.
- Chayes, A. and Chayes, A. H. (1995). *The New Sovereignty: Compliance with International Regulatory Agreements*. Harvard University Press, Cambridge, MA.
- Downs, G. W., Roche, D. M., and Barsoom, P. N. (1996). Is the Good News About Compliance Good News About Cooperation? *International Organization*, 50(3):379–406.
- Fredriksson, P. G. and Gaston, N. (2000). Ratification of the 1992 Climate Change Convention: What Determines Legislative Delay? *Public Choice*, 104(3):345–368.
- Gilligan, M. J. (2004). Is There a Broader-Deeper Trade-Off in International Multilateral Agreements? *International Organization*, 58(3):459–484.
- Gulbrandsen, L. H. and Andresen, S. (2004). NGO Influence in the Implementation of the Kyoto Protocol: Compliance, Flexibility Mechanisms, and Sinks. *Global Environmental Politics*, 4(4):54–75.
- Sprinz, D. and Helm, C. (1999). The Effect of Global Environmental Regimes: A Measurement Concept. *International Political Science Review*, 20(4):359–369.
- Lupu, Y. (2013). The Informative Power of Treaty Commitment: Using the Spatial Model to Address Selection Effects. *American Journal of Political Science*, 57(4):912–925.
- Lupu, Y. (2014). Why Do States Join Some Universal Treaties but Not Others? An Analysis of Treaty Commitment Preferences. Forthcoming in *Journal of Conflict Resolution*.
- Mitchell, R. B. (2002). A Quantitative Approach to Evaluating International Environmental Regimes. *Global Environmental Politics*, 2(4):58–83.
- Mitchell, R. B. (2006). Problem Structure, Institutional Design, and the Relative Effectiveness of International Environmental Agreements. *Global Environmental Politics*, 6(3):72–89.
- O’Neill, K. (2009). *The Environment and International Relations*. Cambridge University Press, Cambridge, MA, Ch. 5.
- Roberts, J. T., Parks, B. C., and Vasquez, A. A. (2004). Who Ratifies Environmental Treaties and Why? Institutionalism, Structuralism and Participation by 192 Nations in 22 Treaties. *Global Environmental Politics*, 4(3):22–64.
- Simmons, B. (2010). Treaty Compliance and Violation. *Annual Review of Political Science*, 13(1):273–296.
- Victor, D. G., Raustiala, K., and Skolnikoff, E. B., editors (1998). *The Implementation and Effectiveness of International Environmental Commitments : Theory and Practice*. MIT Press, Cambridge, MA.
- Weiss, E. B. and Jacobson, H. K. (2000). *Engaging Countries: Strengthening Compliance with International Environmental Accords*. MIT Press.

- Young, O. R. (2001). Inferences and Indices: Evaluating the Effectiveness of International Environmental Regimes. *Global Environmental Politics*, 1(1):99–121

Week 7, November 2: *International environmental protection in democracies and autocracies*

Required readings

- Raustiala, K. (1997a). Domestic Institutions and International Regulatory Cooperation: Comparative Responses to the Convention on Biological Diversity. *World Politics*, 49(4):482–509.
- Baettig, M. B. and Bernauer, T. (2009). National Institutions and Global Public Goods: Are Democracies More Cooperative in Climate Change Policy? *International Organization*, 63(2):281–308.
- Bayer, P. and Urpelainen, J. (2016). It Is All about Political Incentives: Democracy and the Renewable Feed-in Tariff. *The Journal of Politics*, 78(2):603–619.

Recommended readings

- Barrett, S. and Graddy, K. (2000). Freedom, Growth, and the Environment. *Environment and Development Economics*, 5(4):433–456.
- Bernauer, T., Kalbhenn, A., Koubi, V., and Spilker, G. (2010). A Comparison of International and Domestic Sources of Global Governance Dynamics. *British Journal of Political Science*, 40(3):509–538.
- Congleton, R. D. (1992). Political Institutions and Pollution Control. *The Review of Economics and Statistics*, 74(3):412–421.
- Farzin, Y. H. and Bond, C. A. (2006). Democracy and Environmental Quality. *Journal of Development Economics*, 81(1):213–235.
- Fredriksson, P. G. and Wollscheid, J. R. (2007). Democratic Institutions versus Autocratic Regimes: The Case of Environmental Policy. *Public Choice*, 130(3-4):381–393.
- Li, Q. and Reuveny, R. (2006). Democracy and Environmental Degradation. *International Studies Quarterly*, 50(4):935–956.
- Midlarsky, M. I. (1998). Democracy and the Environment: An Empirical Assessment. *Journal of Peace Research*, 35(3):341–361.
- Neumayer, E. (2002). Do Democracies Exhibit Stronger International Environmental Commitment? A Cross-country Analysis. *Journal of Peace Research*, 39(2):139–164.
- Payne, R. A. (1995). Freedom and the Environment. *Journal of Democracy*, 6(3):41–55.
- Poloni-Staudinger, L. M. (2008). Are Consensus Democracies More Environmentally Effective? *Environmental Politics*, 17(3):410–430.
- Ward, H. (2008). Liberal Democracy and Sustainability. *Environmental Politics*, 17(3):386–409.

PART III: TOPICS IN GLOBAL ENVIRONMENTAL POLITICS

Week 8, November 9: *Trade and the global environment*

Required readings

- O'Neill, K. (2009). *The Environment and International Relations*. Cambridge University Press, Cambridge, MA, Ch. 6.
- Cao, X. and Prakash, A. (2010). Trade Competition and Domestic Pollution: A Panel Study, 1980-2003. *International Organization*, 64(3):481–503.
- Esty, D. C. (2001). Bridging the Trade-Environment Divide. *Journal of Economic Perspectives*, 15(3):113–130.

Recommended readings

- Aklin, M. (2016). Re-exploring the Trade and Environment Nexus Through the Diffusion of Pollution. *Environmental and Resource Economics*, 64(4):663–682.
- Bechtel, M. M. and Tosun, J. (2009). Changing Economic Openness for Environmental Policy Convergence: When Can Bilateral Trade Agreements Induce Convergence of Environmental Regulation? *International Studies Quarterly*, 53(4):931–953.
- Cao, X. and Prakash, A. (2010). Trade Competition and Domestic Pollution: A Panel Study, 1980-2003. *International Organization*, 64(3):481–503.
- Dasgupta, S., Laplante, B., Wang, H., and Wheeler, D. (2002). Confronting the Environmental Kuznets Curve. *The Journal of Economic Perspectives*, 16(1):147–168.
- DeSombre, E. R. and Barkin, J. S. (2002). Turtles and Trade: The WTO's Acceptance of Environmental Trade Restrictions. *Global Environmental Politics*, 2(1):12–18.
- Drezner, D. W. (2001). Globalization and Policy Convergence. *International Studies Review*, 3(1):53–78.
- Eckersley, R. (2004). The Big Chill: The WTO and Multilateral Environmental Agreements. *Global Environmental Politics*, 4(2):24–50.
- Grossman, G. M. and Krueger, A. B. (1995). Economic Growth and the Environment. *The Quarterly Journal of Economics*, 110(2):353–377.
- Mani, M. and Wheeler, D. (1998). In Search of Pollution Havens? Dirty Industry in the World Economy, 1960 to 1995. *The Journal of Environment & Development*, 7(3):215–247.
- Najam, A. and Robins, N. (2001). Seizing the Future: The South, Sustainable Development and International Trade. *International Affairs*, 77(1):49–68.
- Najam, A. (2005). Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement. *International Environmental Agreements: Politics, Law and Economics*, 5(3):303–321.

- Vogel, D. (1995). *Trading Up: Consumer and Environmental Regulation in a Global Economy*. Harvard University Press, Cambridge, MA.
- Wheeler, D. (2001). Racing to the Bottom? Foreign Investment and Air Pollution in Developing Countries. *The Journal of Environment & Development*, 10(3):225–245.

Week 9, November 16: *NGOs and the global environment*

Required readings

- O’Neill, K. (2009). *The Environment and International Relations*. Cambridge University Press, Cambridge, MA, Ch. 7.
- Raustiala, K. (1997b). States, NGOs, and International Environmental Institutions. *International Studies Quarterly*, 41(4):719–740.
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Week 10, November 23: *Firms and the global environment*

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Week 11, November 30: *Environmental regulation and carbon markets*

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