



GLOBAL ENVIRONMENTAL POLITICS  
—POLITIC4007—

Autumn term 2017  
Last update: October 10, 2017

Lecture: Wednesdays, 9am-10am, Joseph Black Building, Room #C407  
Seminar 1: Wednesdays, 10am-11am, 7 University Gardens, Room #101  
Seminar 2: Wednesdays, 11am-12noon, 7 University Gardens, Room #101

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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 behaviour 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 behaviour, 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 international climate and ozone depletion politics, 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.

## Festival of Social Sciences

To make this course as interesting, entertaining, and relevant to you, there is one additional event that takes place outside regular class hours. I encourage you to attend.

*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 features an all-day event at IKEA in Glasgow, on Saturday, November 4, 2017. I will be playing a “Carbon Market Game,” and it would be great to see some of you swing by. Check out this website for more information on what else is going on: <https://goo.gl/jvnNmW>

Week 1	Sep 20	Welcome & introduction
PART I: ANALYTIC FOUNDATIONS		
Week 2	Sep 27	<i>No class</i>
Week 3	Oct 4	The basic problem of global environmental protection
Week 4	Oct 11	Solutions to governing the (global) environment
PART II: INTERNATIONAL ENVIRONMENTAL COOPERATION		
Week 5	Oct 18	International environmental treaties
Week 6	Oct 25	Treaty effectiveness
	Oct 30	<i>Essay due</i>
Week 7	Nov 1	International environmental protection in democracies and autocracies
	Nov 4	<i>Festival of Social Sciences</i>
PART III: TOPICS IN GLOBAL ENVIRONMENTAL POLITICS		
Week 8	Nov 8	Trade and the global environment
Week 9	Nov 15	NGOs and the global environment
Week 10	Nov 22	Firms and the global environment
Week 11	Nov 29	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 train students in how to apply academic findings to current problems in global environmental politics. This requires everyone to have carefully read all required readings *prior* to each seminar session. We will do a lot of group work during the seminars, so without adequate preparations you will not get much out of the seminars. I expect every student to be able to answer the following *four key questions* about any given reading:

- 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 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* two-page

summary (1.5 spacing) of a newspaper article of your choice, to be analysed with the analytical tools that we develop in class. Written formative assessments can be submitted at any time during the semester.

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 midterm essay (50% of grade) and a final exam (50% of grade).

The midterm essay comes in the form of a mini project on international climate change politics. International climate change politics has changed dramatically with the negotiation of the Paris Accord in 2015. In light of these developments, I want you to assess whether the move from the governance structure under the Kyoto Protocol to the one under the Paris Accord is likely to make international climate politics more effective. For this, I want you to carry out the following tasks:

- Based on the academic literature, discuss what you think are the *three* main obstacles to effective international climate politics. Make sure your arguments specifically speak to the context of climate change.
- Using the institutional arrangements under the Kyoto Protocol as the baseline, describe the fundamental changes for how climate change is governed since the Paris Accord.
- Given the obstacles and the institutional change, assess whether the Paris Accord is a success or a failure. Do draw on news stories, policy reports, and other outside documents to support your argument.

This essay 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 someone who has no specific knowledge about the literature or climate change, so make sure you present your arguments and materials in an accessible way, while keeping descriptive parts short and focusing on the analysis. The deadline for the essay is October 30, 2017 (week 6/7), to be submitted to the undergraduate office and through Moodle.

The unseen 2-hour exam will take place at some time in December during the examination period between December 4-15, 2017. As is standard, the exam will be in the choose-two-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 climate change midterm essay is aimed at a more focused discussion of relevant arguments and outside materials. No mock exam will be given.

## 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 for how you can improve your work. You are advised to discuss your feedback with me.
- You will also receive written feedback from one of your peers on your formative assessment. The expectation here is that you provide half a page of written feedback within a week of receiving the formative assessment, which should be sent to me and your classmate. You can opt out from this provision by emailing me, but that foregoes the opportunity to receive feedback from one of your peers. Opting out is hence strongly discouraged. Your peer is the just the student below you in the class list available from Moodle.
- 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 lectures and seminars is mandatory and attendance will be taken.
- 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 two-page summary (1.5 spacing) of any journal article (if desired) as formative assessments.
- Climate change essay (2,000 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 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 Learning Scientists blog post offers a great discussion of how to communicate with your professors in a professional and polite way. The post is available here: <https://goo.gl/tDt1T5>.

*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*.<sup>1</sup> 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. Required readings are available as PDF documents for download from Moodle. To obtain a deeper understanding and to perform well in the essay and 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 would like to guide you towards more advanced readings 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 contributes to the overall themes discussed in class. Feel free to reach out to me if you have particular questions.

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

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:

- O’Neill, K. (2009). *The Environment and International Relations*. Cambridge University Press, Cambridge, MA.
- Chasek, P. S., Downie, D. L., and Welsh Brown, J. (2009). *Global Environmental Politics*. Westview Press, Boulder, CO. *Note:* There is a more recent edition available on the market, but this the 2009 edition is the ebook version available through the Library.
- Mitchell, R. B. (2010). *International Politics and the Environment*. SAGE, London.
- 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 27:** *No class.*

**Week 3, October 4:** *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>.
- Kaul, I., Grunberg, I., and Stern, M. (1999). *Global Public Goods : International Cooperation in the 21st Century*. Oxford University Press, New York, NY.
- 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 4, October 11:** *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.
- Helm, D. and Pearce, D. (1990). Economic Policy Towards the Environment. *Oxford Review of Economic Policy*, 6(1):1–16.
- 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 18: *International environmental agreements*

### *Required readings*

- Chasek, P. S., Downie, D. L., and Welsh Brown, J. (2009). *Global Environmental Politics*. Westview Press, Boulder, CO, Ch. 4.
- Axelrod, Regina, S. and VanDeveer, Stacy, D. (2015). *The Global Environment: Institutions, Law, and Policy*. SAGE, London, Ch. 5.
- Sprinz, D. and Vaahtoranta, T. (1994). The Interest-Based Explanation of International Environmental Policy. *International Organization*, 48(1):77–105.

### *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.
- Jacquet, J. and Jamieson, D. W. (2016). Soft but Significant Power in the Paris Agreement. *Nature Climate Change*, 6:643–646.
- 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, UK.
- von Stein, J. (2008). The International Law and Politics of Climate Change. *Journal of Conflict Resolution*, 52(2):243–268.

- Young, O. R. (1989b). The Politics of International Regime Formation: Managing Natural Resources and the Environment. *International Organization*, 43(3):349–375.
- 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 25:** *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., Rocke, 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., editor (1999). *The Effectiveness of International Environmental Regimes: Causal Connections and Behavioral Mechanisms*. MIT Press, Cambridge, MA.
- Young, O. R. (2001). Inferences and Indices: Evaluating the Effectiveness of International Environmental Regimes. *Global Environmental Politics*, 1(1):99–121.

**Week 7, November 1:** *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 8:** *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. (2012). Trade Competition and Environmental Regulations: Domestic Political Constraints and Issue Visibility. *Journal of Politics*, 74(1):66–82.
- Clapp, J. and Dauvergne, P. (2011). *Paths to a Green World: The Political Economy of the Global Environment*. MIT Press, Cambridge, MA.
- Dechezleprêtre, A. and Sato, M. (2017). The Impacts of Environmental Regulations on Competitiveness. *Review of Environmental Economics and Policy*, 11(2):183–206.
- 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.
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**Week 9, November 15: NGOs and the global environment**

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- Binder, S. and Neumayer, E. (2005). Environmental Pressure Group Strength and Air Pollution: An Empirical Analysis. *Ecological Economics*, 55(4):527–538.
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**Week 10, November 22:** *Firms and the global environment*

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**Week 11, November 29:** *Environmental regulation and carbon markets*

*Required readings*

- Carrigan, C. and Coglianese, C. (2011). The Politics of Regulation: From New Institutionalism to New Governance. *Annual Review of Political Science*, 14(1):107–129.
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