

Department of Geography  
University of Illinois at Urbana-Champaign  
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## **INTERNATIONAL ENVIRONMENTAL COOPERATION**

GEOG 481/ ESES 481

**Tu Th 11:00am - 12:20pm 329 Davenport Hall**

This course will examine the problems, politics, and policies related to environmental issues that spill beyond national boundaries, problems that cannot be solved by one country acting alone. The course will begin with an examination of how the classic "tragedy of the commons" perspective extends to the international level and what kinds of solutions this analysis would offer for international environmental problems. We will then move from relatively small problems to larger ones, beginning with small-scale transboundary environmental problems among just a few nations. We will then move on to consider several large regional and global commons (an unbounded or enormous commons shared by many nations). We will look at the atmosphere (acid rain, protection of the ozone layer, and climate change), oceans (pelagic fisheries), and biodiversity (Convention on Biological Diversity, trade in endangered species), among other issues. Because trade in endangered species is considered an important threat to biodiversity and an important target for international environmental regulation, our natural next step is to examine trade and the environment. How do the rules that nations make to govern trade affect patterns of environmental damage? How do nations try to use trade as a tool to influence the environmentally damaging behavior of others? Finally, we will end the course with a look at methods for increasing the likelihood of international environmental cooperation -- both compliance with existing rules and the ability to create new environmental regimes. These methods range from the use of unilateral actions, trade sanctions, financial aid, and monitoring by non-governmental organizations (NGOs), to innovations in institutional design. Throughout the course students should keep two questions in mind: (a) how can we design institutions that will actually change behavior to produce improved environmental outcomes? and (b) what ethical issues emerge as we try to address international environmental problems?

Because the course concerns collective choice, cooperation and institution-building, the course itself is built around incentive-compatible mechanisms to foster cooperation among students enrolled in the course in the production of a high quality experience for all, and we will engage at the end of the semester in a collaborative exercise to pool individually acquired knowledge. Since climate change is the pre-eminent international environmental problem today, we will bring our knowledge and learning of experience in solving other issues to bear upon the discussion of potential solutions to the problem of preventing climate change. This course will not be quite enough to enable students to run out and establish world peace and universal environmental cooperation after the end of the semester. But students should certainly feel that they have learned a lot about what it takes to encourage cooperation (whether among ants, persons, firms, or governments), and they should become better judges of existing institutions, and as a result better evaluators of proposals for solving international environmental problems.

**Required reading:** Hilary French, *Vanishing Borders: Protecting the Planet in the Age of Globalization*. 2000. New York, London: W. W. Norton. Available from \$11.86 new on Amazon.com.

**Class etiquette:** You would not expect your professor to eat meals during class, read a newspaper in the middle of a lecture, or be unprepared. Your professor deserves the same respect from you.

**Biographical Information:** I would like every student to fill out a form (Bio\_form.doc on the COMPASS course website) giving details about their prior experience, exposure, knowledge, and interest in politics, environment, economics, and developing countries. This information will help me to tailor the lectures to the general orientation of as many students as possible, as well as provide a good insight into possible issues to focus on during class discussions. Every student must fill out the form and submit it to the COMPASS website. Specific directions will be provided in the form itself.

**Assignments:** In order to minimize risk and maximize student resilience during the term, we will have a lot of little assignments. This should help to keep the workload as even as possible throughout the term (prevents nervous breakdowns at the end), and the assignments are structured to give you the incentive to start early and keep up.

**Analytical review of themes:** This group of assignments is intended to force you to analyze the empirical material you will read in this class in order to draw general lessons for building successful international environmental regimes and producing improved environmental outcomes. Before the end of the fourth week of lectures, each student will select, from a list we will collectively decide in class, a "personal perspective" to adopt and cultivate during the remainder of the course. This personal perspective will not be a single country or a particular environmental problem but will instead be a "theme" that can be applied to any international environmental problem.

For example, some students might watch for the role of differences in economic wealth among countries. Some might want to evaluate how geographical considerations affect nations' choices and options, whereas there will certainly be some who want to monitor how considerations of population growth rates and absolute population size affect both the problems themselves and nations' bargaining positions. Others might focus on the reactions of the rapidly industrializing economies (or, alternatively, the abysmally poor and desperate "fourth world") to international environmental problems and to other nations. Still others could consider what kinds of issues NGOs have an impact on and when they don't, and why. Some might choose to compare the suitability of prohibitory policies and economic incentives approaches to solving environmental problems. Others could focus on implementation and compliance (are some problems easy to get compliance on and others quite difficult?). The final set of five or six themes will be tailored to student interests and experience, and will be decided in consultation with the entire class.

**Perspective essay:** Students will commit themselves to a particular "perspective" by signing up for it and submitting a short essay (strictly 500-words or less) explaining how they see this perspective and why they are concerned with it. This written commitment will be due on Compass on September 18, 2010, at the end of week 4. **(10% of the final grade)**

Once committed to a perspective, each student will be charged with applying it to class readings and discussion for the rest of the semester. The objective of this "perspective" is to give students a chance to personalize the course in a way that is important to them, to produce in-class "experts" with a range of specialties who can share their expertise with the class throughout the term, and to give each lecture

topic a dynamic and valuable "chemistry" based on the combination of unique specialties and perspectives represented.

**Weekly submissions:** There will be very short written assignments due every week during weeks five to thirteen. These assignments will take the form of a one-paragraph comment on the week's readings and/or class lecture and discussions from your chosen perspective (less than 300 words, enforced strictly). It is designed to help you wrap up the week in a written form that you can access later for writing the final analytical review. Also, it should give shy people a chance to shine, and to become less shy! I will give feedback on the weekly assignments approximately three times. Only the best 8 of 9 weekly assignments will be included in the final grade. **(Collectively 40% of course grade; 5% per weekly assignment)**

**Analytical review:** Building on the weekly submissions, each student will write a short research paper on the selected perspective. This assignment is intended to encourage you to compare lessons from the readings on specific environmental regimes, in order to make broader generalizations that improve our understanding of successful international environmental institutions. In order to do so, each student will need to "sort" the material covered during the semester into an analysis. In addition, students will need to do a limited amount of individual research on their chosen perspectives. The research paper will be 1200 words or less, and expected on Compass on or before December 7, 2010. By assembling findings on each theme into broad generalizations across the entire family of environmental regimes, the class will jointly produce high value-added results. **(20% of the final grade)**

**Country paper:** Each student will write a paper with description and analysis of the behavior of a particular country or group of countries (to be selected from a list) with respect to each of the cases we examine during the course. Each individual student will therefore become an expert on patterns (or lack thereof) in that country's position on the issue, participation in negotiations, decision to ratify, reservations or compliance, across a large number of different regimes. Undergraduate students are expected to pick one country; graduate students are required to select a group of countries based on their research interests. Students should keep track as we go so that they will always be in a position to report in class on the behavior of their chosen country or countries. A short analytical paper of 1000 words or less, accompanied by a chart of the behavior tracked across cases, will be due on Compass on or before November 18, 2010. More details will be provided during the preceding weeks. **(20% of the final grade)**

**Participation in class:** Attendance in class is expected. Lectures will be designed to encourage vigorous participation, and the content and quality of participation will be evaluated weekly. This is your opportunity to get clarifications, ask questions that trouble you, solicit reactions from others on contradictions you have observed among different arguments, share insights about the perspective you have chosen, and contribute to a better learning experience in the classroom. During most weeks, there will be lecture on Tuesday and class discussion on Thursday.

**Participation online:** We have created a group page on Facebook for this class, titled "GEOG 481: International Environmental Cooperation", which will serve as the online discussion board for issues covered in this course. Membership to this group is only by invitation, and each of you will receive such an invitation in the first week. Feel free to post comments and/or material related to topics being

discussed in class, as well as commenting on the posts of other students. Posts with information that complements class readings and discussion are especially encouraged.

**Leading class discussion:** Each student will pick two weeks between weeks 6-12 in which he/she will lead discussion in class on Thursday on the topic for that week. The group of students leading discussion each week will need to carry out some extra research and reading in addition to the required readings, and jointly post questions for the class to consider during discussion. These questions will be posted to the Facebook page by 9am on Thursday. **(10% of the final grade)**

Vigorous participation in class discussion will enhance the quality of learning in this class. We will have class discussions every Thursday until Thanksgiving break, with a group of students leading discussion every week. In order to facilitate and encourage participation, these class discussions will be worth 10% of the final grade. This will be divided into two parts, as described below.

One part (5%) is the assessment of the performance of each individual in leading class discussion by your peers in the class. I will pick the better score of the two weeks when you will be one of the leaders in class discussion. This way, if you underperform for some reason in one week, it will not affect your grade. The other part (5%) is based on your contributions to evaluating the leaders in other weeks.

An assessment will be set up on Compass for each week of class discussion. The two weeks when you are leading class discussion will contribute 5% of your grade. Only the better score from the two weeks will be counted. During the remaining five weeks when you are not leading class discussion, your evaluations of your peers leading class discussion will be the basis for the other 5% of your grade. If you evaluate the leaders in four of the five weeks when you will not be leading discussion, you will be awarded full points. I trust that you will not evaluate the leaders on Thursday that you were not present in class.

**General structure of the course:** The table below provides a weekly overview of the topics we will cover during the semester. All readings will be available either through E-reserves on the university library website or posted on Compass.

Week 1: Aug 24, 26 Introduction	Week 2: Aug 31, Sept 2 Collective action	Week 3: Sept 7, 8 International environmental law	Week 4: Sept 14, 16 Applying theory to cases	Week 5: Sept 21, 23 Applying the perspectives
Week 6: Sept 28, 30 Regional commons (Rhine river pollution, Acid rain)	Week 7: Oct 5, 7 Global commons (Law of the sea, Straddling stocks)	Week 8: Oct 12, 14 Global commons (Global fisheries)	Week 9: Oct 19, 21 Global commons (Ozone depleting substances)	Week 10: Oct 26, 28 Non-State Governance (FSC, MSC, DFN-swaps)
Week 11: Nov 2, 4 Trade in Wildlife (Elephants, Tigers, Rhinoceros)	Week 12: Nov 9, 11 Ensuring participation (GEF, MPMF)	Week 13: Nov 16, 18 Climate change (UNFCCC, Kyoto protocol)	Week 14: Nov 30, Dec 2 Climate change (REDD, soy roundtable, FCPF)	Week 15: Dec 7 Effectiveness of international regimes

## **List of Readings**

### **Week 1: Aug 24, 26**

#### **Introduction**

Hilary French, *Vanishing Borders*, Ch 2-3.

Ronald Mitchell "Defining and distinguishing international environmental problems," Ch 2 in *International Politics and the Environment*.

Oran R. Young, "Regime dynamics: The rise and fall of international regimes," Ch 4 in Stephen Krasner, editor, *International Regimes*.

### **Week 2: Aug 31, Sept 2**

#### **Theory of Games and Collective action**

Garrett Hardin (1968), "Tragedy of the Commons," *Science* 1968

Michael Taylor, "Introduction: The problem of collective action," Ch 1 in *The Possibility of Cooperation*.

Margaret McKean, "Common Property: What is it, what is it good for, and what makes it work?" Chapter 2 in Clark Gibson, Margaret McKean, and Elinor Ostrom, editors, *People and Forests* .

Ronald B. Mitchell, "International Environmental Common-Pool Resources: More common than domestic but more difficult to manage," Ch2 in Samuel Barkin and George E. Shambaugh, editors, *Anarchy and the Environment: the International Relations of Common Pool Resources*.

Recommended:

Russell Hardin, "Asymmetries in Collective Action," Ch 5 in *Collective Action*.

### **Week 3: Sept 7, 9**

#### **International Environmental Law**

Patricia W. Birnie, Alan E. Boyle, and Catherine Redgewell, "International Law and the Environment," Ch 1 in *International Law and the Environment* (3<sup>rd</sup> ed.).

David Hunter, James Salzman, and Durwood Zaelke, "Build it and they will come" pp267 in David Hunter, James Salzman, and Durwood Zaelke, *International Environmental Law and Policy*.

David Hunter, James Salzman, and Durwood Zaelke, "The Role of Non-State Actors" pp422-442 in David Hunter, James Salzman, and Durwood Zaelke, *International Environmental Law and Policy*.

### **Week 4: Sept 14, 16 Perspective essay due (10%)**

#### **Applying theory to cases**

Ronald Mitchell, "Sources of International Environmental Problems", Chapter 3 in Ronald Mitchell, *International Politics and the Environment*.

Gail Osherenko and Oran Young, "The Formation of International Regimes: Hypotheses and Cases", Chapter 1 in Oran R. Young and Gail Osherenko, editors, *Polar Politics: Creating International Environmental Regimes*.

David W Cash, William C Clark, Frank Alcock, Nancy M Dickson, Noelle Eckley, David H Guston, Jill Jäger, Ronald B Mitchell (2003) Knowledge systems for sustainable development. *Proceedings of the National Academy of Sciences of the United States of America* 100(14): 8086-91.

Alyson Decker (2007), *Save the Whales – Save the Whalers – Wait, just save the International Whaling Commission: A fresh look at the controversy surrounding cultural claims to Whales*. *Southern California Interdisciplinary Law Journal*.

Recommended:

Thomas Dietz, Eugene A. Rosa, Richard York (2007) Driving the Human Ecological Footprint. *Frontiers in Ecology and the Environment* 5(1): pp. 13-18.

#### **Week 5: Sept 21, 23**

##### **Applying perspective themes to cases: Saving the Whales**

Cinnamon Carlarne (2006). *Saving the Whales in the new Millennium: International institutions, recent developments, and the future of international whaling policies*. *Virginia Environmental Law Journal*.

Sarah Suhre (1999). *Misguided Morality: The Repercussions of the International Whaling Commission's Shift from a Policy of Regulation to One of Preservation*. *Georgetown International Environmental Law Review*.

Recommended:

Don Munton, Marvin Soroos, Elena Nikitina, and Marc A. Levy, "Acid Rain in Europe and North America," Ch 4 in Oran R. Young, editor, *The Effectiveness of International Environmental Regimes: Causal Connections and Behavioral Mechanisms*.

#### **Week 6: Sept 28, 30**

##### **Regional commons**

Thomas Bernauer, "Protecting the Rhine River against Chloride Pollution," in Robert Keohane, and Marc Levy, editors, *Institutions for Environmental Aid*.

Don Munton, Marvin Soroos, Elena Nikitina, and Marc A. Levy, "Acid Rain in Europe and North America," Ch 4 in Oran R. Young, editor, *The Effectiveness of International Environmental Regimes: Causal Connections and Behavioral Mechanisms*.

Recommended:

John McCormick, "Acid Pollution: The International Community's Continuing Struggle," *Environment* (40:3, April 1998).

Stacy D. VanDeveer, "Protecting Europe's Seas: Lessons from the last 25 years," *Environment* (42:6, July/August 2000).

Peter H. Gleick, "Water, War, and Peace in the Middle East," *Environment* (36:3, April 1994).

Thomas Bernauer, "Managing International Rivers," in Oran Young, editor, *Global Governance: Drawing Insights from the Environmental Experience*.

Marc A. Levy, "European Acid Rain: The Power of Tote-Board Diplomacy," Peter M. Haas, Robert O. Keohane, and Marc A. Levy, editors, *Institutions for the Earth: Sources of Effective International Environmental Protection*, 75-132.

Barbara Connolly, "Asymmetrical Rivalry in Common Pool Resources and European Responses to Acid Rain," Ch 6 in Barkin and Shambaugh, Samuel Barkin and George E. Shambaugh, editors, *Anarchy and the Environment: the International Relations of Common Pool Resources*, 122-155.

Marvin S. Soroos, "Arctic Haze and Transboundary Air Pollution: Conditions Governing Success and Failure," Oran R. Young and Gail Osherenko, editors, *Polar Politics: Creating International Environmental Regimes*, 186-222.

John McCormick, "Acid Pollution: The International Community's Continuing Struggle," *Environment* (40:3, April 1998).

## **Week 7: Oct 5, 7**

### **Law of the Sea**

Patricia W. Birnie, Alan E. Boyle, and Catherine Redgewell, "Customary Law and the 1982 UNCLOS", pp387-398, and "1995 Agreement on Straddling and Highly Migratory Fish Stocks" pp733-744, in *International Law and the Environment* (3<sup>rd</sup> ed.)

Giselle Vigneron, "Compliance and International Environmental Agreements: a Case Study of the 1995 United Nations Straddling Fish Stocks Agreement," *Georgetown International Environmental Law Review* (10: Winter 1998)

Recommended:

Patricia W. Birnie, Alan E. Boyle, and Catherine Redgewell, "The Law of the Sea and Protection of the Marine Environment", Chapter 7 in *International Law and the Environment* (3<sup>rd</sup> ed.)

Natalia S. Mirovitskaya, Margaret Clark, and Ronald G. Purver, "North Pacific Fur Seals: Regime Formation as a Means of Resolving Conflict", Ch 2 in Oran R. Young and Gail Osherenko, editors, *Polar Politics: Creating International Environmental Regimes*, 22-55

Olav Schram Stokke, Lee G. Anderson, and Natalia Mirovitskaya, "The Barents Sea Fisheries," ch3 in Young, Ch 3 in Oran R. Young, editor, *The Effectiveness of International Environmental Regimes : Causal Connections and Behavioral Mechanisms*, 91-154

### **Week 8: Oct 12, 14**

#### **International Fisheries**

Allen L. Springer, "The Canadian Turbot War with Spain: Unilateral State Action in Defense of Environmental Interests," *Journal of Environment and Development* (6:1, March 1997), 26-60

Charles Clover, "Law and the Commons", Chapter 9 in *The End of the Line: How overfishing is changing the world and what we eat*, pp 141-164.

Hilary French, "Global Grocers", Chapter 4.

Recommended:

M. J. Peterson, "International Fisheries Management," Chapter 6 in Peter M. Haas, Robert O. Keohane, and Marc A. Levy, editors, *Institutions for the Earth: Sources of Effective International Environmental Protection*, 249-308

Overfishing: Its Causes and Consequences. A Special Double Issue. *Ecologist* [Vol 25 No 2/3 - March/April, May/June 1995](#)

Christopher D. Stone, "Too many fishing boats, too few fish: can trade laws trim subsidies and restore the balance to global fisheries?" *Ecology Law Quarterly* (24:3, August 1997), 505-544

Rebecca Bratspies, "Finessing King Neptune: Fisheries Management and the Limits of International Law," *Harvard Environmental Law Review* (25: 2001)

Elizabeth DeSombre, "Tuna fishing and common pool resources" Ch 3 in Samuel Barkin and George E. Shambaugh, editors, *Anarchy and the Environment: the International Relations of Common Pool Resources*.

### **Week 9: Oct 19, 21**

#### **Ozone Depleting Substances**

Edward A. Parson, "Protecting the Ozone Layer," Chapter 2 in Peter M. Haas, Robert O. Keohane, and Marc A. Levy, editors, *Institutions for the Earth: Sources of Effective International Environmental Protection*, 27-74

Richard Elliot Benedick, "Common but Undifferentiated Responsibilities," Chapter 16 in *Ozone Diplomacy: New Directions in Safeguarding the Planet*, 306-320

Edward A. Parson and Owen Greene, "The Complex Chemistry of the International Ozone Agreements," *Environment* (37:2, March 1995), 16-20, 35-43

Recommended:

Peter M. Haas, "Stratospheric Ozone: Regime Formation in Stages," Ch 5 in Oran R. Young and Gail Osherenko, editors, *Polar Politics: Creating International Environmental Regimes*, 152-185.

David Leonard Downie, "The Power to Destroy: Understanding Stratospheric Ozone Politics as a Common-Pool Resource Problem," Ch5 in Barkin and Shambaugh, Ch 5 in Samuel Barkin and George E. Shambaugh, editors, *Anarchy and the Environment: the International Relations of Common Pool Resources*, 97-121.

Richard Elliot Benedick, "Promoting Compliance," Chapter 17 in *Ozone Diplomacy: New Directions in Safeguarding the Planet*, 269-286.

Richard Elliot Benedick, "New controls for North and South," Chapter 1 in *Ozone Diplomacy: New Directions in Safeguarding the Planet*, 287-305.

### **Week 10: Oct 26, 28**

#### **Non-State Governance**

Kate O'Neill, "Non-state global environmental governance," Chapter 7 in *The Environment and International Relations* (2009).

Douglas Constance and Alessandro Bonanno (1999). *Contested Terrain of the Global Fisheries: "Dolphin-safe Tuna," the Panama declaration, and the Marine Stewardship Council*. *Rural Sociology* 64(4):597-623.

James Resor (1997). "Debt-for-Nature Swaps: A decade of experience and new directions for the future." *Unasylva* 188:3.

Hilary French, "Trade Wars", Chapter 7.

Recommended:

Marine Stewardship Council (<http://www.msc.org/>)

Nigel Dudley, Chris Elliott, and Sue Stolton (1997). "A Framework for Environmental Labeling," *Environment* 39:6.

David Hunter, James Salzman, and Durwood Zaelke, "The Role of Non-State Actors" pp422-442 in David Hunter, James Salzman, and Durwood Zaelke, *International Environmental Law and Policy*.

### **Week 11: Nov 2, 4**

#### **Trade in Wildlife**

Amy E. Vulpio, "From the Forests of Asia to the Pharmacies of New York City: Searching for a Safe Haven for Rhinos and Tigers," *Georgetown International Environmental Law Review* (11: Winter, 1999)

Scott Hitch, "Losing the Elephant Wars: CITES and the 'Ivory Ban'," Georgia Journal of International and Comparative Law (27: Fall 1998)

Mario del Baglivo, "CITES at the crossroad: New ivory sales and sleeping giants", Fordham Environmental Law Journal, 2003.

Recommended:

Gwyneth G. Stewart, "Enforcement Problems in the Endangered Species Convention: Reservations Regarding the Reservation Clauses," Cornell International Law Journal (14: 1981)

Joseph R. Berger (2001). "The African Elephant, Human Economies, and International Law: Bridging a Great Rift for East and Southern Africa," Georgown International Environmental Law Review 13:

Convention on International Trade in Endangered Species (<http://www.cites.org/>)

TRAFFIC: The Wildlife Trade Monitoring Network (<http://www.traffic.org/>)

**Week 12: Nov 9, 11**

### **Ensuring Participation in International Environmental Negotiations**

DeSombre, Elizabeth R. (2000) 'Developing country influence in global environmental negotiations', Environmental Politics, 9(3): 23-42

David Fairman, "The Global Environmental Facility: Haunted by the Shadow of the Future," in Robert O. Keohane and Marc A. Levy, editors, Institutions for Environmental Aid (Cambridge: the MIT Press, 1996, 55-87

Elizabeth DeSombre and Joanne Kauffman, "The Montreal Protocol Multilateral Fund: Partial Success Story," in Robert O. Keohane and Marc A. Levy, editors, Institutions for Environmental Aid (Cambridge: the MIT Press, 1996, 89-126

**Week 13: Nov 16, 18 Country paper due (25%)**

### **Climate change**

French, Ch 6, Sharing the Air

Hermann Ott, "The Kyoto Protocol: Unfinished Business," Environment (40:6, July/August 1998)

Henry D. Jacoby, Ronald G. Prinn, Richard Schmalensee, "Kyoto's Unfinished Business", Foreign Affairs, Vol. 77, No. 4 (Jul. - Aug., 1998)

**Week 14: Nov 30, Dec 2**

Addressing Climate Change

**Week 15: Dec 7 Analytical review due (25%)**

Effectiveness of international regimes