E535/V710/E710: International Environmental Policy

Fall 2007 **Class Number**
20406/23784/20535
Room PV 277 (SPEA Building) M, W 4:00 PM - 5:15 PM

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Office Hours
M, W 2:30-3:30 PM

Prospectus: In 2002, ten years after the historic 1992 Earth Summit in Rio de Janeiro, world leaders assembled in Johannesburg to appraise the state of the earth. Most participants observed that there was little evidence of a planet "on the mend" (but much evidence of continued global environmental degradation) in the years since the Earth Summit. While virtually all delegates agreed that stepped-up environmental protection efforts were needed to repair the planet's health, some urged that a grave crisis was upon us, already. Among the stories told/comments made:

- 1.3 billion people have no access to clean water; only half have access to sanitation;
- About one in every two people in the world lives on less than $2/day;
- Atmospheric concentrations of key greenhouse gases have increased around 25% since the beginning of the industrial revolution; ten of the warmest years on record since 1990 are likely due to an intensification of the greenhouse effect.
- Stable chlorinated organic contaminants, like dioxin, are found in areas and in biota once thought to be "pristine" including the Arctic.

As to accomplishments of the 2002 meeting, an Oxfam official grumbled:

"What we've come up with is absolutely zero, absolutely nothing."

Environmental diplomats' hand-wringing over the declining health of the earth began long before either the Johannesburg meeting or the summit in Rio. In 1972, in Stockholm, countries large and small, rich and poor promised to do more to fight regional and global environmental ills. Particularly at the global level, the record of accomplishment is, at best, a short list of partial successes. Why is this the case? In his book, *Earth in the Balance*, former Vice President Al Gore contends that "we can and we must" change our current behavior patterns to save the planet, and thereby save ourselves. How, in practice, do we satisfy this tall order?

We explore these questions and others in International Environmental Policy. Our inquiry is guided by four, interrelated course units: 1) international environmental law; 2) international political order; 3) the environment and global markets; and 4) policy sciences and sustainable development.

Course Requirements

• 2-3 page paper (applying concepts from readings to a problem in international environmental affairs) (10% of final grade) due on 9/11;

• First One-hour Exam: Covers Part I (20% of final grade) administered on 9/13;

• Darfur Presentations (15% of final grade) administered on 10/15 and 10/17;

• Second One-hour Exam: Covers Parts II and III (15% of final grade) administered on 10/30;

• Final, Two-hour Exam: Covers Parts I, II, III, and IV (35%) administered on 12/11;

• preparation for and participation in class discussion (5%).

Written assignments and problem sets are due at the beginning of the class session on the specified due date. Folks, as a rule, I do not accept late assignments, except in the case of a genuine emergency. If you anticipate a serious dilemma that prevents you from completing a class assignment on time, please come to my office hours (M, W: 2:30-3:30 PM), or contact me by phone (5-4944) or by e-mail (mauer@indiana.edu). I may be reached at home (tel: 335-8942) before 9 PM.

Group-led Project

Five class sessions are dedicated to small group-led projects. Groups will consist of between 3 and 7 students. By the second class session, the instructor will assign students to one of the groups and appoint each group to lead one of the five special sessions. Generally, your group will want to assign readings or other preparatory assignments before your appointed session. Electronic versions of readings should be sent directly by your group to your classmates and to the instructor no more than one week before the assigned group-led class.

The earliest group-led session occurs in September: that group will simulate the proceedings of an actual international environmental legal case argued before the International Court of Justice: Hungary and Slovakia's dispute over the Gabcikovo-Nagymaros Dam. This is a relatively complex group project, equivalent to 15% of each student organizer's final course grade. (In this case, since each student's group grade counts relatively more for this assignment, each student organizer's final exam grade counts less – only 30% instead of 35%).

The second session takes place in October. This group will simulate a marketplace for buying and selling permits to emit carbon dioxide. Again, this is a relatively complex assignment, so each student organizer's group grade counts 15% with a concomitant reduction in the weight of the final exam grade (i.e., 30% instead of 35%).

The three remaining sessions occur toward the end of the course in a section dealing with the policy sciences. In those sessions, each group will aim to tackle one case, for a total of six cases (more on the policy sciences as the semester moves forward. Student organizers' preparation is less intensive for these sessions than for the moot court and carbon trading sessions. Hence, each student's group grade counts only 10%; the final exam counts 35%.

All the groups are invited to meet with the instructor to clarify project goals and to discuss materials and methods.

Readings

There is no textbook for the course. Most reading assignments are contained in a course packet (called, "E535: International Environmental Policy") that is available at the I.U. Book Store (in the Indiana Memorial Union) or at T.I.S. (1302 East 3rd Street). The instructor may send other readings to student's by email attachment or via the Internet.

Of course, the readings are integral to the course; they are the basis of lectures and discussions. The reading burden is modest to assure that all of it is completed before class.

Class Format

International Environmental Policy is a seminar, albeit a fairly large one! My experience is that the best seminars are ones where the instructor avoids being "lecturous." There are simply too many unsolved riddles and enduring problems in international environmental affairs to allow one person (i.e. me) to do all the talking. Hence, for each class (minus the five group-led project sessions), I will present some key themes from the readings and set up a framework for discussion. Interruptions during my remarks are welcome!

Here is the menu for the semester:

Course Content

Part I: International Environmental Law

8/27 Introduction and Course Overview

8/29 Sources of International Environmental Legal Order

Readings: *Declaration of the United Nations Conference on the Human Environment*; Perrez

9/3 Theories of State Environmental Rights

Readings: Perrez; Linden, Lovejoy, and Phillips; "Some International Legal Vocabulary"; Booth and Edds;

9/5 Enforcing International Environmental Law; Private Actors in International Courts

Readings: O'Connell, "Enforcement and the Success of International Environmental Law"

9/10 Breakdown of International Environmental Legal Order

Readings: Sand

Assignment: handout of Canada/E.U. Turbot War Case. 2-3 page paper due on 9/11.

9/12 Case: Evolution of Baltic Sea Environmental Regime

Readings: *Convention on the Protection of the Marine Environment of the Baltic Sea Area, Helsinki, 1974* (13 ILM 546)

9/17-19 **48 Hour Exam** (no class)

Part II: International Political Order

9/24 Securing the Commons through Regimes

Readings: Young; Sprinz and Vaahtoranta

9/26 Case: Global Climate Change as Troubled Regime

Readings: Sandler

10/1 International Environmental Conflict

Reading: Homer-Dixon; "Some Philippine Hostages Threaten Suicide" (*Herald Times*)

Assignment: It has been suggested that competition for scarce natural resources (like arable land), caused in part by drought and desertification, are long-term or "ultimate" drivers of armed conflict

and genocide in the Darfur region of Sudan. Does empirical evidence support this hypothesis? In teams of no more than 3, compose a three-to-five page analysis, driven by both quantitative and qualitative arguments, that considers the "environmental scarcity as conflict driver" hypothesis for Darfur. Each group should take a particular focus on this problem; we'll strive to integrate each perspective as we move forward through the different presentations. All of the groups should pay attention to a key variable that authors have been discussing: diminishing rainfall and drought conditions. Then, groups should consider other variables vis-à-vis rainfall/drought. Particular groups will consider: 1) demographic and ethnic data; history of relations among ethnic groups; role, if any, of religion and religious differences; 2) domestic economic data such as GDP per capita; 3) crop yields and cereal prices; trends governing livestock; 4) rates of malnutrition; 5) economic and social impacts of World Bank or IMF lending practices or other foreign aid activities.

Data sources:

Relevant rainfall data:

goto FAO's Statistical Databases and go to Countrystat through IU gov pubs web page

http://www.fao.org/statistics/countrystat/ and go to:

then put in "rainfall" as a search term.

A. Global Precipitation Climatology Project (GPCP)
http://cics.umd.edu/GPCP
B. National Centers for Environment Prediction (NCEP)
http://iridl.ldeo.columbia.edu/SOURCES/.NOAA/.NCEP/.CPC/.Merged_Analysis/.monthly/
C. U.N. Food and Agricultural Organization Climatic (FAOCLIM2) Data CD-ROM: World-Wide Agroclimatic Database.
FAO-Agrometeorology Group, Rome 2000.

Climate impacts of environmental degradation in Sudan - all 5 versions »
NA **Elagib**, MG **Mansell** - GeoJournal, 2000 - Springer

http://bert.lib.indiana.edu:2096/pqdweb?index=1&did=403883351&SrchMode=3&sid=5&Fmt=10&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1184527237&clientId=12010&aid=1

Fontaine, Bernard; Louvet, Samuel

Sudan-Sahel rainfall onset: Definition of an objective index, types of years, and experimental hindcasts

J. Geophys. Res., Vol. 111, No. D20, D20103

http://bert.lib.indiana.edu:2484/journals/jd/jd0620/2005JD007019/

http://www.soas.ac.uk/waterissues/occasionalpapers/OCC25.PDF

http://www.soas.ac.uk/waterissues/occasionalpapers/OCC25.PDF

Investigation of the Relationship Between Sub-Saharan Rainfall and Global Sea Surface Temperatures
Semazzi, FHM; Mehta, V; Sud, YC
Atmosphere-Ocean ATOCDA Vol. 26, No. 1, p 118-138, March 1988. 10 fig, 1 tab, 33 ref. NASA Task No. 677-92-24.

The Changing Rainfall Resources of Sudan
Mike Hulme
Transactions of the Institute of British Geographers, New Series, Vol. 15, No. 1 (1990), pp. 21-34

Forced Migration, Processes of Return and Livelihood Construction among Pastoralists in Northern Sudan

Disasters

Volume 26 Issue 1 Page 70-84, March 2002

Ruth Haug

Read UNEP, Sudan Post-Conflict Environmental Assessment, http://www.unep.org/sudan/

especially chapter 3 http://sudanreport.unep.ch/chapters/03_disasters.pdf
and chapter 4 http://sudanreport.unep.ch/chapters/04_conflict.pdf

GAO Reports at http://coalitionfordarfur.blogspot.com/2006/12/darfur-two-gao-reports.html

http://www.wamis.org/countries/sudan/sdn20040212.pdf

www.wamis.org/countries/sudan/sdn20040215.pdf

http://www.washingtonpost.com/wp-dyn/content/article/2007/06/22/AR2007062201546.html

http://www.mathematicalanthropology.org/pdf/KuznarSedlmeyer1005.pdf

http://www.fews.net/centers/innerSections.aspx?f=r1&pageID=specialReports

FAO General Information on Sudan

http://www.fao.org/countryprofiles/index.asp?lang=en&iso3=SDN

http://www.fao.org/ag/agl/aglw/aquastat/countries/sudan/index.stm

http://www.fao.org/es/ess/yearbook/vol_1_2/pdf/Sudan.pdf

Environmental Profile:

http://www.fao.org/countryprofiles/maps.asp?iso3=SDN&lang=en

Food security:

http://www.foodsecinfoaction.org/News/docs/CFSVA_Executive_Summary.pdf

http://www.fao.org/faostat/foodsecurity/Countries/EN/Sudan_e.pdf

10/3 Guest Lecture: Pam Jagger

Readings: To be announced.

10/8 Case: Environmental Scarcity and the Rawandan Crisis

Readings: Percival and Homer-Dixon.

10/10 Experts Role in International Environmental Cooperation

Readings: Haas; Susskind

10/15 Darfur Crisis Presentations: A Tragedy Rooted in Scarcity

Readings: UNEP, Sudan Post-Conflict Environmental Assessment, http://www.unep.org/sudan/; de Montesquiou, A. "Darfur Conflict Worsens Environment," Associated Press, 6/21/2007; ENN.

10/17 Darfur Crisis Presentations Continued: A Tragedy Rooted in Scarcity?

Readings: UNEP, Sudan Post-Conflict Environmental Assessment, http://www.unep.org/sudan/; de Montesquiou, A. "Darfur Conflict Worsens Environment," Associated Press, 6/21/2007; ENN.

Part III: The Environment and Global Markets

10/22 Trade of Charismatic Megafauna: The Case of African Elephants

Readings: Ostrom; Kiley; Wolf; Astill

10/24 Trade and Environmental Bads

Readings: Bhagwati; Daly; "Trade Fight Spills over into Handbags, Coffee Makers;" CNN Interactive; Alsever.

10/29 Trade and Agriculture

Readings: Rice and Smith; *Wall Street Journal* "Now It's Europe's Turn"; Weisman and Barrionuevo.

10/31 Pollution Havens: Evaluating the Evidence

Readings: Jaffe et al.; Pete

11/5 Green Indicators of Business Performance

Readings: McDonough and Braungart

11/7 **Second Hour Exam**

PART IV: Policy Sciences and Sustainable Development

11/12 Human Values and Sustainable Development

Readings: section on "Values" – bottom of page 1 and top of page 2 of Policy Sciences Frameworks; Nagpal.

11/14 The Triple Appeal Principle

Readings: Lasswell

11/19 Mass Poisoning in Bangladesh: Analysis Using Policy Sciences Frameworks

Readings: Policy Sciences Frameworks; Bearak; Decision Process and the Premises of Power

11/20-
11/23 **Thanksgiving Recess**

11/26 Foreign Aid and Sustainable Development

Readings: Sachs; Shenon.

11/28 Foreign Aid and Sustainable Development: Equatorial Guinea Case

Readings: Sachs and Warner, 2001; Auer, 2007.

12/3 Measuring Human Well-being

Readings: United Nations Development Programme, *Human Development Report*, ch. 1; *The Economist*.

12/5 Course Wrap-up and Review

12/12 **Final Exam 2:45-4:45 PM, Room 277**