



UNIVERSIDADE DE BRASÍLIA  
INSTITUTO DE RELAÇÕES INTERNACIONAIS  
PROGRAMA DE GRADUAÇÃO EM RELAÇÕES INTERNACIONAIS

SYLLABUS

**Course: *Global Environmental Politics - Code:***

**Semester/year: *2/2017***

**Credits: *60 hrs (04 credits) – 4hrs/week (+ 4hrs/week home activities)***

**Professora: Cristina Yumie Aoki Inoue <cris1999@gmail.com>**

**Course Description**

We live in the Anthropocene, a new geological epoch in which human beings as a species have become a force that is so powerful that can change several of the Earth systems: climate, soil, water, ecosystems and so on. Climate change, biodiversity loss, desertification, deforestation, water scarcity, excess of waste, environmental toxification are well-known evidences, that our societies are exceeding or stretching several of the planetary limits (Röckstrom et al. 2009). The consequences are wide but unequally spread, exacerbating poverty, injustice and the ability or inability to deal with them. But, what are the drivers of these changes historically? Which are the responses to them? More specifically, how socio-economic and political processes and institutions interact to create and to respond to these planetary changes in different historical and geographical contexts?

Environmental problems are not new, humans have changed ecological systems and faced natural resources scarcity and losses throughout history. However, the novelty are the planetary scale of the changes and how social and natural systems have become so intrinsically interconnected that it makes no sense anymore to treat them separately. In this sense, Earth politics refers to a planet, where there is no nature that is “natural” (Wapner 2014; Rudy and White 2014), and where it makes more sense to talk about planetary socio-environmental collective problems and solutions than just global environmental change.

In this course, we will grasp the new “Earth politics” (Nicholson and Jinnah 2016), mainly (but not exclusively) through the lenses used in the International Relations/Global Environmental Politics (IR/GEP) subfield: governance in the liberal institutionalist and constructivist perspectives, security, power, equity and environmental justice/political ecology.

Considering that we live in one planet, but many worlds, we will also look for the “hidden figures” or processes, issues, institutions and actors that cannot be seen (or heard), as our “lenses” (episteme, theories and concepts) and agendas turn our attention away from them. Thus, they can be considered “hidden figures” in the GEP research program. Though they are usually invisible in the IR/GEP sub-field of study, it is

important to fill in these gaps to fully understand (even if in a partial and imperfect manner) the character and challenges of the Earth politics.

### **Learning objectives**

By the end of the academic semester, the student should have a broad view of and to be able to discuss questions related to:

Character of the socio-ecological planetary crisis through a global-local perspective

Social-economic and political processes that propel the planetary/global socio-environmental change, mainly which are the actors and institutions, as set of principles and rules, that are involved,

The responses to the global socio-environmental problems, focusing on the governance arrangements and the actors and organizations involved. Social movements and organizations (environmental justice, environmentalism, socio-environmentalism)

“Worlding” GEP: to exam and to “provincialize” (to situate in time and geography) our frames and concepts to look for what is hidden, or silenced.

What does GEP look from the Global South? Trying to contextualize global environmental politics issues in Brazil and other developing countries.

### **Basic bibliography (Course Materials) – work in progress**

Dauvergne, Peter (ed). **Handbook of Global Environmental Politics**. Edward Elgar Pub , 2005, pp 8-32

Nicholson, Simon and Wapner, Paul (ed). **Global Environmental Politics. From Person to Planet**. Paradigm Publishers, 2015

Nicholson, Simon and Jinnah, Sikina (ed). **New Earth Politics. Essays from the Anthropocene**. MIT Press, 2016, pp. 1-19

### **Pedagogical perspective and teaching-learning methods**

My main assumption is that each student is the subject of her/his own learning process and the teacher’s role is to facilitate that process providing guidelines and a learning environment that foster the dialogue and interaction between teacher and students and among students themselves. Each class will have a theme presented by me, followed by discussions among the participants. I will propose exercises and we will make use of case-studies and structured debates.

In this semester, the students will have the opportunity to interact with their peers, and also with Professor Dimitris Stevis in another course that will be carried out in the Political Science (PolSci) Department at Colorado State University. There will some

common readings and discussions around the idea of “hidden figures” in global environmental politics. We will use facebook (?), an email list (?) as well as skype, or google hangout (when possible considering the different time zones).

### **Course Requirements and Evaluation**

Participation in class discussions demonstrating that the student has been reading and reflecting on the assigned texts and presentation of one case study– 25%

Personal journal about your learning experience (achievements and challenges): one is due by October 4<sup>th</sup> and the other by December 1<sup>st</sup> – one page by email - 10%

Online interaction with CSU group – 15%

Final paper about one of the topics of global environmental politics– 4000 words (main text, excluding bibliography), space 1.5 and font 12 - 50%

### **Tentative Schedule, topics and readings (work in progress)**

09/08 –Tuning in and the State of the planet

16/08 – Climate change, biodiversity, desertification, water...

23/08 – The planetary politics and the sub-field of global environmental politics

Dauvergne, Peter. Research in global environmental politics: history and trends. In: Dauvergne, Peter (ed). **Handbook of Global Environmental Politics**. Edward Elgar Pub , 2005, pp 8-32

Nicholson, Simon and Jinnah, Sikina. Living on a New Earth. In: Nicholson, Simon and Jinnah, Sikina (ed). **New Earth Politics. Essays from the Anthropocene**. MIT Press, 2016, pp. 1-19

Stavis, Dimitris (2010) “International Relations and the Study of Global Environmental Politics.” In Bob Denemark (ed) *The International Studies Encyclopedia*, volume vii, pp. 4476-4507. Wiley-Blackwell

30/08 – Worlding global environmental politics?

**Inoue, Cristina Y.A. and Moreira, Paula Franco. Many worlds, many natures, one planet: worlding global environmental politics? International Studies Association 58<sup>th</sup> Annual Convention. Baltimore, United States, February 22-25th 2017**

Tickner, Arlene B. and Blaney, David L. "Introduction: thinking difference". In Arlene, A.B. & Blaney, D.L. (ed). **Thinking International Relations Differently**. London and New York: Routledge, 2012

Tickner, Arlene B. and Blaney, David (ed). **Claiming the International**. Worlding Beyond the West series. London and New York, Routledge, 2013

06/09 – Global Environmental Politics, History and Colonialism

13/09 – Earth System Governance, international regimes, states

20/09 – Global Political Economy and environmental politics

27/09 – Environmentalisms: ecological modernization, post-materialism, socio-environmentalism, environmental Justice. NGOs and social movements.

04/10 - governança global do clima

11/10 – No class

18/10 – Environmental politics, sustainable development, Sustainable Development Goals?

25/10 – What does global environmental politics look like from the Global South?  
Tickner, Arlene B. Core, periphery and (neo)imperialist International Relations  
**European Journal of International Relations**, 19: 627-646, 2013  
<http://ejt.sagepub.com/content/19/3/627>

01/11- Brazil and Global Environmental Politics: international, global, and local.

08/11 – Case(s)

15/11 – No class

22/11- Thinking global and acting local, or thinking local acting global?

29/11 – Imagination and anticipation

06/12 – Course evaluation/assessment

Case? Global production/consumption chains, mining and its social-environmental impacts

Case? Global production/consumption chains and hydroelectric: socio-environmentalism and green economy

