

EVPP337-001/002: Environmental Policy Making in Developing Countries

Fall Semester 2019

Department of Environmental Science & Policy

George Mason University

Instructor: William (Bill) Rohring

Email: wrohring@gmu.edu**Day/Time:** T/Th 12:00 p.m. – 1:15 p.m. & 1:30 p.m. – 2:45 p.m.**Location:** Robinson Hall B205**Credits:** 3.0**Office & Office Hours:** David King Hall Room 3038; TTH 10:00 a.m. -11:00 a.m.

Course Description: Environmental Policy Making in Developing Countries will give students an understanding of the broad historical and current challenges low and middle-income countries faced when developing their economic, social and environmental policies, programs and institutions. The focus will be on those countries that comprise the Caribbean Basin and Pacific Island Nations. In general, there is no right or wrong way for a country to develop from an outsider's perspective, regardless of what a particular economic theorist of any persuasion may argue. There are only right or wrong ways for a country to develop for that particular country.

This course will attempt to show how various policies that have had either positive or negative impacts on the different environments of different countries, even if they were not initially intended to be environmental policies. This course cannot cover all existing environmental issues in the world, so students in their term papers, oral and poster presentations, are expected to focus on issues that may be outside of the scope of topics covered in class. A large portion of the class will attempt to show how climate change will impact various countries' environmental, social and economic spheres.

While many countries have explicitly stated sustainability is a development objective and incorporated the concept into official documents, many others have not been so explicit. This is being mentioned as it may or may not be a prominent topic for a particular country, even though the topic is prominent in much of the literature. For the Final Paper, students are expected to cover the general breadth of the overarching topics covered in class, but not the depth, for a developing country and an environmental issue of the student's choosing. The expectation is that the student will form an understanding of how multiple current and historical changes have impacted the development of the chosen country's environmental laws and policies and how that has ultimately led to the research paper and the issue discussed within it.

Course Learning Objectives: As this course fulfills the requirement for a writing intensive course, **the primary objective is that you leave the course with the understanding of how to develop, research, draft and successfully complete such a writing assignment.** This course has been approved by the Faculty Senate Writing Across the Curriculum Committee to fulfill the Writing Intensive requirement in the ESP major. It does so through the writing assignments that are due throughout the semester, the 2500-word semester paper, and the 3500-word final paper. The semester paper will be completed through a draft/feedback/revision

process. Throughout the semester I will provide commentary on the initial writing assignments and the semester paper will be considered the cumulative version of the revised papers. Hopefully we will be able to meet these objectives together. Other objectives are:

- Students will understand how historical social, economic, and political drivers shaped and continue to shape environmental policies, programs and institutions that are still impacting the development and implementation of environmental policy in developing countries.
- Students will understand how recent social, economic, and political drivers shape the current programs and institutions that are creating environmental policy in developing countries. Students will understand how countries may be forced to alter environmental and other policies to address projected changes due to external forces such as: changes in external economic and political policies, the growth of governance, and climate change impacts.
- Students will gain experience in presenting research proposals and research posters in front of peers.

Required On-Line Textbooks (free):

Atlas of Global Development: A Visual Guide to the world's greatest challenges. Fourth Edition, 2013. Collins/The World Bank. Available for download as a PDF at: <http://hdl.handle.net/10986/13089> and <https://elibrary.worldbank.org/doi/book/10.1596/978-0-8213-9757-2>. I recommend using the first link and looking for the small link "English PDF" that is next to "SITE STATISTICS" on the left-hand side of the page. The longer link makes you sign up.

Global Environmental Outlook 4: environment for development (2007). United Nations Environment Program (UNEP). Available for download as a PDF at: <https://www.unenvironment.org/resources/report/global-environment-outlook-4> (This actually takes you to a webpage, where you can click on a link that says "Download Global Environmental Outlook 4 English" on the right-hand side and it will take you to the English pdf version).

Global Environmental Outlook 5: Environment for the future we want (2012). United Nations Environment Program (UNEP). Available for download as a PDF at: <https://www.unenvironment.org/resources/report/fifth-global-environment-outlook-geo-5> (This actually takes you to a webpage, where you can click on a link to download the English version of the document. All page references made in class will be to the English version.

Global Environmental Outlook 6: Healthy Planet Healthy People (2019). United Nations Environment Program (UNEP). Available for download as a PDF at: https://wedocs.unep.org/bitstream/handle/20.500.11822/27539/GE06_2019.pdf?sequence=1&isAllowed=y

Additional Course Materials:

CIA: The World Fact Book; a good introductory source for most countries. You can start on this link and begin the search: <https://www.cia.gov/library/publications/the-world-factbook/>

Required Quick Guides to Writing: <http://writingcenter.gmu.edu/writing-resources/wc-quick-guides>

APA Quick Guide: <https://writingcenter.gmu.edu/guides/apa-style-quick-guide>

Suggested Links or Other Resources:

Purdue Online Writing Lab: APA Style:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

APA Style: <http://www.apastyle.org/index.aspx>

Academic Honesty: It is simple, we are all adults, and we will all follow the George Mason University Honor Code when completing all assignments and with all interactions with all students and the instructor. If you have any questions concerning the honor code, see:

<https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>

NOTE: USING A PAPER OR SECTIONS OF YOUR OWN PAPER FROM ANOTHER CLASS WITHOUT MY PERMISSION OR THE PERMISSION OF THE INSTRUCTOR IS A VIOLATION OF THE HONOR CODE. YOU CANNOT USE A PAPER FROM ANOTHER CLASS THAT YOU WROTE FOR THIS ASSIGNMENT. YOU MAY USE A TOPIC OR SUBJECT THAT YOU HAVE PREVIOUSLY RESEARCHED THROUGH AN EXTENSIVE LITERATURE REVIEW OR WRITTEN A SPEECH ABOUT IN YOUR COMMUNICATION CLASS, BUT YOU MUST FOLLOW THE INSTRUCTIONS FOR THIS PAPER AND YOU MUST ASK MY PERMISSION FIRST. OTHERWISE BLACKBOARD WILL FLAG THE PAPER AS "ANOTHER STUDENT'S" PAPER. NOT KNOWING IS NOT AN EXCUSE. PLEASE BE ADVISED.

Writing Center: The GMU Writing Center (<http://writingcenter.gmu.edu/>) provides **free** one-on-one sessions in which you can get expert feedback on drafts of writing assignments. Tutors will work with you to identify and correct rough areas in your document and help you build your writing, proofreading, and editing skills. This is a service available to **all** students. Students who need ESL Support can be given on-going support. **MAKE A NOTE OF THE WRITING DEADLINES IN THIS SYLLABUS AND MAKE AN APPOINTMENT IN ADVANCE OF THE DEADLINE FOR THE WRITING CENTER TO REVIEW YOUR DRAFT. THEY FILL UP QUICKLY AND NOT GETTING AN APPOINTMENT IS NOT AN EXCUSE FOR NOT HAVING YOUR PAPERS REVIEWED. They provide excellent service.**

The instructor expects that the required paper be prepared using grammatically correct English, prepared without spelling mistakes and follows the rubric provided, and appropriately noted citations using APA format. If you do not know how to format using the APA style of citations, please visit the Writing Center or refer to the Quick Guides on APA Formatting. Failure to properly cite references can be grounds for plagiarism. **One class will be devoted to ensuring students know how to utilize the citation program on their laptop. The instructor is most familiar with Zotero, which was developed at GMU. Students should have a program pre-**

loaded on their laptop prior to the relevant class and, if a cloud account is available for the relevant program, it is recommended that such an account be created.

Students with Disabilities: All students with questions or concerns about this class are encouraged to set up a time to meet with the instructor or professor, preferably during the first week of the semester. Students with disabilities should work with the Office of Disability Services to identify appropriate accommodations and communicate those with the instructor or professor.

Attendance

Students should be regular in their attendance. Absence from class without prior notification will result in a lower grade. **I will begin deducting points from the Participation score with more than four (4) unexcused absences. A total of eight (8) absences (any combination of excused or unexcused) may result in an F for this course.** Also, there will be no make-up quizzes/assignments for students missing a class.

Late/Missed Assignments

The deadlines for assignments will be enforced. Late submissions will receive significant point deductions or even a failing grade. Points will be deducted from assignments per the following chart:

Late less than 12 hours	Grade is reduced by 1/2 a grade (ex. 5 points for a 100-point paper)
Late between 12 and 24 hours	Grade is reduced by 1 full grade (ex. 10 points for a 100-point paper)
Late between 24 and 48 hours	Grade is reduced by 2 full grades (ex. 20 points for a 100-point paper)
More than 48 hours	Student will receive a failing grade (50% of what student would have received if paper had been turned in on time)

Exceptions and grant extensions will be made for students with genuine medical or personal problems that get in touch with the instructor **well before the due date.**

**Assignments
Due:
Submitted
Prior to
Class**

Week	Date	Topic	Readings	
1	27 Aug.	Environmental Policy Making in Developing Countries (EPM): Class Expectations; Class outline and goals: Developing, researching & writing a paper; Brief Introductions (who are we; what do we want to become)?	Syllabus <u>w/particular attention to calendar</u>	
	29 Aug.	Country & general topic choice Daily Writing Assignment format Writing Assignment (WA) 1: Topic Choice & Problem Statements WA2: Country History WA3: Paper Introduction & Background Sections WA4: Discussion Section	(World Bank, 2013, pp. 10–13)	No DWA for today
2	03 Sept.	WA5: Conclusion & Abstract Sections Outlining papers; Research & references; websites; research tools;	No Daily Reading	(WA 1: Topic Choice & Problem Statement)
	05 Sept.	Writing A Research Paper Using APA Citations Bring laptops to class! Have pre-loaded a Bibliographic Editor program of your choice.		Bring questions about APA citations
3	10 Sept.	EPM Historical/Foundations (Pre-1990s): Global Drivers: Cold War proxies, economics, colonialism, trade, debt, climate change, north-south relations, health/environmental issues for particular countries; population growth; energy use	(Wallerstein, 1974, pp. 1–6)	(DWA)
	12Sept.	EPM Historical/Foundations (Pre-1990s): Global Drivers: economics, trade, debt, climate change, colonialism, north-south relations, Cold War proxies, health/environmental issues for particular countries; population growth; energy use	(Meyer, Boli, Thomas, & Ramirez, 1997, pp. 151–175)	(DWA)
4	17 Sept.	Presentation of Research Proposals: 5 Students	No Daily Reading	(WA2: Country history) (All research proposal presentations)
	19 Sept.	Presentation of Research Proposals: 5 Students	(Payne, 1991) (Bertram, 1993)	(DWA)

**Assignments
Due: In-Class
(Submitted
Prior to
Class)**

Week	Date	Topic	Readings	Assignments Due: In-Class (Submitted Prior to Class)
5	24 Sept.	Presentation of Research Proposals: 5 Students	(Hill, 1981) (Leftwich, 1995)	(DWA)
	26 Sept.	Presentation of Research Proposals: 5 Students	(Birdsall & Londono, 1997)	(DWA)
6	01 Oct.	Presentation of Research Proposals: 5 Students	(Bitzer, Francken, & Glasbergen, 2008)	(DWA)
	03 Oct.	Discussions about DWAs:	No Daily Reading	No DWA for today
7	08 Oct.	Further Discussions about DWAs	No Daily Reading Reading	No DWA for today
	10 Oct.	Recent EPM Drivers (1990-present): trade/economics /debt; change of post-WWII economic order; population growth; energy use	No Daily Reading	No DWA for today
8	15 Oct.	No Class		
	17 Oct.	Recent EPM Drivers (1990-present): Sustainable Development & Climate Change 1992 to present	(1992 Rio Declaration & UNFCCC, 1994)	(Writing Assignment 3: Draft Intro and Background section) (No DWA for today)
9	22 Oct.	Recent EPM Drivers (1990-present): Other Environmental Problems	(Arsel & Büscher, 2012)	(Daily Writing Assignment)
	24 Oct.	Review DWAs; Possible future changes due to ongoing shifts that will continue: Loss of biodiversity; economic shifts; population growth/shifts (migration)		(Writing Assignment 4: Draft Policy Discussion section) (No DWA for today)

**Assignments
Due: In-Class
(Submitted
Prior to
Class)**

Week	Date	Topic	Readings	Assignments Due: In-Class (Submitted Prior to Class)
10	29 Oct.	Possible future changes due to ongoing shifts that will continue: Climate change adaptation and other environmental problems (continued)	(Adger, Huq, Brown, Conway, & Hulme, 2003; Barnosky et al., 2012, pp. iv, 1-20)	(DWAs)
	31 Oct.	Climate change in developing countries Scenarios in GEO5	No Daily Reading	(Writing Assignment 5: Conclusion and Abstract)
11	05 Nov.	Group Project: GEO4 & MEA Mini Madness		
	07 Nov.	Group Project: GEO4 & MEA Mini Madness		
12	12 Nov.	Please bring a hard copy of your Semester Paper to class; In-Class Exercise	No Daily Reading	(Submit Semester Paper)
	14 Nov.	Review of Semester Papers: In-class exercise	No Daily Reading	Comments by Students
13	19 Nov.	Presentation of Research Posters to date: 5 Students	No Daily Reading	(Submit All Posters)
	21 Nov.	Presentation of Research Posters to date: 5 Students	No Daily Reading	
14	26 Nov.	Presentation of Research Posters to date: 5 Students	No Daily Reading	
	28 Nov.	No Class		
15	03 Dec.	Presentation of Research Posters to date: 5 Students	No Daily Reading	
	05 Dec.	Presentation of Research Posters to date: 5 Students	No Daily Reading	
16	14 Dec.	SUBMIT FINAL PAPER		

Writing Assignments: For all writing assignments (except WA1) the APA format for in-text citations and references is required. Links are provided in the syllabus to Quick References. Further information will be discussed in class.

Daily Writing Assignment (DWA): 1-2 paragraph analysis of key components of each daily reading. This is intended to ensure adequate class preparation and is considered part of class preparation and participation. Timely and accurate completion of the DWAs is one component of class participation as some class discussion is built around an analysis of the daily reading!

As its name dictates, an analysis is intended to ensure that the key points of each article in the reading materials are understood. Students learn best by making connections between their prior knowledge and the subjects they learn in class. The main purpose of the daily assignments is to allow the students the opportunity to make these connections and to monitor the progress of the students in learning new knowledge after reading the required materials. In addition, it is intended to strengthen the analytical skills of the students as they are required to discuss key points (or concepts) shared by the authors of the materials, and to build a new perspective about the subjects taught in class into their papers and other work products.

The daily assignment is a **short note** composed of no more than **bullet points or a few paragraphs**. It is divided into three main parts: **Citation; Main Argument(s) or Concept(s)** and any **Counterargument(s)**; and a **Conclusion**. You may outline the **Main Argument(s) or Concept(s)** and any **Counterargument(s)** using bullet points. The **Conclusion**, however, must always be in a paragraph format.

The **Citation** is the exact citation of the material as it would appear in a reference section of a paper. This is located at the top of the page, right under the header.

The **Main Arguments or Concepts** are the next section. The student should outline the author's main arguments or concepts and any **counterarguments** introduced by the author. Material supporting the **both** sides of the argument/discussion should be mentioned. As mentioned above, you may outline the **Main Argument(s) or Concept(s)** and any **Counterargument(s)** using bullet points.

The **Conclusion** is a **summary paragraph** that allows the student the opportunity to synthesize the author's perspective with other authors, both in that week's reading and readings from earlier in the semester. Obviously as the semester progresses the **Conclusion** may grow from a paragraph to a short section comprised of several paragraphs. The key is to fit the particular reading into the research, lessons learned and perspectives that the student is accumulating.

As the semester progresses, students should begin reading articles outside of class for their research paper and have mastered some concepts in environmental policy. It is recommended that students show their new knowledge while writing their daily assignments by providing an analysis of the reading materials (where appropriate) through incorporation in the Conclusion. In this way, the students can monitor their progress in learning new subjects taught in this class.

There is no page limit for the DWA but it has to be **single-spaced**. Typically, the DWA is about one-half to one page at the beginning of the semester but it can be longer by the end of the first half of the semester.

Graded Writing Assignments: More than 2500 words. These are related to the semester paper and will basically allow the student to research and write the semester paper in stages throughout the semester. The instructor will provide material in class concerning how to draft the following sections: a topic choice & problem statement, an introduction and background section, policy discussion section, a conclusion section and the abstract. **Please note the word count for each Writing Assignment.** Those are enforced, within limits. Look at the rubrics that are posted on Blackboard for the details of each Writing Assignment.

Writing Assignment 1 (WA1): Draft Topic and Problem statement – 50 words. Some latitude will be given at this stage as to the number of words, as we are still becoming familiar with the wide range of topics available for research and the availability of data. However, you should be able to choose a topic and devise an adequate problem statement within 50 words.

Writing Assignment 2 (WA2): Draft Country History – 750 words. This paper will allow you to become familiar with the history, culture, and political climate of your chosen country. Much of this information will not be needed in the final Semester Paper, but is necessary for the student to understand the country and society.

Writing Assignment 3 (WA3): Draft Introduction (including problem statement), and Background Sections– 1000 words. . This paper introduces your country in the first paragraph or two and provides background information on your country in the second section.

Introduction Section: In this section you provide a detailed historical analysis/overview of your topic (problem) and why it is a problem. The historical analysis will combine with a limited amount of material from WA2 to become the Introduction to your Semester Paper. This section should not be more than approximately 1/3 of the word count for this assignment.

Background Section: For the Background section, you should describe a detailed analysis/overview of the particular topic (problem) you have chosen to focus on, summarize how the topic came into existence (i.e., what policies led to the problem), and what the impacts of the topic (problem) have been (good or bad) for the country.

Writing Assignment 4 (WA4): Draft Policy Discussion section – 750 words. At this point you should be ready to describe in detail the policies of the particular topic you have chosen to focus on **and the problems/challenges/successes of the policies that have created or impacted the topic.**

Writing Assignment 5 (WA5): Draft Conclusion (750 words) and Abstract (100 to 150 words) sections.

Conclusion: At this point you should be ready to summarize how the topic came into existence, what the impacts of the topic have been (good or bad), and how **you** propose to

address the topic to either ameliorate the negative impacts or improve the good impacts. In this section you are proposing your solutions to the problem. You should look outside of your country to find how other countries have addressed the same or similar problem. (Bonus: more citations/references)

Abstract: The abstract is perhaps the most important part of the paper (from a reader's perspective). It is written after the rest of the paper is completed and should concisely summarize the entire paper in approximately 100 to 150 words. This is what the vast majority of your peers will read when you publish an article, so a well written abstract will attract more readers to your articles. This also provides policy-makers with the opportunity to quickly get an overview of your paper.

Semester Paper (SP): Cumulative paper of 2500 words taking into consideration the instructor's comments on previous graded writing assignments 1 through 5. The previous writing assignments WA1 through WA5 **cumulatively total more than 2500 words**, so **the student is expected to revise and edit the paper down to 2500 words.**

Final Paper (FP): A Final Paper of 3500 words will be submitted in place of a Final Exam. It will be comprised of the Semester Paper and one or more additional questions posed by the Instructor. The student should carefully consider the comments and questions of the Instructor from throughout the semester and the additional question(s) posed by the instructor, as well as extra research the student will have done over the course of the last month of the semester. The Final Paper will be due at a date determined in coordination with the Coordinating Professor. The Final Paper must be submitted via Blackboard Safe Assign. All new information included in the revised paper must be properly formatted, cited and referenced. Only Word doc or docx will be accepted **(no Pages, Notes, Google Docs or .pdf files please).**

Research Proposal Presentation (Pres): Students will give a 10-minute presentation on their individual research topics to the class. There will also be a 5-minute question and answer session from your peers. The objective of these sessions is for the students to gain experience in presenting research proposals in front of peers and also asking and answering relevant questions concerning the research in an academic setting.

Poster Presentation (PP): Students will give a 10-minute poster presentation on their research topic to the class. There will be an additional 5-minutes for a question and answer session from your peers. The objective of these sessions is for the students to gain experience in not only presenting their research, but also asking and answering relevant questions in an academic setting.

Class participation and related issues:

Class participation: As in all classes, attendance is required. Attendance alone is not "participation". Participation requires active involvement; students must actively engage in discussion/questions/and dialogues. If you must miss a class due to illness or excused family emergency you must notify the instructor BEFORE the class by email.

In class exercises cannot be made up, without an excused absence and will receive a "0". During class, the instructor will engage the class in discussions on various issues and

encourage varying viewpoints and perspectives. The instructor will randomly call on students to encourage participation and preparation. If students feel uncomfortable speaking publicly either in large or small groups this is your opportunity to practice -- as good written and oral communication skills will be essential for any career advancement or employment. If you have public speaking anxieties, please come speak with me or seek services from the Counseling and Psychological Services (CAPS) (caps.gmu.edu/).

NOTE: Timely and accurate completion of the DWAs is one component of class participation as some class discussion is built around an analysis of the daily reading!

Cell phone/social media policy: Cell phones are to be switched off or in silent mode and PUT AWAY. If the student expects/needs to respond to a family emergency or situation, he/she can excuse him/herself from class to respond. This policy is for professional courtesy and respect to the lecturer and fellow students.

Laptops: Laptops/tablets should be brought to class for use ONLY during group work (of which there will be some). Otherwise they must be put away. Note taking is encouraged and the instructor recommends that it be done by hand in a dedicated notebook. Please read the article on BlackBoard that describes the research that validates the benefits of hand writing selective information rather than trying to write down lectures verbatim. All power-point lectures will be made available on BlackBoard after the lecture.

Blackboard Assignments, Submissions and Class Preparation:

Evaluation	% of Final Grade
Individual Writing Exercises (5)	25%
Class Participation above & beyond attendance and DWAs	15%
Research Proposal Presentation	10%
Poster Presentation	10%
Semester Paper	15%
Quiz	5%
Final Paper	20%

References:

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