

ENVIR 301

# International Environmental Policy

Session 4, 2023



昆山杜克大学  
DUKE KUNSHAN  
UNIVERSITY

**Dates / Synchronous meeting time:** Monday and Wednesday 9:00 AM – 11:30 AM (China Standard Time)

**Academic credit:** 4 credits

**Course format:** In-person meetings

## Instructor's Information

**Takumi Shibaïke**

*Assistant Professor of International Relations*

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Office hours: By appointment via <https://takumishibaïke.youcanbook.me/>

My teaching and research interests are in the areas of international relations, global environmental governance, and the politics of nongovernmental organizations (NGOs). Prior to joining Duke Kunshan, I held postdoctoral fellowships at the University of Calgary and the European University Institute. My research has appeared in journals such as *Global Environmental Politics*, *International Studies Quarterly*, *Global Society*, and *Nonprofit and Voluntary Sector Quarterly*, among others.

## What is this course about?

This course examines the politics of global environmental governance. Environmental governance is defined as the actions, rules, and norms that attempt to address the problems of resource scarcity in nature. You will learn key social scientific theories to analyze how we might reconcile divergent interests concerning the environment. This course stands on the premise that global environmental governance is not limited to interstate dynamics, but it is tied to domestic and transnational political processes. It highlights a wide variety of actors and approaches in environmental governance so that you will be able to analyze real-world, environmental problems from multiple angles.

## What background knowledge do I need before taking this course?

There are no official prerequisites for this course. Having previously taken POLSCI 101 (International Politics) or other introductory social science courses would help.

## What will I learn in this course?

By the end of this course, you should be able to do the following:

- Define key concepts based on academic knowledge.
- Assess the advantages and disadvantages of theories and concepts concerning global environmental politics.
- Critically evaluate academic papers.
- Find an interesting problem about the global environment.

- Build your own explanation about global environmental politics.

## What will I do in this course?

You are expected to do the following:

- Check email regularly for announcements.
- Complete reading assignments.
- Participate actively in class discussions.
- Write a mid-term paper (more instructions in class).
- Write a research proposal on the problem you find interesting and can be analyzed from a network perspective (more instructions in class).

## Participation:

- **Participation is more than attendance.** You are expected to regularly ask questions and share your thoughts with classmates during synchronous meetings.
- More than **three** instances of unexcused absence will automatically result in a **zero** percent participation grade. You must inform me of your absence (such as illness) **prior to** the regular meeting. I may request a written document for your absence to be excused.
- The pandemic may incur various obstacles on your in-person participation. If you cannot participate in in-person meetings, refer to the course policy below and consult me for possible arrangements.

## How can I prepare for the class sessions to be successful?

Successful students will have done the following:

- Complete reading assignments **prior to** regular meetings.
  - Each regular meeting will start with a lecture session, which complements the reading materials (instead of walking through them).
  - The rest of the meeting will focus on discussion-based activities.
- Ask questions and share your thoughts verbally in class with some regularity.
  - You will learn not only from me but also from your classmates. No need to make “clever” comments, but your regular contribution is essential to the success of this course.
- Make connections between reading materials.
  - You are encouraged to find agreements and disagreements between reading materials in terms of assumptions, theories, and methods.
  - If you have any unresolved questions, ask them during synchronous meetings.
- For your mid-term paper, respond to the questions being asked.
  - It may seem obvious, but this is sometimes forgotten when multiple deadlines and personal commitments come at once. Answer the questions.
- For your research proposal, incorporate the feedback you receive on your draft.
  - You are **not** expected to conduct empirical research. Identify your problem (puzzle), generate research questions, justify why your problem is important based on the literature, provide your tentative answers (hypotheses), and show a research design to evaluate your answers.
- For your presentation, you are encouraged to use PowerPoint or other visual presentation programs.

## What required texts, materials, and equipment will I need?

### Textbook:

All required readings are available through DKU's online library or posted on Sakai.

## How will my grade be determined?

### Breakdown:

- Participation — 20% (20 points)
- Mid-term paper — 30% (100 points)
- Research proposal draft — 10% (20 points)
- Research proposal — 30% (100 points)
- Presentation — 10% (20 points)

### Grading Scale:

Your grade will be rounded to the nearest integer. All grades are not negotiable.

A+	100	-	98
A	97	-	93
A-	92	-	90
B+	89	-	87
B	86	-	83
B-	82	-	80
C+	79	-	77
C	76	-	73
C-	72	-	70
D+	69	-	67
D	66	-	63
D-	62	-	60
F	59	-	0

### Grading Criteria:

Excellent (A range): An A+ to A- grade demonstrates an ability to go beyond understanding the course material to applying the concepts and ideas in innovative and original ways, making connections between them.

Excellent work excels in lucid written and oral communication above and beyond what would ordinarily be expected in an undergraduate course.

Good (B range): Students who complete all of the required readings and assignments, actively participate in class, and show that they have understood the course material can generally expect a B+ to B-.

Fair (C range): Students who complete the required readings and assignments but demonstrate significant gaps in knowledge and understanding can expect to attain a C+ to a C-.

Passing (D range): Students who partially complete the required readings and assignments and show only a marginal understanding of the course material can expect a D+ to D-.

Fail: Gross failure in completing assigned work or violations of academic integrity will result in failure.

## What are the course policies?

### Communications:

If you have any substantive questions or concerns about this course, I strongly encourage you to use my office hours (book via <https://takumishibaikе.youcanbook.me/>).

Contact me via email for logistical and other minor questions and concerns. When writing an email, use the subject line starting from "ENVIR 301:". You can expect my response within 48 hours, usually much shorter, except weekends and holidays. Feel free to send me a follow-up email if you do not receive my response in time.

### Late Penalty:

You may request an extension for large assignments with valid documentation *prior to* deadlines. Without my approval, a late penalty will be applied on your assignment. Each assignment's instruction will explain how the penalty is calculated (typically a daily point deduction).

No extension will be granted for research proposal presentation, which will take place during regular meetings in Week 7.

### Academic Integrity:

In this course, students who cheat will be penalized. Cases will be processed based on DKU's [Academic Policies and Information](#). Any violation of academic integrity will result in a **zero** percent grade for this course. Feel free to consult DKU's [Writing and Language Studio](#) or me if you have any concerns about unintentionally violating academic integrity.

You may use ChatGPT to check your grammar in your assignments. Do not use ChatGPT to formulate your essay or research ideas (not because they do the assignments for you, but because their output will be well below the standard of this course).

### Academic Accommodations:

If you need to request accommodation for a disability, you need a signed accommodation plan from Campus Health Services, and you need to provide a copy of that plan to me. Visit the [Office of Student Affairs website](#) for additional information and instruction related to accommodations.

## What campus resources can help me during this course?

### Academic Advising and Student Support:

Please consult me about appropriate course preparation and readiness strategies, as needed. Consult your academic advisors on course performance (i.e., poor grades) and academic decisions (e.g., course changes, incompletes, withdrawals) to ensure you stay on track with degree and graduation requirements. In addition to advisors, staff in the Academic Resource Center can provide recommendations on academic success strategies (e.g., tutoring, coaching, student learning preferences). All ARC services will continue to be provided online. Please visit the [Office of Undergraduate Advising website](#) for additional information related to academic advising and student support services.

### Writing and Language Studio:

For additional help with academic writing—and more generally with language learning—you are welcome to make an appointment with the [Writing and Language Studio \(WLS\)](#). To accommodate students who are learning remotely as well as those who are on campus, writing and language coaching appointments are available in person and online. You can register for an account, make an appointment, and learn more about WLS services, policies, and events on the [WLS website](#). You can also find writing and language learning resources on the [Writing & Language Studio Sakai site](#).

### IT Support:

If you are experiencing technical difficulties, please contact IT:

- China-based faculty/staff/students 400-816-7100, (+86) 0512- 3665-7100
- US-based faculty/staff/students (+1) 919-660-1810
- International-based faculty/staff/students can use either telephone option (recommend using tools like Skype calling)
- Live Chat: <https://oit.duke.edu/help>
- Email: [service-desk@dukekunshan.edu.cn](mailto:service-desk@dukekunshan.edu.cn)

### What is the expected course schedule?

Optional readings are provided for students who are interested in pursuing graduate studies in the field of international relations. You are **not** expected to engage with them in class, although you are welcomed to do so in your mid-term paper or research proposal. Some assigned readings use very sophisticated methods—think about what such methods must *assume* to conduct an analysis instead of trying to understand everything.

#### Week 1

Topic	How should we study global environmental politics?
<b>Monday</b> <b>March 20</b>	Welcome! What do people actually study when they study “global environmental politics”? <ul style="list-style-type: none"><li>• This syllabus! (read thoroughly)</li><li>• Dauvergne, Peter, and Jennifer Clapp. “Researching global environmental politics in the 21st century.” <i>Global Environmental Politics</i> 16.1 (2016): 1–12.</li></ul>
	Optional: <ul style="list-style-type: none"><li>• Green, Jessica F., and Thomas N. Hale. “Reversing the marginalization of global environmental politics in international relations: An opportunity for the discipline.” <i>PS: Political Science &amp; Politics</i> 50.2 (2017): 473-479.</li></ul>

<b>Wednesday</b>  <b>March 22</b>	What is the “environment”? How should we conceptualize it? <ul style="list-style-type: none"> <li>Ostrom, Elinor. <i>Governing the commons: The evolution of institutions for collective action</i>. Cambridge University Press, 1990. Chapters 2 and 3.</li> </ul>
	Optional: <ul style="list-style-type: none"> <li>Hardin, Garrett. “The tragedy of the commons: the population problem has no technical solution; it requires a fundamental extension in morality.” <i>Science</i> 162.3859 (1968): 1243-1248.</li> <li>Williamson, Oliver E. “Markets and hierarchies: some elementary considerations.” <i>The American Economic Review</i> 63.2 (1973): 316-325.</li> </ul>

**Week 2**

Topic	Who governs the global environment?
<b>Monday</b>  <b>March 27</b>	How do international institutions govern the environment? <ul style="list-style-type: none"> <li>Raustiala, Kal, and David G. Victor. “The regime complex for plant genetic resources.” <i>International Organization</i> 58.2 (2004): 277-309.</li> <li>Green, Jessica F. “Hierarchy in regime complexes: Understanding authority in Antarctic governance.” <i>International Studies Quarterly</i> 66.1 (2022): 1-14.</li> </ul>
	Optional: <ul style="list-style-type: none"> <li>Jinnah, Sikina. “Overlap management in the World Trade Organization: Secretariat influence on trade-environment politics.” <i>Global Environmental Politics</i> 10.2 (2010): 54-79.</li> </ul>
<b>Wednesday</b>  <b>March 29</b>	What is the role of private actors in international institutions? <ul style="list-style-type: none"> <li>Auld, Graeme, Stefan Renckens, and Benjamin Cashore. “Transnational private governance between the logics of empowerment and control.” <i>Regulation &amp; Governance</i> 9.2 (2015): 108-124.</li> <li>Allan, Jen Iris, and Jennifer Hadden. “Exploring the framing power of NGOs in global climate politics.” <i>Environmental Politics</i> 26.4 (2017): 600-620.</li> </ul>
	Optional: <ul style="list-style-type: none"> <li>Bernstein, Steven, and Benjamin Cashore. “Can non-state global governance be legitimate? An analytical framework.” <i>Regulation &amp; Governance</i> 1.4 (2007): 347-371.</li> </ul>

**Week 3**

Topic	Climate change
<b>Monday</b>  <b>April 3</b>	<p data-bbox="375 279 980 310">What’s wrong with the global climate governance?</p> <ul data-bbox="418 342 1357 516" style="list-style-type: none"> <li data-bbox="418 342 1357 407">• Keohane, Robert O., and David G. Victor. “The regime complex for climate change.” <i>Perspectives on politics</i> 9.1 (2011): 7-23.</li> <li data-bbox="418 415 1357 516">• Aklin, Michaël, and Matto Mildenerger. “Prisoners of the wrong dilemma: Why distributive conflict, not collective action, characterizes the politics of climate change.” <i>Global Environmental Politics</i> 20.4 (2020): 4-27.</li> </ul> <p data-bbox="375 575 483 606">Optional:</p> <ul data-bbox="418 638 1357 741" style="list-style-type: none"> <li data-bbox="418 638 1357 741">• Jinnah, Sikina. “Climate change bandwagoning: The impacts of strategic linkages on regime design, maintenance, and death.” <i>Global Environmental Politics</i> 11.3 (2011): 1-9.</li> </ul>
<b>Thursday</b>  <b>April 6</b>	<p data-bbox="375 802 1219 833">What’s climate justice? How and why did it become a popular concern?</p> <ul data-bbox="418 865 1409 1039" style="list-style-type: none"> <li data-bbox="418 865 1409 930">• Schlosberg, David. “Reconceiving environmental justice: global movements and political theories.” <i>Environmental Politics</i> 13.3 (2004): 517-540.</li> <li data-bbox="418 938 1409 1039">• Bäckstrand, Karin, and Eva Lövbrand. “The road to Paris: Contending climate governance discourses in the post-Copenhagen era.” <i>Journal of Environmental Policy &amp; Planning</i> 21.5 (2019): 519-532.</li> </ul> <p data-bbox="375 1098 483 1129">Optional:</p> <ul data-bbox="418 1161 1409 1264" style="list-style-type: none"> <li data-bbox="418 1161 1409 1264">• Shawoo, Zoha, and Thomas F. Thornton. “The UN local communities and Indigenous peoples' platform: A traditional ecological knowledge-based evaluation.” <i>Wiley Interdisciplinary Reviews: Climate Change</i> 10.3 (2019): e575.</li> </ul>

**Week 4**

Topic	Marine conservation
<b>Monday</b>  <b>April 10</b>	<p data-bbox="375 1516 1086 1547">Why does private authority dominate fisheries governance?</p> <ul data-bbox="418 1579 1393 1753" style="list-style-type: none"> <li data-bbox="418 1579 1393 1677">• Schiller, Laurence, et al. "Decadal changes in international advocacy toward the conservation of highly migratory fishes." <i>Conservation Letters</i> 14.6 (2021): e12827.</li> <li data-bbox="418 1686 1393 1753">• Gulbrandsen, Lars H. "The emergence and effectiveness of the Marine Stewardship Council." <i>Marine Policy</i> 33.4 (2009): 654-660.</li> </ul> <p data-bbox="375 1812 483 1843">Optional:</p>

	<ul style="list-style-type: none"> <li>Gulbrandsen, Lars H., and Graeme Auld. "Contested accountability logics in evolving nonstate certification for fisheries sustainability." <i>Global Environmental Politics</i> 16.2 (2016): 42-60.</li> </ul>
<b>Wednesday</b>  <b>April 12</b>	<p>Whales – what are they? Who saves whales?</p> <ul style="list-style-type: none"> <li>Hurd, Ian. "Almost saving whales: the ambiguity of success at the International Whaling Commission." <i>Ethics &amp; International Affairs</i> 26.1 (2012): 103-112.</li> <li>Eilstrup-Sangiovanni, Mette, and Teale N. Phelps Bondaroff. "From advocacy to confrontation: Direct enforcement by environmental NGOs." <i>International Studies Quarterly</i> 58.2 (2014): 348-361</li> </ul>
	<p>Optional:</p> <ul style="list-style-type: none"> <li>Blok, Anders. "Contesting global norms: Politics of identity in Japanese pro-whaling countermobilization." <i>Global Environmental Politics</i> 8.2 (2008): 39-66.</li> </ul>
<b>Friday</b>  <b>April 14</b>	<p>Mid-term paper due.</p>

#### Week 5

Topic	Species protection
<b>Monday</b>  <b>April 17</b>	<p>What drives wildlife conservation efforts?</p> <ul style="list-style-type: none"> <li>Briggs, Helen. "Other mammals lose out in panda conservation drive." BBC News (2020, August 3). <a href="https://www.bbc.com/news/science-environment-53616593">https://www.bbc.com/news/science-environment-53616593</a></li> <li>Gehring, Thomas, and Eva Ruffing. "When arguments prevail over power: the CITES procedure for the listing of endangered species." <i>Global Environmental Politics</i> 8.2 (2008): 123-148.</li> </ul>
	<p>Optional:</p> <ul style="list-style-type: none"> <li>Nadelmann, Ethan A. "Global prohibition regimes: The evolution of norms in international society." <i>International Organization</i> 44.4 (1990): 479-526.</li> <li>Shibaike, Takumi. "Small NGOs and agenda-setting in global conservation governance: The case of pangolin conservation." <i>Global Environmental Politics</i> 22.2 (2022): 45-69.</li> </ul>
<b>Wednesday</b>  <b>April 19</b>	<p>Can we really say conservation is good for local communities?</p> <ul style="list-style-type: none"> <li>Fuentes-George, Kemi. "Neoliberalism, environmental justice, and the Convention on Biological Diversity: How problematizing the commodification</li> </ul>



	<p>of nature affects regime effectiveness." <i>Global Environmental Politics</i> 13.4 (2013): 144-163.</p> <ul style="list-style-type: none"> <li>Balboa, Cristina M. "How successful transnational non-governmental organizations set themselves up for failure on the ground." <i>World Development</i> 54 (2014): 273-287.</li> </ul>
	<p>Optional:</p> <ul style="list-style-type: none"> <li>Margulies, Jared D., Rebecca WY Wong, and Rosaleen Duffy. "The imaginary 'Asian Super Consumer': A critique of demand reduction campaigns for the illegal wildlife trade." <i>Geoforum</i> 107 (2019): 216-219.</li> </ul>
<p><b>Friday</b> <b>April 21</b></p>	<p>Research proposal draft due.</p>

**Week 6**

Topic	One planet
<p><b>Monday</b> <b>April 24</b></p>	<p>How do we reconcile economic interests and environmentalism?</p> <ul style="list-style-type: none"> <li>Mah, Alice. "Future-proofing capitalism: The paradox of the circular economy for plastics." <i>Global Environmental Politics</i> 21.2 (2021): 121-142.</li> <li>Van der Ven, Hamish, Catherine Rothacker, and Benjamin Cashore. "Do eco-labels prevent deforestation? Lessons from non-state market driven governance in the soy, palm oil, and cocoa sectors." <i>Global Environmental Change</i> 52 (2018): 141-151.</li> </ul>
<p><b>Wednesday</b> <b>April 26</b></p>	<p>What do we do now?</p> <ul style="list-style-type: none"> <li>Biermann, Frank. "The future of 'environmental' policy in the Anthropocene: Time for a paradigm shift." <i>Environmental Politics</i> 30.1-2 (2021): 61-80.</li> <li>Cassidy, John. "Can we have prosperity without growth?" <i>The New Yorker</i> (2020, Feb 3).</li> </ul>
	<p>Optional:</p> <ul style="list-style-type: none"> <li>Hickel, Jason. "What does degrowth mean? A few points of clarification." <i>Globalizations</i> 18.7 (2021): 1105-1111.</li> </ul>

**Week 7**

Topic	Research presentation
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<b>Monday</b> <b>May 8</b>	Student presentations.
<b>Wednesday</b> <b>May 10</b>	Student presentations.
<b>Friday</b> <b>May 12</b>	Research proposal due.