

PSC318: TECHNOLOGY, POLITICS, AND ENVIRONMENT

Spring 2024

Instructor:	Takumi Shibaïke
Email:	tshibaik@syr.edu
Time:	3:45-5:05 PM, Monday & Wednesday
Location:	Online (Zoom link will be posted on Blackboard)
Office Hours:	Monday 2:40-3:40 PM via youcanbook.me
TA:	Claire Sigsworth
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1 Course Description

Global environmental problems, such as climate change, marine resource depletion, and species extinction, demand collaboration beyond national borders. This course examines how we attempt to solve global environmental problems – and why we often fail. You will learn key social scientific theories to understand the past and current efforts to solve (or postpone) global environmental challenges. 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.

2 Learning Objectives

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

- Define key concepts in the study of global environmental politics.
- Evaluate the advantages and disadvantages of different approaches to the study of global environmental politics.
- Identify key actors and institutions in global environmental politics.
- Build your own explanation about major environmental governance problems.

3 Assessment

3.1 Schedule and Weighting

Participation	10%
Midterm exam	30%
Final exam	30%
Research idea memo	30%

Attendance

You are expected to attend every meeting. Showing up after 3:50 PM will not count towards attendance. Absence without notification will negatively affect your participation grade.

Absence

You may take absence from class with valid reasons. You must notify the TA *prior to* the class in order to avoid penalties on your participation grade. You may be asked to provide documentation.

Extension

You must notify the TA *prior to* the deadline to avoid late penalties for each assignment. Keep in mind that you may be asked to provide documentation.

4 Zoom policy

Please note that the lectures will be recorded. Using your camera is voluntary. We will stop recording during student discussions and questions towards the end of each meeting.

5 Assignments

You are expected to read (sometimes listen to) the materials listed in Section 6 prior to each meeting. The articles and book chapters are available online through SU online library resources.

The questions in the midterm and final exams will be based on the listed materials as well as the lectures. You are expected to use the listed material for your research idea memo.

6 Class Schedule

6.1 Welcome!

This syllabus.

Theoretical Foundations

6.2 How do we govern ourselves globally?

Hurd, Ian. "Legitimacy and authority in international politics." *International Organization* 53.2 (1999): 379–408.

6.3 How should we conceptualize the environment?

Hardin, Garrett. "The Tragedy of the Commons." *Science* 162.3859 (1968): 1243–1248.

Ostrom, Elinor. *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press, 1990. Chapters 2 (up to p.45).

6.4 How do we govern the environment? – big picture

Bernstein, Steven. "Ideas, social structure and the compromise of liberal environmentalism." *European journal of International Relations* 6.4 (2000): 464–512.

6.5 How do we govern the environment? – in practice

Ostrom, Elinor. "Polycentric systems for coping with collective action and global environmental change." *Global Environmental Change* 20.4 (2010): 550–557.

United Nations Climate Change. "Clean Development Mechanism." <https://unfccc.int/process-and-meetings/the-kyoto-protocol/mechanisms-under-the-kyoto-protocol/the-clean-development-mechanism>

6.6 How do international organizations govern the environment?

Raustiala, Kal, and David G. Victor. "The regime complex for plant genetic resources." *International Organization* (2004): 277–309.

6.7 Are all international organizations equal?

Green, Jessica. "Hierarchy in regime complexes: Understanding authority in Antarctic governance." *International Studies Quarterly* 66 (2022): sqab084.

6.8 Who controls international organizations?

Nielson, Daniel L., and Michael J. Tierney. "Delegation to international organizations: Agency theory and World Bank environmental reform." *International Organization* 57 (2003): 241-276.

6.9 Will nongovernmental organizations (NGOs) save us?

Balboa, Cristina M. "How successful transnational non-governmental organizations set themselves up for failure on the ground." *World Development* 54 (2014): 273–287.

NPR. "Is Sustainable-Labeled Seafood Really Sustainable?" <https://www.npr.org/2013/02/11/171376509/is-sustainable-labeled-seafood-really-sustainable>. February 11, 2013.

6.10 What is the role of NGOs in global environmental governance?

Wapner, Paul. "Politics beyond the state environmental activism and world civic politics." *World Politics*

47.3 (1995): 311–340.

Stroup, Sarah S., and Wendy H. Wong. “Authority, strategy, and influence: Environmental INGOs in comparative perspective.” *Environmental Politics* 27.6 (2018): 1101–1121.

6.11 Review session

Bring your questions about the first half of the course.

6.12 Midterm exam

Key Environmental Issues

6.13 Why is it so difficult to stop climate change?

Keohane, Robert O., and David G. Victor. “The regime complex for climate change.” *Perspectives on Politics* (2011): 7-23.

Jinnah, Sikina. “Climate change bandwagoning: The impacts of strategic linkages on regime design, maintenance, and death.” *Global Environmental Politics* 11.3 (2011): 1-9.

6.14 Is it all about domestic politics after all?

Aklin, Michaël, and Matto Mildenerger. “Prisoners of the wrong dilemma: Why distributive conflict, not collective action, characterizes the politics of climate change.” *Global Environmental Politics* 20.4 (2020): 4-27.

6.15 What is climate justice and why is it important?

Bäckstrand, Karin, and Eva Lövbrand. “The road to Paris: Contending climate governance discourses in the post-Copenhagen era.” *Journal of Environmental Policy & Planning* 21.5 (2019): 519-532.

6.16 Are we giving up on international institutions?

de Moor, Joost. “Alternative Globalities? Climatization Processes and the Climate Movement Beyond COPs.” *International Politics* 58.4 (2021): 582-99.

6.17 Who protects biodiversity?

Nadelmann, Ethan A. “Global prohibition regimes: The evolution of norms in international society.” *International Organization* 44.4 (1990): 479–526. You may skip case studies on non-environmental issues (pp. 487–516).

Gehring, Thomas, and Eva Ruffing. “When arguments prevail over power: the CITES procedure for the listing of endangered species.” *Global Environmental Politics* 8.2 (2008): 123-148.

6.18 Who really protects biodiversity?

Fuentes-George, Kemi. "Neoliberalism, environmental justice, and the Convention on Biological Diversity: How problematizing the commodification of nature affects regime effectiveness." *Global Environmental Politics* 13.4 (2013): 144-163.

6.19 How can we fish sustainably?

Gulbrandsen, Lars H., and Graeme Auld. "Contested accountability logics in evolving nonstate certification for fisheries sustainability." *Global Environmental Politics* 16.2 (2016): 42-60.

6.20 Do intergovernmental processes work better than private governance?

Schiller, Laurene, et al. "Decadal changes in international advocacy toward the conservation of highly migratory fishes." *Conservation Letters* 14.6 (2021): e12827.

NPR. "The wide open possibility of the high seas." <https://www.npr.org/2023/03/23/1165688010/the-wide-open-possibility-of-the-high-seas>. March 23, 2023.

6.21 No class – International Studies Association Annual Meeting

6.22 Whales – what are they?

Hurd, Ian. "Almost saving whales: the ambiguity of success at the International Whaling Commission." *Ethics & International Affairs* 26.1 (2012): 103-112.

6.23 What is direct enforcement?

Eilstrup-Sangiovanni, Mette, and Teale N. Phelps Bondaroff. "From advocacy to confrontation: Direct enforcement by environmental NGOs." *International Studies Quarterly* 58.2 (2014): 348–361.

6.24 How is digital advocacy different?

Hall, Nina. *Transnational advocacy in the digital era: Think global, act local*. Oxford University Press, 2022. Chapter 7

6.25 Nov 30: What do we do now?

Cassidy, John. "Can we have prosperity without growth?" *The New Yorker*. Feb 3, 2020.

Mah, Alice. "Future-proofing capitalism: The paradox of the circular economy for plastics." *Global Environmental Politics* 21.2 (2021): 121-142.

6.26 Review session

Bring your questions about any part of the course.

6.27 Final exam

6.28 Student presentations

Sign up for extra credit!

7 University Policy

7.1 Academic Integrity

Syracuse University's [Academic Integrity Policy](#) reflects the high value that we, as a university community, place on honesty in academic work. The policy holds students accountable for the integrity of all work they submit and for upholding course-specific, as well as university-wide, academic integrity expectations. The policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation.

The policy states that any work a student submits for a course must be solely their own unless the instructor explicitly allows collaboration or editing. The policy also requires students to acknowledge their use of other peoples' language, images or other original creative or scholarly work through appropriate citation. These expectations extend to the new, fast-growing realm of artificial intelligence (AI) as well as to the use of websites that charge fees or require uploading of course materials to obtain exam solutions or assignments. Students are required to ask their instructor whether use of these tools is permitted—and if so, to what extent—before using them to complete any assignment or exam. Students are also required to seek advance permission from instructors if they wish to submit the same work in more than one course. Failure to receive this permission in advance may violate the [Academic Integrity Policy](#). Under the policy, instructors who seek to penalize a student for a suspected violation must first report the violation to the Center for Learning and Student Success (CLASS). Students may not drop or withdraw from courses in which they face a suspected violation. Instructors must wait to assign a final course grade until a suspected violation is reviewed and upheld or overturned.

Upholding Academic Integrity includes abiding by instructors' individual course expectations, which may include the protection of their intellectual property. Students should not upload, distribute, or otherwise share instructors' course materials without permission. Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered, as outlined in the [Violation and Sanction Classification Rubric](#). Students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

The [Violation and Sanction Classification Rubric](#) establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.

7.2 Attendance

Attendance in classes is expected in all courses at Syracuse University. It is a federal requirement that faculty promptly notify the university of students who do not attend or cease to attend any class. Faculty will use Early-Semester Progress Reports and Mid-Semester Progress Reports in Orange SSuccess to alert the Registrar and Financial Aid Office on [non-attendance](#).

7.3 Disability

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.

7.4 Discrimination or Harassment

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the [Sexual and Relationship Violence Response Team](#) at the Counseling Center (315-443-8000, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244). Incidents of sexual violence or harassment can be reported non-confidentially to the University's Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University's Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about with the University's Title IX Officer to help make our campus a safer place for all.

7.5 Religious Observances

Syracuse University's [Religious Observances Policy](#) recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notifica-

tion.

7.6 Health and Wellness

Mental health and overall well-being are significant predictors of academic success. As such it is essential that during your college experience you develop the skills and resources effectively to navigate stress, anxiety, depression, and other mental health concerns. Please familiarize yourself with the range of [resources](#) the Barnes Center provides and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000, and I encourage you to explore the resources available through the [Wellness Leadership Institute](#).