

POL4303

Global Environmental Politics

1st term, 2017-2018

Lingnan University
Department: Political Science
Course code: POL4303

Professor Jeongwon B. PARK (jeongwonpark@LN.edu.hk)
Semester: 1st, 2017 – 2018
Office: WYL 316, 3/F Dorothy Y.L. Wong Building
Phone No.: 2616 7450
Lecture hours: 13:30–15:30 (Mondays)
Tutorial hours: 15:30–16:30 (Mondays)
Office hours: 16:30–17:30 (Mondays)
 15:00–16:00 / 18:00-19:00 (Tuesdays)
 9:30-10:30 (Wednesdays)

Course description

This course is designed to study how environmental issues are interconnected with politics, power relationship, and globalisation. Through examining main global environmental challenges that the international community (including Hong Kong and China) is facing (e.g. climate change, biodiversity loss, deforestation, depletion of natural resources etc.), the course intends to help students develop theoretical visions and practical insights to understand the prominent global environmental issues, and to apply conceptual tools to explain current situation.

Aims

In this course, students will examine environmental issues armed with a range of key concepts in the course: which political actors are reacting to what, how power is distributed in environmental issues, and how environmental issues / policies at both national and international levels are affecting our lives.

Learning outcomes (LO)

At the end of this course, students will be able to:

Upon completion of this course, students are expected to:

1. learn to cultivate critical perspectives from which to make their own judgments about the possibilities and limits inherent in different kinds of ecological thought;

2. to demonstrate a capacity to employ theories in the critical analysis of concrete instances of environmental politics, and to examine how the political actors, institutions, and forces are influencing the natural environment.

Indicative contents

- + Introduction to environmental politics and global environmental governance
- + Multi-level actors in the environmental arena
- + International environmental laws (treaties and conventions) and policy-making process
- + Political analysis on major global environmental issues including climate change, biodiversity, marine environment, hazardous waste, and toxic chemicals
- + Sector-specific issues related to sustainable development at a global level such as agriculture, energy, fishery, and trade

Teaching and learning methods

Format:

Each session (3-hours per week) will be divided into three parts:

- Lecture: Reading and learning materials together with a lecture outline will be uploaded on the Moodle before each class. Lecture slides will be uploaded after the class.
- Student-centered interactive activities (30 mins) (e.g. team exercise, discussions, short briefing on case studies, quizzes, debates) to ensure that students achieve the learning outcomes and acquire intellectual skills (analytical and research methods, critical thinking, and oral and written communication skills).
- Tutorial class for students' presentation followed by discussions (50 mins.): Detailed topics and schedule for tutorial classes will be decided between 2nd-3rd week of the term. Students are expected to submit an outline of presentation per group by 18 September via email (jeongwonpark@LN.edu.hk).

Main textbook (required reading)

Pamela S. Chasek, David Leonard Downie, and Janet Welsh Brown (2017) 7th ed. *Global Environmental Politics* (Boulder, CO: Westview Press)

Table of contents: <https://westviewpress.com/books/global-environmental-politics/>

Its 6th edition (2014) is available as E-book from the Lingnan Library.

Lecture schedule and readings:

I. Theories and approaches

- ◆ 4/Sep: *Introduction*

Please note that there will be no tutorial for the 1st week.

- ♦ 11/Sep: International regimes, governance and paradigms in global environmental politics

Required reading:

- Ch. 1 'The Emergence of Global Environmental Politics' and Ch.5 'Effective Environmental Regimes: Obstacles and Opportunities' in Pamela S. Chasek, David Leonard Downie, and Janet Welsh Brown (2017) 7th ed. *Global Environmental Politics* (Boulder, CO: Westview Press)

Recommended reading:

- Kenneth W. Abbott, Jessica F. Green, and Robert O. Keohane (2016) 'Organizational Ecology and Institutional Change in Global Governance' *International Organization* 70 Spring: 247–277

- Eric Neumayer (2001) 'How Regime Theory and the Economic Theory of International Environmental Cooperation Can Learn from Each Other' *Global Environmental Politics* 1(1), pp.122-147

Tutorial: orientation and topic discussion

- ♦ 18/Sep: Understanding main actors and interests forming a global governance

Required reading:

-Ch. 2 'Actors in the Environmental Arena', and Ch.7 'The Future of Global Environmental Politics' in Pamela S. Chasek, David Leonard Downie, and Janet Welsh Brown (2017) 7th ed. *Global Environmental Politics* (Boulder, CO: Westview Press)

Recommended reading:

- Ch.3 'Who's behind the green waves?' in Daniel C. Esty (2006) *Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage* (New Haven: Yale University Press)

Tutorial will be replaced with individual/group consultation on presentation.

II. Global environmental issues and political analysis

- ♦ 25/Sep: Biodiversity (1): overview and discussions on related issues (eg. deforestation, land management, hazardous chemicals, waste)

Required reading:

- Ch.4 'The Development of Environmental Regimes: Natural Resources, Species, and Habitats' in Pamela S. Chasek, David Leonard Downie, and Janet Welsh Brown (2017) 7th ed. *Global Environmental Politics* (Boulder, CO: Westview Press)

Recommended reading:

- A. Brown (2011) 'Biodiversity', in Kütting, Gabriela ed. *Global Environmental Politics* (New York, NY: Routledge) ch.10, pp.151-163

Tutorial schedule: Presentation of Group 1

- ♦ 9/Oct: Biodiversity (2): case analysis

Required reading:

- Kimberly R. Marion Suiseeya (2014) 'Negotiating the Nagoya Protocol: Indigenous Demands for Justice' *Global Environmental Politics* 14(3): pp.102-124

Recommended reading:

- Sarah Milne (2015) 'Cambodia's unofficial regime of extraction: illicit logging in the shadow of transnational governance and investment' *Critical Asian Studies* 47(2): pp.200-228

- Zabelina, I.A. and E.A. Klevakina (2012) 'Environmental and Economic Aspects of Natural Resource Use and Problems of Cross-Border Cooperation in Regions of Siberia', *Problems of Economic Transition* 55(7): 39-48

Tutorial schedule: Presentation of Group 2

- ♦ **16/Oct: mid-term written test**

- ♦ 23/Oct: Issues on water and ocean environment (1) (overview and related issues e.g. water, fishery, and conflicts over resources)

Required reading:

- Ch.4 'The Development of Environmental Regimes: Natural Resources, Species, and Habitats', in Pamela S. Chasek, David Leonard Downie, and Janet Welsh Brown (2017) 7th ed. *Global Environmental Politics* (Boulder, CO: Westview Press)

Recommended reading:

- Salman M. A. Salman (2007) 'The Helsinki Rules, the UN Watercourses Convention and the Berlin Rules: Perspectives on International Water Law', *Water Resources Development* 23(4): 625-640

Tutorial schedule: Presentation of Group 3

- ♦ 30/Oct: Issues on water and ocean environment (2) case analysis

Required reading:

- Justin Alger and Peter Dauvergne (2017) 'The Politics of Pacific Ocean Conservation: Lessons from the Pitcairn Islands Marine Reserve', *Pacific Affairs* 90(1): 29-50

Recommended reading:

- James Manicom (2010) 'Japan's Ocean Policy: Still the Reactive State?', *Pacific Affairs* 83(2): 307-326

- M. Ruckelshaus et al. (2013) 'Securing ocean benefits for society in the face of climate change', *Marine Policy* 40: 154-159.

Tutorial schedule: Presentation of Group 4

- ♦ 6/Nov: Climate change (1) (overview and related issues e.g. energy, air pollution)

Required reading:

- Ch. 3 'The Development of Environmental Regimes: Stratospheric Ozone, Hazardous Waste, Toxic Chemicals, and Climate Change', in Pamela S. Chasek, David Leonard Downie, and Janet Welsh Brown (2017) 7th ed. *Global Environmental Politics* (Boulder, CO: Westview Press)

Recommended reading:

- Miranda Sheureur (2016) 'The Paris Climate Agreement and the Three Largest Emitters: China, the United States, and the European Union', *Politics and Governance* 4(3): 219-223.
- Rabe, Barry G. (2007) 'Beyond Kyoto: Climate Change Policy in Multilevel Governance Systems' *Governance*, 20(3): 423-444.

Tutorial schedule: Presentation of Group 5

- ♦ 13/Nov: Climate change (2) case analysis

Required reading:

- Katja Biedenkopf, Sarah Van Eynde, and Hayley Walker (2017) 'Policy Infusion Through Capacity Building and Project Interaction: Greenhouse Gas Emissions Trading in China' *Global Environmental Politics* 13(7): 91-114

Recommended reading:

- Kathryn Harrison (2015) 'International Carbon Trade and Domestic Climate Politics' *Global Environmental Politics* 15(3): 27-48.

Tutorial schedule: Presentation of Group 6

- ♦ 20/Nov: Sustainable development as a global agenda

Required reading:

- Ch.6 'Environmental Politics and Sustainable Development'; Ch.5 'Effective Environmental Regimes: Obstacles and Opportunities', in Pamela S. Chasek, David Leonard Downie, and Janet Welsh Brown (2017) 7th ed. *Global Environmental Politics* (Boulder, CO: Westview Press)

Recommended reading:

- Ch.15 'Conflict and cooperation over natural resources', in Michael Snarr and Neil Snarr eds. (2012) *Introducing Global Issues* 5th ed.
- Paul Ekins (2003) 'Trade and Environment' *Internet Encyclopedia of Ecological Economics* (International Society for Ecological Environment)

Tutorial schedule: Presentation of Group 7

- ♦ **27/Nov: final written test**

Sources of course materials:

Handouts and/or PowerPoint based on textbook, academic journal articles, and recommended readings

Quantitative data update (statistical information)

Newspaper articles
Documentary films and other audio-visual resources
Official documents produced by national governments and inter-governmental bodies
Legal documents (international environmental conventions and treaties)
Other relevant sources (speeches, public lectures etc.)

References

- Baber, Walter F. and Bartlett, Robert V. (2005) *Deliberative Environmental Politics: Democracy and Ecological Rationality*, Cambridge MA: MIT Press.
- Beck, Ulrich (1995) *Ecological Enlightenment*, California: Humanities Press.
- Brooke, John L. (2014) *Climate Change and the Course of Global History: A Rough Journey*, Cambridge: Cambridge University Press.
- Caldwell, Lynton K. and Bartlett, Robert V., eds. (1997) *Environmental Policy: Transnational: Transnational Issues and National Trends*, Quorum Books.
- Callison, Candis (2015) *How Climate Change Comes to Matter: The Communal Life of Facts*, Duke University Press.
- Carter, Neil (2nd ed.) (2007) *The Politics of the Environment*, Cambridge: Cambridge University Press.
- Desai, Uday, ed. *Ecological Policy and Politics in Developing Countries: Economic Growth, Democracy, and Environment*. New York: SUNY, 1998.
- Dobson, Andrew and Saiz, Angel V. (2005) *Citizenship, Environment, Economy*, New York: Routledge.
- Dryzek, John S. (1997) *The Politics of the Earth: environmental discourses*, New York: Oxford University Press
- Durant, Robert F., Fiorino, Daniel J., and O'Leary, Rosemary (2004) *Environmental Governance Reconsidered: Challenges, Choices, and Opportunities*, MIT Press.
- Gardiner, Stephen M. et al. (2010) *Climate Ethics: Essential Readings*, Oxford, New York: Oxford University Press.
- Goodin, Robert (1992) *Green Political Theory*, UK: Cambridge Press.
- Harper, Charles (5th ed.) (2013) *Environment and Society: Human Perspectives on Environmental Issues*.
- Harris, Paul ed. (2014) *Routledge Handbook of Global Environmental Politics*. London: Routledge.
- Hebron, Lui and John Stack Jr. (2009) *Globalization: Debunking the Myths*. London: Longman.
- Humphreys, David (2006) *Log Jam: Deforestation and the Crisis of Global Governance*, London, Sterling VA: Earthscan.
- Jardins, Joseph R. (1993) *Des, Environmental Ethics: An Introduction to Environmental Philosophy*, Wadsworth.
- Jasanoff, Sheilan and Martello, Marybeth Long, eds. (2004) *Earthly Politics: Local and Global in Environmental Governance*, MIT Press.
- Keller, David R. (ed.) (2010) *Environmental Ethics: the big questions*, Blackwell.
- Kraft, Michael E. (2004) *Environmental Policy and Politics*, 3rd ed. Longman.

- Kütting, Gabriela (ed.) (2011) *Global Environmental Politics*, New York, NY: Routledge.
- Mitchell, Ronald B. (2010) *International Politics and the Environment*, London: Sage Publications Ltd.
- O'Neill, John *et al.* (2008) *Environmental Values*, London: Routledge.
- O'Lear, Shanon (2010) *Environmental Politics: scale and power*, Cambridge: Cambridge University Press.
- Paterson, Matthew (1996) *Global Warming and Global Politics*, London: Routledge.
- Pralle, Sarah B. (2006) *Branching Out, Digging In: Environmental Advocacy and Agenda-Setting*, Washington, D.C.: Georgetown University Press.
- Rifkin, Jeremy (2011) *The Third Industrial Revolution: How Lateral Power is Transforming Energy, the Economy, and the World*, London: Palgrave Macmillan.
- Roberts, J. Timmons and Parks, Bradley C. (2006) *A Climate of Injustice: Global Inequality, North-South Politics, and Climate Policy*, Cambridge: MIT Press.
- Rosenbaum, Walter A. (2007) *Environmental Politics and Policy*, 7th ed., Washington D.C.: CQ Press.
- Rogers, Peter P. *et al.* (2008) *An Introduction to Sustainable Development*, Sterling VA: Earthscan.
- Schumacher, E. F. (1973, 1993) *Small is Beautiful*, London: Vintage Books.
- Smith, Zachary (2004) *The Environmental Policy Paradox*, 4th ed. U.S.: Prentice Hall.
- UNEP and UNU-IHDP(International Human Dimensions Program) (2012) *Inclusive Wealth Report 2012: Measuring Progress towards Sustainability*, Cambridge: Cambridge University Press.
- Vaughn, Jacqueline (6th ed.) (2011) *Environmental Politics: Domestic and Global Dimensions*, Thomson Wadsworth.
- Victor, David G. (2004) *The Collapse of the Kyoto Protocol and the Struggle to Slow Global Warming*, Princeton: Princeton UP.
- Wapner, Paul (1996) *Environmental activism and world civic politics*, State University of New York Press.
- Waterman, Richard W. (2004) *Bureaucrats, Politics, and the Environment*, Pittsburgh: University of Pittsburgh Press.
- Watson, James (2013) *The WTO and the Environment: Development of Competence beyond Trade*, London: Routledge.
- Young, Oran (1994) *International Governance: Protecting the Environment in a Stateless Society*, Ithaca: Cornell UP.
- Zedillo, Ernesto, ed. (2007) *Global Warming: Looking Beyond Kyoto*, Washington D.C.: Brookings.

Assessment

The Continuous Assessment (100%) comprising the following:

Short essays and research briefs:	15%
Tutorial presentation and comments:	25%
Two in-class written tests:	50%
Participation in classroom discussion:	10%

Attendance requirement

The updated university's regulations governing undergraduate studies are available at the Registry's website <<http://www.ln.edu.hk/reg/ug4yr.php>>. Please find the relevant information on p.12, under "Class Attendance and Leave of Absence". Students who fail to meet the attendance requirement are not eligible for taking the final written test of the course.

Important Notes:

- (1) Students are expected to spend a total of 6-7 hours (i.e. 3 hours of class contact and 3-4 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.

☛ Plagiarism warning:

Plagiarism is considered as a form of dishonest practice in course work, in other words, a case of cheating. As stipulated in the Regulations Governing University Examinations, "A student considered to have cheated in course work should be given a zero mark for that particular piece of work...The case may be brought to the Student Disciplinary Committee if the Programme Director/Head of Academic Unit concerned deems it necessary to do so." The University has a clear guideline on plagiarism under Academic Integrity.

For more information:

<http://www.ln.edu.hk/info-for/students/orientation/academic-integrity>

Grading Rubric for Presentation: (25 marks)

Criteria	Outstanding (25-22)	Acceptable (21-17)	Need Improvement (below 16)	Score
Conceptual understanding of subject matters including main issues	<ul style="list-style-type: none"> - Cover a good range of relevant concepts/theories - Important ideas pertinent to the topic are skillfully applied 	<ul style="list-style-type: none"> - Concepts/theories and important ideas pertinent to the topic are accurately used 	<ul style="list-style-type: none"> - Concepts/theories and important ideas pertinent to the topic are not accurately used 	
Articulation of main questions and clear analysis of the issues	<ul style="list-style-type: none"> - Thoroughly interpret and evaluate the information - Comprehensively analyze and synthesize the issues from multiple perspectives 	<ul style="list-style-type: none"> - Information with some interpretation - Basic analysis or synthesis from two perspectives 	<ul style="list-style-type: none"> - List information without interpretation - Superficially analyze or synthesize the issue - Single perspective is discussed 	
Integration of sources and evidence	<ul style="list-style-type: none"> - Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant 	<ul style="list-style-type: none"> - Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant 	<ul style="list-style-type: none"> - Some information is inaccurate or unverifiable - Much of information included is not relevant and inadequate to support the topic. 	
Responses to questions and leading discussions	<ul style="list-style-type: none"> - Responds appropriately to all questions, with answers that demonstrate knowledge and understanding 	<ul style="list-style-type: none"> - Responds appropriately to the questions, with answers that demonstrate some knowledge and understanding 	<ul style="list-style-type: none"> - Unable to respond to the spot questions 	
Transitions & Flow	<ul style="list-style-type: none"> - The presentation produces coherent understanding - Well-structured and different parts are well-integrated in a coherent manner 	<ul style="list-style-type: none"> - Fair coherent understanding is demonstrated - Some degree of structure and efforts of integration 	<ul style="list-style-type: none"> - Coherent understanding by the listener is not obtained - Lack of integration of each part of presentation 	
Uses good body language, eye contact, appropriate voice tone	<ul style="list-style-type: none"> - Makes good eye contact with audience - Shows enthusiasm and confidence - Uses voice tone effectively 	<ul style="list-style-type: none"> - Makes fairly good eye contact with audience - Shows some enthusiasm and confidence - Uses voice tone relatively effectively 	<ul style="list-style-type: none"> - Make little or no eye contact with audience - Shows little or no enthusiasm and confidence 	
Appropriate time allocation and pace	<ul style="list-style-type: none"> - Allocated time appropriately and managed time effectively - Appropriate pace 	<ul style="list-style-type: none"> - Marginally long or marginally short but uses time reasonably effectively - Reasonable pace 	<ul style="list-style-type: none"> - Significantly too short or too long and did not use time effectively - Pace is significantly too fast or too slow 	
Makes effective use of presentation tools (slides and/or handouts)	<ul style="list-style-type: none"> - Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.) 	<ul style="list-style-type: none"> - Generally good use of presentation tools. - Some distractions but they are not overwhelming (e.g. reasonable animation/pictures, fair information on one slide, fair titles, etc.) 	<ul style="list-style-type: none"> - Poor use of presentation tools and/or many distractions (e.g. too much animation/pictures, too much information on one slide, absence of titles, etc.) 	

General Comments:

Grading rubric for comments/participation in discussion (10 marks)

Assessment Criteria	Outstanding (10-7)	Acceptable (6-3)	Need Improvement (below 3)
Provides relevant comments	<ul style="list-style-type: none"> Comments are specific, relevant, thoughtful, reflective and original, provokes other questions or comments 	<ul style="list-style-type: none"> Most comments are appropriate and reflect some thoughtfulness 	<ul style="list-style-type: none"> Comments are superficial, off topic or simply restate questions
Provides meaningful feedback on information or research with application of theories/concepts	<ul style="list-style-type: none"> Comments are based on solid knowledge on theories/concepts Comments include specific suggestions for additional information or resources for consideration 	<ul style="list-style-type: none"> Comments indicate correct information or research with some attempts on relating theories/concepts 	<ul style="list-style-type: none"> No comments is provided on information or research's accuracy, relevance and completeness Analysis on the information or research is incorrect
Provides meaningful feedback on the logic, assumptions, and recommendation s the presenters has drawn	<ul style="list-style-type: none"> Comments include specific suggestions for improving or resolving problems with logic or assumptions and help to restate recommendations that are better supported by the evidence 	<ul style="list-style-type: none"> Comments illustrate useful analysis of logic and assumptions and identify potential problems 	<ul style="list-style-type: none"> No comments or comments provided are not logical or incorrectly state assumptions
Provides comments in a positive, encouraging, and constructive manner	<ul style="list-style-type: none"> Comments praise specific strengths of the presentation as well as constructively address weaknesses with alternatives that might be considered 	<ul style="list-style-type: none"> Comments include positive feedback and suggestions 	<ul style="list-style-type: none"> Comments might be interpreted as insulting

Grading rubric for research briefs and short essays (15 marks)

Assessment Rubrics					
CATEGORY	Excellent (15-13)	Good (12-10)	Satisfactory (9-7)	Unsatisfactory (below 7)	POINTS
Research Question	__ points	__ points	__ point	__ points	___/X
	Wrote clear, creative and interesting questions which fit the topic.	Wrote clear questions which fit the topic.	Wrote some questions which did not fit the topic.	Wrote mostly irrelevant questions	
Argument	__ points	__ points	__ point	__ points	___/X
	Arguments both well supported and compared to conflicting explanations	Main arguments valid, systematic, and well supported	Some arguments valid and well supported	Weak, invalid, or no argument, a simple assertion	___/X
Use of Data or Evidence	__ points	__ points	__ point	__ points	
	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	feasible evidence, appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	
Organization and Writing	__ points	__ points	__ point	__ points	___/X
	Structure enhances the argument, strong sections and logical flow. Clear writing	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Bad structure (inconsistent, redundant, or disconnected). Frequent English errors.	Needs significant re-organization. Too many grammatical errors Low readability.	
TOTAL POINTS					/X

Grading rubric for written tests (50 marks)

Assessment Rubrics					
CATEGORY	Excellent (41-50)	Good (31-40)	Satisfactory (20-30)	Unsatisfactory (below 20)	POINTS
Concepts and conceptualization	__ points	__ points	__ point	__ points	___/X
	Covered directly relevant concepts and conceptualization which fit the topic.	Used some definitions and concepts that fit the topic.	Included definitions and concepts that do not fit the topic	Used no concepts and showed little effort of conceptualization	
Argument	__ points	__ points	__ point	__ points	___/X
	Arguments both well supported and compared to conflicting explanations	Main arguments valid, systematic, and well supported	Some arguments valid and well supported	Weak, invalid, or no argument, a simple assertion	___/X
Use of Data or Evidence	__ points	__ points	__ point	__ points	
	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	feasible evidence, appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	
Organization and Writing	__ points	__ points	__ point	__ points	___/X
	Structure enhances the argument, strong sections and logical flow. Clear writing	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Bad structure (inconsistent, redundant, or disconnected). Frequent English errors.	Needs significant re-organization. Too many grammatical errors Low readability.	
TOTAL POINTS					/X