

Global Environmental Politics

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Time: Mon/Weds 8:30 – 10:00 AM

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Course Website: TBD

Course Description

Environmental problems do not know borders. Nation states must cooperate to protect migratory species and prohibit illegal trade in endangered species; an individual state cannot mitigate the climate crisis by reducing emissions alone; international trade affects the global environment and trading states are increasingly faced with the pressure to address the environmental effect of trade. How do states cooperate, faced with these transboundary challenges? Why do states build international institutions with different design features to tackle similar environmental issues? Why do some countries comply with international environmental commitments better than others? How do non-state actors (e.g., NGOs and firms) shape the political dynamics in global environmental governance? Ultimately, how can we design an effective global environmental governance system, and what are some best strategies to implement it?

This course is an introduction to environmental politics for students of international relations. The primary goal of this course is to help students develop an interest in the *politics* of international environmental cooperation and acquire knowledge on the subject. The course has four modules: 1) What international environmental problems, 2) Perspectives, 3) Application, 4) The Future of Environmental Cooperation.

The introductory module defines the scope of the course by presenting several important concepts for our understanding of international environmental problems (e.g., the tragedy of the commons, sovereignty among others). The second module introduces a theoretical framework that will help students analyze various cooperation problems. Primarily, this module investigates how influence (power structure among states), interest (states' preferences and interest group incentives), institution (design of international institutions), and ideational factors (norms and information on environmental issues) may explain the likelihood of international cooperation on

environmental issues. In the third module, students will apply the theoretical framework to real-world policy issues. Specifically, students will gain in-depth knowledge about why and how climate agreements are designed differently (i.e., the Paris Climate Agreement and Kyoto Protocol), how governments are responding to the negative environmental implications of international trade (i.e., NAFTA, WTO), how environmental changes are increasing the likelihood of inter-state violence, how small island developing states are shaping global climate negotiations despite their limited influence in world politics, and how states design international institutions in biodiversity differently and how the design choice may affect the link between biodiversity and global health (i.e., Covid-19). The final module focuses on the future of environmental cooperation and the normative implications of international cooperation more directly. Students will ask the following questions. Who should be held accountable for the performance of global environmental institutions? What kind of standards should policymakers use to evaluate the effectiveness of those institutions?

Required Texts

- Geoffrey Dabelko and Ken Conca. 2019. *Green Planet Blues: Critical Perspectives on Global Environmental Politics*. 5th Edition. Boulder: Westview Press. (Heretofore, Conca and Dabelko)

Access or purchase options: Amazon e-book rental, Amazon used books.

- Teresa Kramaraz and Susan Park. 2019. *Global Environmental Governance and the Accountability Trap*. MIT Press. (Heretofore, Kramaraz and Park) **Downloadable online via**

[Wesleyan Library](#)

Assignments and Evaluation

Module	Title	Type	Timeline	%	Note
1	Quiz	In-class	Sep 15 (Wed)	10%	The quiz helps students study key concepts in global environmental politics. The quiz has two components: a) multiple choice questions, b) short answer questions. The instructor will provide a list of key terms a week before the quiz; students will identify the terms in 2-3 sentences and explain why the term is important in global environmental politics.
2	Discussion leader	In-class	-	5%	In Module 2, students will serve as moderators in one of the four sessions— <i>influence, interest, institution, and</i>

					idea. In the chosen week, moderators are responsible for preparing for questions prior to class meetings, circulating the questions on the course website, and serving as moderators for class discussion in the second day of each session. Moderators are responsible for reading the materials as critically as possible.
	Mid-term essay	Take-home	Due on Oct 13 (Wed)	20%	The mid-term essay assignment helps students develop a critical perspective on the role of influence, interest, institutions and ideas in global environmental cooperation. Students will produce an essay of ~3000 words in response to one of three essay prompts. Prompts will ask students to evaluate the validity of a thesis statement based on the readings and examples covered in class.
3	Policy memo first draft	Take-home	Due on Nov 3	Pass/Fail 5%	Students will work on a policy memo assignment. This assignment helps students develop skills to analyze a policy problem and propose a solution. Students will apply concepts they learned in class to real world issues. As the first step, students will choose one of three prompts provided by instructor, and work on their first draft (~1,000 words).
	Presentation	In-class	TBD	10%	Based on the first draft, students will present their research of the chosen policy problem, proposed solution to the problem, and evidence in class. Students will take questions from the audience and get written feedback from their peers.
	Policy memo final draft	Take-home	TBD	15%	Students will submit their final draft after the presentation. They can either accept and incorporate peer feedback into their final memos or defend their original ideas. If they choose the latter, they should explain reasonings behind their decisions.
4	Final exam	In-class	TBD	25%	The in-class final exam tests student knowledge about key concepts (short answer questions) and critical understanding of the course materials (long answer questions).
All	Attendance	In-class	-	10%	Class attendance is mandatory. Students are expected to provide a medical note to get a pass for absence.

Expected Learning Outcomes and Skills

- Up-to-date policy knowledge in global environmental politics: Environmental politics is a rapidly changing issue area. Students will gain up-to-date information on global responses to environmental problems in three ways.

* First, students are encouraged to follow news on global environmental politics on a weekly basis. Each class will start with a five-minute discussion on notable news on environmental issues. Students are encouraged to share any environment-related news they read before class.

* Second, students will analyze two recent policy cases in class: September 13 and November 1. The case study sessions help students gain knowledge on policy issues that have gained little attention in the media and apply theoretical perspectives to analyze the cases.

* Third, students will work on a policy memo assignment in Module 3. Students will learn to consider multiple policy options and evaluate their effectiveness in response to a policy problem. This exercise will help students practice policy writing by helping them gain confidence in policy writing.

- Concepts and theories: Students will learn important concepts and frameworks to analyze a wide array of environmental issues such as climate change, biodiversity, international trade, non-governmental cooperation and climate-induced displacement. Module 2 is designed to teach important perspectives on global cooperation in the area of environment.

* Simulation: Students will learn the concept of tragedy of commons by simulating it online. The experiential learning opportunity will help students think creatively and critically about the validity of the concept.

* Quiz, Mid-term Essay, Final Exam: Exams and essay assignments are great opportunities for students to check whether they understood the course materials (a nice accountability mechanism!).

- Public and peer engagement: Public engagement is a crucial component in this course. Our goal is to exchange our knowledge, both academic and factual information, and opinions about environmental issues with others (e.g., student peers and other members in your communities).

* Critical engagement: In Module 2, students will have the opportunity to moderate class discussion by critically examining the reading materials. This exercise will help students engage intellectually with leading scholarly work as an independent thinker.

* Presentation of policy ideas: Students will work on a policy memo assignment. While the memo should be submitted in a written form, students will present their ideas to their peers based on the memo. Students will get feedback and questions from peers in class.

* Giving and receiving feedback: As an extension of the policy presentation, students will practice giving constructive feedback to their peers. On the receiving end, students will also practice how to, or how not to, incorporate feedback from others.

Course Policy

This is an inclusive classroom. I am committed to creating a welcoming environment for all students regardless of their race, ethnicity, gender identity, sexuality, religious beliefs, physical and/or mental health status, nationality, or socioeconomic status. I expect all participants in this course to treat each other with respect.

Course Outline & Readings

Module 1. What International Environmental Problems?

What are some key characteristics of contemporary environmental problems? Governments have attempted to coordinate to tackle the crisis; how do these efforts vary and why are some initiatives more successful than others? This module introduces key concepts to answer these questions. In particular, we will read materials that examine the concepts of common pool resources, public goods, the tragedy of the commons, and the relationship between state sovereignty and the environment. Students will critically examine whether these concepts are useful in analyzing environmental problems and international cooperation in the area of environment.

1-1 - Wednesday: Introduction – Environmental Problems and the Importance of International Cooperation (September 1)

Required readings

- Syllabus

- Urpelainen, Johannes. “Here’s what political science can tell us about the Paris climate deal.” *The Washington Post*.
- Nordhaus, William. “The Climate Club: How to Fix a Failing Global Effort.” *Foreign Affairs*. 10 (2020).

Optional readings

- Maizland, Lindsay. "Global Climate Agreements: Successes and Failures." *Council on Foreign Relations* (2020). Available at <https://www.cfr.org/background/paris-global-climate-change-agreements>
- “Enter the Anthropocene” by Elizabeth Kolbert in *National Geographic*. [here](#).
- “Global Warming’s Terrifying New Math” by Bill McKibben [here](#).

1-2 - Simulation: The Tragedy of the Commons Simulation (September 6)

We will play “Fishing Game” to simulate the Tragedy of the Commons. During the in-class game, your goal is to be a successful fisher, however you define it. Players start with a number of fish. They can travel around to different stations fishing. What strategy will you use to make sure that the class does not overfish? How will you convince others to implement your strategy? What should you do to make sure you still can get enough fish for yourself AND avoid overfishing? Think about your strategy before class.

Required reading

- Conca and Dabelko. “Beyond the Tragedy of the Commons” by Xavier Basurto and Elinor Ostrom.

* Class activity on Sep 6:

Before class, download the game console via the links:

If your mobile device is iOS, go to <https://tinyurl.com/ios-psims> ,

if Android, go to <https://tinyurl.com/android-psims>

1-3. The Tragedy of the Commons, Sovereignty and the Environment (September 8 / September 13)

We simulated the Tragedy of the Commons last week. Is this concept useful for understanding environmental cooperation among states? Do transboundary environmental challenges strengthen or weaken state sovereignty? Would we need a strong or weak state to resolve the tragedy of the commons? Can international institutions mitigate the tragedy of the commons?

Required readings

- Conca and Dabelko "Rethinking the Ecology-Sovereignty Debate" by Ken Conca
- Kramaraz and Park. "Chapter 1. Identifying Multiple Accountabilities in Global Environmental Politics."

* Required readings for case study on Sep 13: What Should Greenland Do?

- Harvard Kennedy School Case Program "Greenland and the Paris Climate Agreement."
(Purchase \$3.95) here: <https://case.hks.harvard.edu/greenland-and-the-paris-agreement/>

Optional readings

- Karkkainen, Bradley C. "Post-sovereign environmental governance." *Global Environmental Politics* 4.1 (2004): 72-96.
- Sand, Peter H. "Sovereignty bounded: Public trusteeship for common pool resources?." *Global Environmental Politics* 4.1 (2004): 47-71.
- Mildenerger, Matto. "The tragedy of the tragedy of the commons." *Scientific American Blogs*. Accessed 12 (2019). Available here: <https://getpocket.com/explore/item/the-tragedy-of-the-tragedy-of-the-commons>

1-4– September 15 (Wednesday): **Assignment In-class Quiz & Reflection Day**

In the first half of the class, students will take the in-class quiz for 30 minutes. After a short break, we will regroup and chat about our personal experiences engaging with others with regard to environmental incidents. We will think about what our role can be in times of climate crisis and other environmental challenges.

Module 2. Theoretical Perspectives

This module introduces a framework to analyze environmental cooperation among nations. The framework considers four 'I's—influence, incentive, institution, and idea—as main perspectives to understand global environmental problems and cooperation among states.

2-1 -- Influence and Power (September 20/22)

Students of international relations argue that a hegemonic state's commitment is crucial in enabling international cooperation in security and economy. Does this logic apply to environmental cooperation? Is US leadership necessary for international environmental cooperation? Would the decline of American hegemony affect the fate of the global environmental regime? If states' power is important in environmental governance, how has the Global South defended its interest against the Global North?

Required readings

- Brenton, Anthony. "Great Powers' in climate politics." *Climate policy* 13.5 (2013): 541-546.
- Parker, Charles F., and Christer Karlsson. "The UN climate change negotiations and the role of the United States: assessing American leadership from Copenhagen to Paris." *Environmental Politics* 27.3 (2018): 519-540.

Optional materials

- Kelemen, R. Daniel, and David Vogel. "Trading places: The role of the United States and the European Union in international environmental politics." *Comparative Political Studies* 43.4 (2010): 427-456.
- Roberts, J. Timmons. "Multipolarity and the new world (dis) order: US hegemonic decline and the fragmentation of the global climate regime." *Global Environmental Change* 21.3 (2011): 776-784.
- Hurrell, Andrew, and Sandeep Sengupta. "Emerging powers, North–South relations and global climate politics." *International Affairs* 88.3 (2012): 463-484.

2-2 – Interest and Incentives (September 27/29)

IR scholarship emphasizes state power (as we discussed last week!). Breaking with this conventional wisdom, students will look into the state and unpack what constitutes state

interests. In particular, students will identify important sub-national actors (e.g., firms, unions, indigenous communities) in environmental cooperation. Students then will analyze why some groups are more pro-environment than others and how interest groups shape international environmental policies by lobbying their governments.

Required readings

- Cory, Jared, Michael Lerner, and Iain Osgood. "Supply Chain Linkages and the Extended Carbon Coalition." *American Journal of Political Science* 65.1 (2021): 69-87.
- Friedman, Cole. 2021. "Chamber of Obstruction: The US Chamber of Commerce's Shifting Discourses on Climate Change, 1989 – 2009." *Brown University Climate and Development Lab*.
- Conca and Dabelko, "Chapter 2. Environment and Development: The Case of the Developing Countries."

Optional readings

- Conca and Dabelko, "Chapter 11. Green Pluralism: Lessons for Improved Environmental Governance in the 21st Century" by Norichika Kanie et al.
- Conca and Dabelko, "Chapter 5. Two Agendas on Amazon Development."
- Kennard, Amanda. "The Enemy of My Enemy: When Firms Support Climate Change Regulation." *International Organization* 74.2 (2020): 187-221.
- Colgan, Jeff D., Jessica F. Green, and Thomas N. Hale. "Asset revaluation and the existential politics of climate change." *International Organization* 75.2 (2021): 586-610.
- Vogel, David. "Trading up and governing across: transnational governance and environmental protection." *Journal of European Public Policy* 4.4 (1997): 556-571.

2-3. (International) Institutions (October 4/6)

Policymakers develop international agreements, international organizations, and informal policy bodies to address global environmental problems. Students will identify variations in the design of cooperation arrangements. They will also learn to categorize different governance institutions along such analytical dimensions as delegation, obligation, and precision. Students will evaluate the effectiveness of those institutions.

Required readings

- Mitchell, Ronald B., et al. "What we know (and could know) about international environmental agreements." *Global Environmental Politics* 20.1 (2020): 103-121.
- Keohane, Robert O., and David G. Victor. "Cooperation and discord in global climate policy." *Nature Climate Change* 6.6 (2016): 570-575.
- Von Stein, Jana. "The international law and politics of climate change: Ratification of the United Nations Framework Convention and the Kyoto Protocol." *Journal of Conflict Resolution* 52.2 (2008): 243-268.

*Class activity on October 6: Comparing the Kyoto Protocol and the Paris Agreement. Students will form a group of two or three and identify differences between the Kyoto Protocol and the Paris Agreement. They will discuss why they think the two agreements were designed differently, and how the design choices have affected the implementation of the agreements.

Optional readings

- Dai, Xinyuan. "Why comply? The domestic constituency mechanism." *International Organization* (2005): 363-398.
- Andonova, Liliana B., Thomas N. Hale, and Charles B. Roger. "National policy and transnational governance of climate change: Substitutes or complements?." *International Studies Quarterly* 61.2 (2017): 253-268.
- Stavins, Robert N. "Linkage will prove essential for ultimate success of Paris Agreement." *The Environmental Forum* 35, no. 5 (2018): 15.

Mid-term essay prompts will be released on the course website on October 6 - 13.

2-4 – Wednesday: Ideas (October 13/18)

Scientists and activists have played an essential role in global environmental governance. Scientists shape agendas in international environmental organizations by providing knowledge and monitoring states' compliance with their commitment. Activists frame the environmental agenda by mainstreaming pertinent information or representing victims of ecological degradation in global political outlets. Religious actors also play an essential role in shaping ideas on climate

policies. How do these various non-state actors affect cooperation outcomes? Should we believe non-state actors' role is equally vital in eliciting successful cooperation outcomes compared to other factors we have considered thus far (e.g., state power or design of international institutions)?

Required readings

- Conca and Dabelko. Chapter 10. "Transnational Activism in North America: Wielding Soft Power through Knowledge Sharing?" by Raul Pacheco-Vega.
- Allan, Jen Iris, and Jennifer Hadden. "Exploring the framing power of NGOs in global climate politics." *Environmental Politics* 26.4 (2017): 600-620.
- Chaudoin, Stephen, David Thomas Smith, and Johannes Urpelainen. "American evangelicals and domestic versus international climate policy." *The Review of International Organizations* 9.4 (2014): 441-469.

*Class activity on Oct 18:

Unpacking the NGO World and Taking Action: This exercise encourages students to familiarize themselves with various NGOs and analyze the strategic quality of their efforts. Pick two environmental NGOs. Visit the websites of those NGOs. These can be large, established ones that work globally (e.g., Friends of the Earth, Greenpeace) or smaller ones that focus on more local issues (e.g., National Black Environmental Justice Network). a) Write a short description of each, explaining the issues they focus on and the strategies each employs. b) Choose one organization that appeals more to you. Write a cover letter seeking internship at the organization. (Bring a laptop or a mobile device if you can. Instructor will provide a worksheet in class).

Optional readings

- Tallberg, Jonas, et al. "NGO influence in international organizations: Information, access and exchange." *British journal of political science* 48.1 (2018): 213-238.
- Hadden, Jennifer, and Sarah Sunn Bush. "What's different about the environment? Environmental INGOs in comparative perspective." *Environmental politics* 30.1-2 (2021): 202-223.

- Haas, Peter M. "Introduction: epistemic communities and international policy coordination." *International organization* (1992): 1-35.

2-5. Mid-term Essay Review and Reflection Day (October 20)

Fall Break (October 23 – 26)

Policy memo topics will be made available at 9AM on October 27, 2021.

Module 3. Application

This module helps students gain knowledge on recent policy examples of international environmental cooperation. Each week, students will acquire knowledge on subject matters ranging from climate cooperation to biodiversity. Main course activities consist of studying important data on environmental treaties and discussing case studies.

3-1– Climate Cooperation (October 27/ November 1)

Experts are divided on the effectiveness of the Paris Climate Agreement. Among others, students of international relations have different views on the agreement's enforcement mechanism, which mainly relies on voluntary pledges and reviews. Some see it as a glass half full, while others contend it is not enough. Students will explore the design of the Paris Climate Agreement; they will read the treaty text and study the data that help track signatories' climate policies. Students then will form an expert review committee in class. The committee will identify the most critical challenge in implementation processes, study the sources of the problem using the four competing perspectives in Module 2, and propose a recommendation.

Required readings

- Conca and Dabelko "Climate Change after Paris: From Turning Point to Transformation" by Richard Kinley.

- Conca and Dabelko "This Changes Nothing: The Paris Climate Agreement to Ignore Reality" by Clive L. Spash.

- Kramaraz and Park "Chapter 5. Hybrid Accountability in Cooperative Initiatives for Global Climate Governance." by Oscar Widerberg, Philipp Pattberg, and Lieke Brouwer.

- Carbon Brief Climate Tracker (browse the database before class):

<https://www.carbonbrief.org/paris-2015-tracking-country-climate-pledges>

*Class activity on November 1: Students will study the Carbon Brief Climate Tracker and choose *three countries* of their interest. Study these countries' intended nationally determined contributions (INDCs) and their [historical and contemporary shares of greenhouse gas \(GHG\) emissions](#). Instructor will provide a worksheet. The worksheet asks ten questions. Students will answer these questions based on in-class research and present their findings.

Optional readings

- Keohane, Robert O., and Michael Oppenheimer. "Paris: Beyond the climate dead end through pledge and review?." *Politics and Governance* 4.3 (2016): 142-151.

- Hall, Nina, and Åsa Persson. "Global climate adaptation governance: Why is it not legally binding?." *European Journal of International Relations* 24.3 (2018): 540-566.

- Dimitrov, Radoslav S. "The Paris agreement on climate change: Behind closed doors." *Global Environmental Politics* 16.3 (2016): 1-11.

- Held, David, and Charles Roger. "Three models of global climate governance: From Kyoto to Paris and beyond." *Global Policy* 9.4 (2018): 527-537.

- Tingley, Dustin, and Michael Tomz. "International commitments and domestic opinion: the effect of the Paris Agreement on public support for policies to address climate change." *Environmental Politics* 29.7 (2020): 1135-1156.

3-2. Trade and the Environment: The World Trade Organization and Preferential Trade Agreements (November 3/8)

Is international trade harmful or helpful for the environment? Since the 1990s, economically developed countries have begun including environmental measures in preferential trade agreements (PTAs). Have these measures helped governments protect the environment? How has the World Trade Organization managed to address environmental issues in the context of trade?

Does the inclusion of environmental measures in PTAs boost domestic support for trade liberalization?

Required readings

- Conca and Dabelko "A Wish List for an Environmentally Friendly NAFTA" by Jennifer Huizen.
- Bastiaens, Ida, and Evgeny Postnikov. "Greening up: the effects of environmental standards in EU and US trade agreements." *Environmental Politics* 26.5 (2017): 847-869.

* Required readings for case study on Nov 1: The Best Way to Protect the Amazon?

- Stephen M. Walt 2019. "Who Will Save the Amazon (and How)?" *Foreign Policy*.
- Daniel Boffey. Oct 20, 2020. EU seeks Amazon protection pledge from Bolsonaro in push to ratify trade deal. *The Guardian*.

Optional readings

- Laurens, Noémie, et al. "NAFTA 2.0: The Greenest Trade Agreement Ever?." *World Trade Review* (2019).
- Jinnah, Sikina. "Overlap management in the World Trade Organization: Secretariat influence on trade-environment politics." *Global Environmental Politics* 10.2 (2010): 54-79.
- Kolcava, Dennis, Quynh Nguyen, and Thomas Bernauer. "Does trade liberalization lead to environmental burden shifting in the global economy?." *Ecological Economics* 163 (2019): 98-112.
- Steinberg, Richard H. "Trade-environment negotiations in the EU, NAFTA, and WTO: regional trajectories of rule development." *American Journal of International Law* (1997): 231-267.
- Nguyen, Quynh, Robert A. Huber, and Thomas Bernauer. "Environmental impacts and public opinion about international trade: Experimental evidence from six OECD countries." *Global Environmental Politics* (2021): 1-28.

Policy memo first draft due on November 3 at 11:59 PM, 2021.

3-3. Do We Need the State Back In? (November 10)

IR has much to say about cooperation among governments. Recent efforts in the area of environment, however, have been initiated by non-governmental or subnational actors (e.g., cities, firms). Would these private regulations and subnational initiatives deliver promised outcomes? Or should we bring the state back in?

Required readings

- Malhotra, Neil, Benoît Monin, and Michael Tomz. “Does private regulation preempt public regulation?.” *The American Political Science Review* 113.1 (2019): 19-37.
- Milja Heikkinen, Tuomas Ylä-Anttila & Sirkku Juhola. “Incremental, reformistic or transformational: what kind of change do C40 cities advocate to deal with climate change?.” *Journal of Environmental Policy & Planning*, 21:1 (2019): 90-103.

Optional readings

- Green, Jessica F. *Rethinking private authority: Agents and entrepreneurs in global environmental governance*. Princeton University Press, 2013.
- Potoski, Matthew, and Aseem Prakash. “Green clubs and voluntary governance: ISO 14001 and firms' regulatory compliance.” *American Journal of Political Science* 49.2 (2005): 235-248.

3-4. Policy Memo Presentation Week (November 15/17)

Students will present their policy recommendations and evidence based on the policy memo assignment. Students will get feedback from the instructor and peers. Students will read one memo by another student before class and give the author comments and suggestions.

3-5. Small Island States and Climate Negotiations (November 22)

Small island developing states (SIDS) are one of the most vulnerable groups severely exposed to the climate crisis. How do SIDS form coalitions to pressure other countries into implementing policy measures for mitigation? Considering the recent discussion of free movement agreements, how are they adapting to the crisis?

Required readings

- Francis, Ama. "Free Movement Agreements & Climate-Induced Migration: A Caribbean Case Study." *Columbia Public Law Research Paper Forthcoming* (2019).
- Carter, George. "Small islands states' diplomatic strategic partnerships in climate negotiations." *New Zealand International Review* 45.4 (2020): 21.

Optional readings

- Warren, Phillip Dane. "Forced Migration after Paris COP21: Evaluating the Climate Change Displacement Coordination Facility'." *Columbia Law Review* 116 (2016): 2103. Available [here](#).
- Klöck, Carola, and Patrick D. Nunn. "Adaptation to climate change in small island developing states: a systematic literature review of academic research." *The Journal of Environment & Development* 28.2 (2019): 196-218.

Thanksgiving Recess (November 24 – 28)

3-6. Biodiversity and Covid-19 (November 29/December 1)

There are various regimes designed to tackle biodiversity crises: deforestation and habitat loss, trade of endangered species, whaling, desertification, to name a few. Biodiversity crises are beginning to affect human lives more directly, as Covid-19 has demonstrated. This week, students will learn some key design features of select biodiversity agreements and analyze why founders of those agreements designed them in specific ways. For example, why are some conservation treaties equipped with punitive enforcement mechanisms (i.e., CITES) relative to other similar treaties (i.e., CBD)? Students will also evaluate the effectiveness of these institutions in light of the global pandemic.

Required readings

- Catherine Boudreau and Lorraine Woellert. June 1, 2021. "What's Nature Worth?" *Politico*.
- Kramaraz and Park. "Chapter 7. Accountability in Public-Voluntary Governance: The Case of Illegal Wildlife Trade" by Lorraine Elliott and William H. Schaedla.
- Raustiala, Kal. "Domestic institutions and international regulatory cooperation: comparative responses to the Convention on Biological Diversity." *World Politics* (1997): 482-509.

- Roe, Dilys, et al. "Beyond banning wildlife trade: COVID-19, conservation and development." *World Development* 136 (2020): 105121.

Optional readings

- Raustiala, Kal, and David G. Victor. "The regime complex for plant genetic resources." *International Organization* (2004): 277-309.
- 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.
- Epstein, Charlotte, and Kate Barclay. "Shaming to 'green': Australia–Japan relations and whales and tuna compared." *International Relations of the Asia-Pacific* 13.1 (2013): 95-123.
- Epstein, Charlotte. "The making of global environmental norms: endangered species protection." *Global Environmental Politics* 6.2 (2006): 32-54.
- Biodiversity Capital Research Collective. 2021. "Beyond the Gap: Placing Biodiversity Finance in the Global Economy" *Policy Report*.

Module 4. The Future of Global Environmental Politics

4-1. Accountability (December 6/8)

Required readings

- Kramaraz and Park "Chapter 1. Identifying Multiple Accountabilities in Global Environmental Politics."
- Kramaraz and Park "Chapter 3. Private Accountability in Global Value Chains" by Hamish van der Ven.
- Kramaraz and Park "Chapter 4. Participation versus Performance: The Crisis of Accountability for Environmental Nongovernmental Organizations" by Cristina M. Balboa.

Optional readings

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

Final Exam Period (December 14 – 18)

Final Exam Date TBD