

---

ENVIRON 600K

# Key Topics in International Environmental Policy



Fall 2018

---

**Dates / course meeting time:** 300 minutes of contact hours per week for 7 weeks

**Academic credit:** 3

**Course format:** Lecture

---

## Instructors' Information

---

Lead Instructor:

Moon Joon Kim

Visiting Assistant Professor of Environmental Economics

Email: [moonjoon.kim@dukekunshan.edu.cn](mailto:moonjoon.kim@dukekunshan.edu.cn)

Office hours: Two-hour/week or by appointment

Office: CC 2015

Guest Instructors:

Erika Weinthal (Lee Hill Snowdon Professor of Environmental Policy, Nicholas School, Duke)

Billy Pizer (Professor, Sanford School of Public Policy, Duke)

## What is this course about?

---

This modular course will use a case-based curriculum to give an overview of the key areas in international environmental policy. The course will include seven modules covering international environmental economics, international environmental policy and politics, and international environmental negotiations. Students will be expected to participate in policy debates and simulations. The principal goal of the course is to preview the application of social sciences (economics, public policy, and political science) to the environment, and facilitate the translation of core curricular concepts into a variety of real-world applications.

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

---

No prerequisite.

## What will I learn in this course?

---

- Demonstrate understanding of the economic and political causes of transboundary environmental problems.
- Apply knowledge of economics, public policy, and political science to analyze current global environmental policy issues.
- Critically analyze international environmental conflict case studies and apply environmental social science knowledge to create potential strategies for intervention.
- Demonstrate the ability to synthesize and apply knowledge by analyzing international environmental agreements that affect specific global environmental outcomes.
- Engage in self-directed research and learning on international environmental policy.

## How will I know if I have met the objectives of this course?

---

The course will be run as a combination of lectures and discussions with active student participation. For lecture sessions, the instructor will present basic materials on each topic, and for discussion sessions, students will be asked to summarize the papers in class. Students will have a wealth of knowledge about environmental policy and critical thinking skills on international environmental issues.

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

---

This class is about the ongoing international environmental policy as well as the previous policies. Students are encouraged to read the latest research papers and daily news articles on relevant topics. For in-class activity, students are encouraged to read the articles used in class before class. For discussion, students are asked to think critically with evidence. As there are several group projects during the semester, students should respect and work closely with other team members.

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

---

All course readings will be available on the course Sakai site. The readings will include current research papers as well as papers from international organizations and policy institutions. Students are expected to actively read the papers before class. The students are also encouraged to select readings from the international media that cover global environmental news.

## What optional texts or resources might be helpful?

---

Other materials may be provided, as determined by the instructor.

## How will my grade be determined?

---

The course grade will be based 30% on classroom participation (including the debate), 30% on reports, 30% on the term paper, and 10% on the final presentation. The median grade is B+ and distribution around the median is determined by class performance.

### **Classroom Participation (30%):**

The instructor will lead the literature discussion in class. Students are required to read assigned readings before class and join in the discussion during the discussions. The discussion in each week accounts for 4% each (6 weeks in total) and the debate accounts for 6%.

### **Weekly Reports (30%):**

Every student needs to prepare six reading reports (maximum 2 pages each, double spaced). The topic of each report is based on the literature in the same week. Each report is graded on: relevance of the topic, summary of the article, critiques, additional information beyond the article, and policy implication. Each report accounts for 5%.

### **Term Paper (30%):**

Each student is required to submit a paper on a research topic relevant to the course materials. The paper may be empirical or conceptual. Literature reviews are acceptable if they are interpretive. The paper should be no longer than 15 pages (exclusive of figures, tables and references). The paper should include a clear problem and objectives statement, review of relevant literature and analysis of the problem. All information or arguments drawn from the literature should be carefully cited. A one-page project proposal is due on September 30. The complete paper should be submitted before November 21.

**Final Presentation (10%):**

The final week is for each student to make an oral presentation. The presentation is graded on: content of the presentation, effective presentation skills, and effectiveness in stimulating discussion.

Based on the cumulative grade, final grade will be specified as:

A+ = 97% and higher

A = 94% and higher

A- = 90% and higher

B+ = 87% and higher

B = 84% and higher

B- = 80% and higher

C+ = 77% and higher

C = 74% and higher

C- = 70% and higher

F= below 70%

**What are the course policies?**

---

**ACADEMIC INTEGRITY:**

Each student is bound by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: "Duke Kunshan University is a community composed of individuals of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity."

**CLASS ATTENDANCE:**

Students are expected to engage in active classroom discussion, thus class participation and attendance is mandatory. If a student misses class, the attendance can be made up by submitting an extra reading report (up to 2 pages, double spaced) on the topics of the class in addition to the weekly report. This includes reading assigned articles, submitting reading reports, leading discussions and participate classroom debates.

**POLICY ON MAKE-UP WORK:**

Students are allowed to make up work only for medical reasons, consistent with DKU policy. You must notify the instructor in advance if you will miss a report or presentation.

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

---

Duke library website: <https://dukekunshan.edu.cn/en/academics/library>

Duke software licensing: <https://software.duke.edu/>

## What is the expected course schedule?

Date	Class topic/unit name	Planned in-class activities
<p><b>Week 1</b></p>	<p>Course Overview and Introduction to Globalization and the Environment (Moon Joon Kim)</p> <p>Aug 27, 29; Sep 3, 5</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Maler, K.-G. 1990. International environmental problems. <i>Oxford Review of Economic Policy</i> 6: 80-108.</li> <li>• Dasgupta, S., B. Laplante, H. Wang, and D. Wheeler. 2002. Confronting the environmental Kuznets curve. <i>Journal of Economic Perspectives</i> 16(1):147-168.</li> <li>• Frankel, Jeffery A. 2003. The environment and globalization. NBER working paper. Available at <a href="http://www.nber.org/papers/w10090.pdf">http://www.nber.org/papers/w10090.pdf</a>.</li> <li>• Copeland, B.R. and Taylor, M.S.. 2004. Trade, growth, and the environment. <i>Journal of Economic literature</i>, 42(1), 7-71.</li> <li>• Gallagher, Kevin P. 2009. Economic Globalization and the Environment. <i>Annual Review of Environment and Resources</i> 34:279-304.5</li> <li>• Carson, R. T. 2010. The Environmental Kuznets Curve: Seeking Empirical Regularity and Theoretical Structure. <i>Review of Environmental Economics and Policy</i> 4(1): 3-23.</li> </ul>
<p><b>Week 2</b></p>		
<p><b>Week 3</b></p>	<p>International Environmental Agreements (Moon Joon Kim)</p> <p>Sep 10, 12, 17, 19</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Sebenius, J. 1983. Negotiation Arithmetic: Adding and Subtracting Issues and Parties. <i>International Organization</i> 37(2): 281-316.</li> <li>• Barrett, S. 1994. Self-enforcing international environmental agreements. <i>Oxford Economic Papers</i>: 878-894.</li> <li>• Barrett, S. 1998. On the theory and diplomacy of environmental treaty-making. <i>Environmental and Resource Economics</i> 11:317-333.</li> <li>• Mitchell, R.B. 2003. International environmental agreements: a survey of their features, formation, and effects. <i>Annual Review of Environment and Resources</i>, 28(1): 429-461.</li> <li>• Nowak M, Sigmund K. 2006. Five rules for the evolution of cooperation. <i>Science</i> 314:1560–63</li> <li>• Young, Oran. 2008. The Architecture of Global Environmental Governance: Bringing Science to Bear on Policy. <i>Global Environmental Politics</i> 8(1): 14-32.</li> <li>• Nordhaus, W. 2015. Climate clubs: overcoming free-riding in international climate policy. <i>The American Economic Review</i> 105(4): 1339-1370.</li> <li>• Keohane, R.O. and Victor, D.G. 2016. Cooperation and discord in global climate policy. <i>Nature Climate Change</i> 6(6):570-575.</li> </ul>
<p><b>Week 4</b></p>		

<p><b>Week 5</b></p>	<p>Global Environmental Politics (Erika Weinthal)</p> <p>Oct 8, 10</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Kate O'Neill. 2017. <i>The Environment and International Relations</i>, Cambridge: Cambridge University Press. Introduction. Ronald Mitchell and Liliana B. Andonova. 2010. The Rescaling of Global Environmental Politics. <i>Annual Review of Environmental Resources</i> 35:255–82.</li> <li>• Peter M. Haas. 1992. Banning chlorofluorocarbons: epistemic community efforts to protect stratospheric ozone. <i>International Organization</i> 46 (1): 187-224.</li> <li>• Bill McKibban. A Finite Earth. Simon Nicholson and Paul Wapner. 2015. <i>Global Environmental Politics: From Person to Planet</i>. Paradigm Publishers.</li> <li>• Jennifer Clapp and Peter Dauvergne. Brief History of International Environmental Cooperation. In Simon Nicholson and Paul Wapner. 2015. <i>Global Environmental Politics: From Person to Planet</i>. Paradigm Publishers.</li> </ul>
<p><b>Week 6</b></p>	<p>Environment and Conflict (Erika Weinthal)</p> <p>Oct 12, 15</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Ken Conca and Geoffrey D. Dabelko. 2002. Environmental Peacemaking. Woodrow Wilson Center Press and the Johns Hopkins University Press, chapter 1.7</li> <li>• Matthew, R., O. Brown, and D. Jensen (2009) "From Conflict to Peacebuilding: The Role of the Environment and Natural Resources," UNEP (50pp), <a href="http://www.unep.org/publications/search/pub_details_s.asp?ID=3998">http://www.unep.org/publications/search/pub_details_s.asp?ID=3998</a></li> <li>• Le Billon, Philippe. 2001. The Political Ecology of War: Natural Resources and Armed Conflicts. <i>Political Geography</i>. 20: 561-84.</li> <li>• Friedman, Thomas. 2006. The First Law of Petropolitics. <i>Foreign Policy</i>. May/June.</li> <li>• Gleick, P.H. 1993. Water and Conflict. <i>International Security</i>. 18(1): 79-112.</li> <li>• Wolf, Aaron. 2003. Identifying Basins at Risk. <i>Water Policy</i> 5: 29-60.</li> <li>• Gleditsch, N.P., 2012. Whither the weather? Climate change and conflict. <i>Journal of Peace Research</i> 49:3-9.</li> <li>• E. Weinthal, N. Zawahri, and J. Sowers. 2015. <i>Securitization of Migration, Water, and Climate Change Linkages</i></li> </ul>

<p><b>Week 7</b></p>	<p>Climate Change Economics and Policy (Billy Pizer)</p> <p>Oct 24, 26, 29, 31</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Goulder, Lawrence and William A. Pizer. 2008. The economics of climate change. In <i>The New Palgrave Dictionary of Economics</i> 2nd edition. Hampshire, UK: Palgrave Macmillan.</li> <li>• Interagency Working Group on Social Cost of Carbon, United States Government. 2010. Technical Support Document: Social Cost of Carbon for Regulatory Impact Analysis.</li> <li>• IPCC. 2014. <i>Climate Change 2014: Synthesis Report. Summary for Policymakers: 1-16.</i></li> <li>• Per-Anders Enkvist, Tomas Naucler, and Jerker Rosander. 2007. A cost curve for greenhouse gas reduction. <i>McKinsey Quarterly</i>.</li> <li>• Weyant and Hill. 1999. Introduction and Overview. <i>Kyoto Protocol Special Issue of Energy Journal: xix-xxii.</i></li> <li>• Dell, Melissa, Benjamin Jones, and Benjamin Olken. 2012. Temperature Shocks and Economic Growth: Evidence from the Last Half Century. <i>American Economic Journal: Macroeconomics</i> 4(3): 66-95.</li> <li>• C2ES. 2016. Outcomes of the UN Climate Change Conference in Paris</li> </ul>
<p><b>Week 8</b></p>		
<p><b>Week 9</b></p>	<p>Debate (Final presentations; Moon Joon Kim)</p> <p>Nov 5, 7</p>	<p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> The current climate negotiations follow the United Nations model that requires all countries to reach consensus. Some criticized that it is too slow to make progress. Some are worried that the climate talk could be hijacked by a number of countries. It is proposed that only top 20 or even less emitters should be involved in the negotiations. Do you agree or disagree with this point of view? The half class will comprise the "pro" team that supports the UN model, while the other half will comprise the "con" team that supports the G20 model. Each team is randomly selected. The format will be as follows. Each team will have 15 minutes to present their position. The use of graphs, statistics, and specific examples is encouraged. After both teams have finished their presentations, there will be a brief recess, and then each team will have up to 5 minutes to respond to points made by the opposing team. This will be followed by questions and arguments from the floor.</li> </ul>