

COMPARATIVE ENVIRONMENTAL POLICY

POLI 2417

Fall 2016

T/TH 9:30-10:45AM

Room: EPB214

Office: Schaeffer 321

Office hours:

T 10:45-11:45, Th 1:30-3:30, and by appointment

Instructor: Elise Pizzi

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COURSE DESCRIPTION

This course explores the political, economic, and geographic factors in the development and implementation of environmental policy around the world. The course focuses on the way rules are designed to address human use of natural resources and the way these rules affect human behavior and economic outcomes.

During the semester, we will study a variety of real world examples of environmental problems and policy responses from a comparative perspective. While many environmental problems are international or global in nature, solutions can come from policies designed and implemented at a more local level. With this in mind, we will explore the challenges of locally addressing global environmental problems through examples of environmental problems and policies. We will draw examples from the United States and around the world and cover a variety of environmental issues, including freshwater management, deforestation, and the development of renewable energy. In addition to the issues explored in class, students will have an opportunity to explore environmental policy problems of their choosing and provide policy recommendations to address these problems.

For each environmental issue we study, we will analyze questions including:

- What are the characteristics of this particular environmental problem?
- What are the causes of the problem? Who is affected by this problem?
- What are the policy options? Are these politically viable? Is implementation feasible?
- Why are some environmental policies more effective than others?

This course will demonstrate the challenges of designing, implementing, and evaluating environmental policies. One objective of this course is to appreciate the potential benefits *and* costs to society of addressing environmental problems.

An informal prerequisite for this course is a willingness to work hard, show up to class, and participate actively in class activities. The success of this course hinges on student engagement with the material and curiosity about the world around us.

ASSESSMENT

Grades will be posted at least weekly on ICON. Please check regularly. I will not curve or scale course or assignment grades. Late assignments will not be accepted.

READING REFLECTIONS (30%):

To help you reflect on readings and relate the class to the real world, you will write a short summary and provide a response to 6 readings throughout the semester. The goal here is to encourage active learning, make you an active thinker, and help you prepare to participate in class discussions.

The summaries should provide sufficient detail for you to reconstruct the argument and case in each paper. In addition, you should find a news article about an ongoing environmental issue that is relevant to the assigned reading. Each paper should include (1) a short summary of the argument of each reading, (2) how the reading relates to the ongoing event/news story, and (3) your reaction to the readings. Provide a copy or link to the article you select.

You may want to consider answering the following questions:

- (1) What is the question or puzzle driving the reading? What is the answer? How does the author determine the answer?
- (2) How does the reading relate to the news event? Are they talking about the same type of events or issues? Does the reading explain the problem, provide a solution, or raise an issue that the news article has missed?
- (3) Does the reading answer the important questions? What is confusing? Is there anything missing (for example, that you can identify from the news story) or are there examples that you think are/are not explained by the readings? Do you think these readings (individually or together) help you understand current events? Why do you think I put the reading in the syllabus? What does it contribute to our class overall?

I expect these to be short but polished – they should be 1-2 pages of clear, error-free prose.

I have placed an asterisk next to readings that I think are especially appropriate for this assignment, but you may select readings from any day except presentation days. I encourage you to start early. You may do these reading responses at any point throughout the semester, but they are due on the day the reading assignment is due. I will not accept late assignments. If you miss class, you can still write and receive credit by uploading your assignment before class. These are graded on a 10-point scale. I will drop your worst grade, including a missed assignment.

ATTENDANCE & PARTICIPATION (20%): You earn points of attendance each day. You can miss three days without penalty, but after that you will lose points. I do not need to see doctor's notes or other forms of excuse for absences. If you miss class, you miss the content for the day, which cannot be made up. The three absences are designed to cover illness, religious holidays, doctor's appointments, and other legitimate reasons to miss class. Use them wisely.

Class will be more interesting if you are engaged and share questions and opinions. Especially on days when there are activities, I expect you to be fully engaged and active in your participation.

PRESENTATIONS (25%): There will be two presentations during the course of the semester. Each student will present for 6-8 minutes on their research and findings.

The first set of presentations will take place on October 13th. These will be in relation to drinking water access and management. These can be organized in groups of up to 3 students or individually, but students will receive individual grades. If you choose to work and coordinate with others, I will also ask for an evaluation form explaining how the collaboration worked and what individual contributions you made. Along with the presentation, each student will turn in a short (1-2 page) memo on their research and findings (memos are individual – not collaborative – work). Even if the presentations are coordinated, the memos are individual work. (10% of final grade)

On the last day of class, students will present the research they have conducted for their final paper. Students can select their own issue for research, but it must be approved by the instructor. I will provide more detail throughout the course of the semester. (15% of final grade)

POLICY PAPER (25%):

Explain an environmental policy challenge and possible solutions. Our class is only 15 weeks, so we do not have time to cover every country and issue related to natural resources and environmental policy. To supplement these cases and practice applying what we learn in class, you will conduct an analysis of an issue of your choosing. You may select an issue anywhere in the world and related to any issue that affects natural resources or the environment, but the issue focus must be on local aspects of the issue. For example, students may wish to analyze climate change, but should focus on local efforts to deal with the consequences of climate change or to mitigate greenhouse gases, not on international protocols or agreements.

Please turn in hard copies of your papers *and* upload your paper to turnitin.com through our class page on ICON. Papers not submitted to ICON by December 9th at 5PM will receive a 0.

COURSE SCHEDULE

DATE	TOPIC	READING
23-Aug	What's the problem?	
25-Aug	Common-Pool Resources	Game instructions (posted on ICON)
30-Aug	The problem of the commons & policy responses to the commons problem	Hardin (1968) *Ostrom (2008)
1-Sep	<i>No class (Pizzzi to APSA)</i>	- None -
6-Sep	Sustainable Development	PS Ch 1 Appendix A: Case Studies
8-Sep	Modernization	Inglehart 1995
13-Sep	Environmental Kuznets Curve	Stern 2004
15-Sep	A Framework for Sustainability	*PS Ch 2
20-Sep	Water	<i>Water</i> Ch 1
22-Sep	Video: <i>For the Love Of Water</i>	Gleick 2007 "The Human Right to Water" & "A Long Time Coming: The Human Right to Water"
27-Sep	Water in the US	<i>TBA</i>
29-Sep	Water & Environmental Justice	*Vanderwarker, Amy. "Water and Environmental Justice." In <i>A Twenty-First Century U.S. Water Policy</i> . pp52-80
4-Oct	Complexity in Social & Environmental Systems	*PS Ch 3
6-Oct	The Media	*Boykoff 2009
11-Oct	<i>No Class: Use class time to coordinate presentations (Pizzzi to ACPS)</i>	- None -
13-Oct	Student Presentations: Water	
18-Oct	Water in China	"Environment, Population, and the Developing World"
20-Oct	Water in China	<i>TBA</i>
25-Oct	The Governance of Natural Resources	*PS Ch 4
27-Oct	Local governance & crowding out	Cardenas et al 2000 or Frey 1997
1-Nov	Polycentric Governance	Andersson & Ostrom (2008) or "Beyond Backyard Environmentalism" (Dryzek p116)
3-Nov	Forests	<u>Ostrom and McKean, 1995</u> FAO (2011) State of the World's Forests, ix-xii
8-Nov	Forests & Climate Change: Payment for Environmental Services (PES)	Wunder (2007)
10-Nov	Forests & Climate Change: REDD+	Alston and Andersson (2011)

15-Nov	How do we get good governance?	Dixet (2007) & Grindle (2000): <i>selections</i>
17-Nov	How can we use science in policy?	*PS Ch 5
<i>THANKSGIVING BREAK</i>		
29-Nov	Nature Reserves & Parks	<i>TBA</i>
1-Dec	Nature Reserves & Parks	<i>TBA</i>
6-Dec	Pulling it all together: What can I do to make a difference?	*PS Ch 6 OECD (2005)
8-Dec	Student Presentations	

COURSE POLICIES

ELECTRONICS POLICY

While electronics (computers, phones, ipads, etc) can be useful in the classroom, too often they provide a distraction. Therefore, please only use a computer if you need it for learning purposes. Other electronics are not to be used in class. If you text/email/facebook/etc. in class, I will ask you to leave and you will not get attendance or participation credit for the day.

READINGS:

The readings for this course come from a variety of books, articles, and news items. I will post supplementary articles and selections from books on ICON. The main textbook is:

Matson, P. Clark, W., and Andersson, K. (2016). *Pursuing Sustainability*. Princeton, NJ: Princeton University Press

You can rent it or buy either electronic or hard copies from major booksellers. [See a list of sellers here: <http://press.princeton.edu/titles/10777.html>]

*Readings and assignments are subject to change. I will email the class and update the online syllabus with any changes made during the semester.

COMMUNICATION:

I will communicate with you outside of class primarily through email. Please make sure to check your UIowa.edu email regularly as I will send reminders and recitation assignments over email. You will be responsible for the information sent out over email.

If you have any questions, PLEASE DO NOT HESITATE TO ASK!!! If you encounter difficulties with the course material or have any personal issues that may impact your studies, please come to me sooner rather than later so that I can do whatever is possible to help.

NOTES ON GRADING AND COURSE POLICIES

- **Collaboration:** While you are expected to discuss with other students in class and have the option to coordinate with other students on your first presentation, none of the written work is collaborative.
- Final grades will be determined using the following percentage scale: A=94-100, A-=90-94, B+=87-90, B=84-87, B-=80-84, C+=77-80, C=74-77, C-=70-74, D+=67-70, D=64-67, D-=60-64, F=<60.
- I do not accept late assignments. Missed presentations with valid, documented excuses will be made up the next day in class.

Resources for Students

Students will find the Writing Center and the Speaking Center very useful for this course.

Writing Center: <http://writingcenter.uiowa.edu/>

Speaking Center: <http://speakingcenter.uiowa.edu/>

CLAS Teaching Policies & Resources

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences ([Operations Manual, III.15.2, k.11](#)).

Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <http://sds.studentlife.uiowa.edu/> for information.

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

CLAS Final Examination Policies

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. (**Wenfang Tang, 335-2358**) Complaints must be made within six months of the incident ([CLAS Academic Policies Handbook](#)).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](#).