

## **ENVP U6241: *Earth Systems and Environmental Politics, Policy, and Management***

### **Instructor:**

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### **Course Overview**

Environmental politics and policy have changed significantly in the past three decades in the face of increasingly complex environmental and political challenges. Policy responses to environmental problems include government regulation, market mechanisms, infrastructure development, information disclosure, certification programs, public education and other measures taken by government and other actors at the local, state, national and international level. Many of these initiatives seek to address the market failures and externalities that are the source of particular pollution and of natural resource issues. The processes to establish, implement, evaluate, revise, improve, and enforce these policies and institutions are far from simple.

This course introduces students to concepts integral to understanding environmental politics and how governments and other actors work to create, implement, evaluate, revise, and enforce environmental policy. Issues examined include how different actors view and define environmental problem; environmental agenda setting; the politics of environmental issues; the roles and activities of different types of actors; options for pollution prevention and control including regulation, market incentives, public works, government management, information disclosure, public education and other issues; obstacles to effective policy; criteria for evaluating environmental policies; and past and current developments within key areas of environmental policy. Two interrelated themes intersect throughout the course:

- The origins, nature, and scale of environmental problems, the interrelationships among ecological and human systems, and how social values and technical challenges shape these problems and how they are view by different members of society.
- The different types of policy tools available to address environmental problems (e.g. regulation, infrastructure, market-mechanisms, information disclosure, community-based management, public private partnerships, education, etc), and different criteria and analytical lenses for examining which policies to pursue.

Classes will include lectures, discussion, including questions posed to students, and break-out sessions in which students work in groups and report back to the entire class. The professor may alter lecture topics, reading assignments, and the pace of the class to meet student interests, address policy developments outside of class, or take advantage of particular opportunities.

## Course Requirements

Readings should be completed prior to the class session under which they are assigned. Assignments build upon each other. If you start immediately and stay current, the work-load is quite manageable. See the end of the written syllabus and the “Assignment” tab on CourseWorks for full descriptions.

- **Participation** in class: 10% of the final grade.
- **Discussion Posts – Regarding the Assigned Reading** (Assignment 1 – Due every other week): 10% of the final grade.
- **Choose an Environmental Policy for your Memo and Paper** (Assignment 2 – due June 11): Counts as part of participation grade.
- **Resource Exercise** (Assignment 3 – Due June 18): 10% of the final grade.
- **Policy Memo** (Assignment 4 – Due July 9): 20% of the final grade.
- **Final Paper** (Assignment 5 – Due August 6): 40% of the final grade.
- **Group Debates or Presentations Regarding A Current Environmental Policy Issue** (Assignment 6 – Due at different times): 10% of the final grade.

**Group Work Option:** Students have the option to do Assignments 2, 3 and 5 in a small group. You can choose to do Assignment 2 - Choosing an Environmental Policy for the Memo and Paper Topic, Assignment 3 - Resource Exercise, and Assignment 5 - the *Final Paper*, alone or in teams of 2-4 people. It is up to you. If you do work as a team, the length of assignment 3 and 5 will increase (as noted in the instructions for the assignments). Each member of a team must also write separate memos (Assignment 4) but these can be on different aspects of the same issue. Also, if you work as a team, the grades given for Assignments 2, 3 and 5 will be the same for all members of the team.

**Grading Policy:** The grading criteria and relevant weight for the final grade are described on each assignment. Grades are based on a 100 point scale. The grade equivalent for the scale is: above 90 will earn you some sort of A; 80-89 will earn you some sort of B; 70-79 will be some sort of C; and 60-69 is a D. Plagiarism and other acts that violate academic integrity will result in a grade of zero on an assignment and a notification sent to the Program Director. Please note that SIPA's faculty has agreed upon a grading policy for any class with more than 30 students, with the aim of having a B+ average for the class (3.2-3.4 GPA on a 4 point scale). This means that faculty may grade on a curve to achieve this average.

**Columbia Writing Center:** I encourage you to visit the [Columbia Writing Center](http://www.college.columbia.edu/core/uwp/writing-center) in 310 Philosophy Hall. The Center provides free individual consultations on your writing at any stage in the writing process, including brainstorming. Writing consultants can help you find strategies for generating compelling ideas and conveying them effectively in a particular paper and for developing as a writer. You may make an appointment and view drop-in hours through the link < <http://www.college.columbia.edu/core/uwp/writing-center> >.

## Books and Required Readings

Students should do all the readings listed for each week in the syllabus and on CourseWorks.

Two books are required and should be purchased. Both should be available in the University Bookstore and via online bookstores. Electronic copies are ok. You can share a book with a friend if appropriate. Hopefully Lehman Library will put both books on reserve but that is not certain.

- Walter Rosenbaum, *Environmental politics and policy*, 9<sup>th</sup> Edition. Sage/CQ Press, 2013/14.
- Pamela Chasek, David Downie and JW Brown. *Global Environmental Politics*, 6<sup>th</sup> Edition. Westview Press, 2013/14

Two other required books are available for free online:

- Steven Cohen, *Understanding Environmental Policy*, 2<sup>nd</sup> Edition. Columbia University Press, 2014/15. This book is not yet published but page proofs are available via the "Files and Resources" link on the left of the CourseWorks website.
- UNEP, *GEO 5: Global Environmental Outlook*. This comprehensive 2012 report is available online at: <http://www.unep.org/geo/geo5.asp>. You may also purchase it for about \$100 online.

Additional required readings, as indicated on the syllabus, will be available through the internet and/or the "Files and Resources" (FR) link on the left of the CourseWorks website for this class.

Starting points for optional reading: Students interested in doing additional reading on environmental politics and policy might also consider:

- Norm Vig and Michael Kraft (Eds.). *Environmental policy: New directions for the twenty-first century*, 8th Ed. Washington, DC: CQ Press 2013.
- Michael Kraft. *Environmental Policy and Politics*. 6<sup>th</sup> edition. Pearson 2014/15.
- Jean Morin Frédéric and Amandine Orsini, eds., *Essential Concepts of Global Environmental Governance*. Abingdon: Routledge 2014.
- Paul Harris, ed., *Routledge Handbook of Global Environmental Politics*. Routledge 2013.
- P. Steinberg & S. VanDeveer, eds. *Comparative Environmental Politics*. MIT Press, 2012.
- A. Jordan & C. Adelle, eds., *Environmental Policy in the EU*, 3<sup>rd</sup> Ed. Earthscane, 2012.
- R. Axelrod, S. Van Deever & D. Downie, eds., *The Global Environment*, 2<sup>nd</sup> Ed. 2012.
- Steven Cohen, *Sustainability Management: Lessons from and for New York City, America, and the Planet*. Columbia University Press, 2011.
- Ronald B Mitchell. *International Politics and the Environment*. Sage Press, 2009.
- Durant, R. F., Fiorino, D.J., & O'Leary, R. (Eds.). *Environmental Governance reconsidered: Challenges, choices, and opportunities*. MIT Press, 2004.
- Cole, D. H. *Pollution and property: Comparing ownership institutions for environmental protection*. New York: Cambridge University Press, 2002.
- McNeill, JR. *An environmental history of the 20th century world*. Norton, 2000.
- O'Leary, R., et al. *Managing for the environment*. Jossey-Bass, 1999.
- Academic Journals. One list: [https://en.wikipedia.org/wiki/List\\_of\\_environmental\\_journals](https://en.wikipedia.org/wiki/List_of_environmental_journals).
- See the starting point list of Research Starting Points on the Syllabus page on CourseWorks .

## **Academic Integrity**

Please note the official SIPA Policy: "SIPA does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean's Disciplinary Procedures."

Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs. The Code of Academic & Professional Conduct can be viewed online: <[http://sipa.columbia.edu/resources\\_services/student\\_affairs/academic\\_policies/code\\_of\\_conduct.html](http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html)>

In all academic work, students are expected to submit materials that are their own and are to include attribution for any ideas or language that are not their own. Examples of dishonest conduct include, but are not limited to:

- Cheating, such as copying exam answers from materials such as crib notes or another student's paper as well as other activities you can imagine.
- Plagiarism; which means appropriating information, ideas or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course – regardless if it is done on purpose or by accident. Plagiarism is theft and deceit.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of the work of another student.
- Submitting the same paper two courses without prior written permission of each instructor.
- Using assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own work, another time of plagiarism.
- Falsification of any part of any academic record, including any act of falsifying information on an official academic document, grade report, class registration document, or transcript.

## **What Constitutes Plagiarism?**

"Plagiarism is the presentation or submission of another's work as your own – deliberate or accidental. This includes summarizing, paraphrasing, copying, or translating words, ideas, artworks, audio, video, computer programs, statistical data, or any other creative work, without proper attribution. Plagiarism can be deliberate or accidental. It can be partial or complete. Understanding what constitutes plagiarism is your first step to avoiding it. Some acts of plagiarism:

- Copying and pasting from the Internet without attribution [no exceptions].
- Buying, stealing, or ghostwriting a paper.
- Using ideas or quotations from a source without citation.
- Paraphrasing an author too lightly. ”<sup>1</sup>

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<sup>1</sup> [http://www.fairfield.edu/lib\\_plagiarismcourtdf.html](http://www.fairfield.edu/lib_plagiarismcourtdf.html)

### **Avoid Plagiarism! You Cannot Have Too Many Citations!**

As stated on the requirements for the memo and final paper, you must use citations for all ideas, data, or facts that are not common knowledge, even if you paraphrase or summarize the ideas. If you choose to quote a source directly, the information must be in quotation marks with the appropriate author, date, and page number referenced. Please familiarize yourself with the proper methods of citation and attribution. The Online Writing Lab (OWL) at Purdue University provides some useful and engaging resources online at: <http://owl.english.purdue.edu/>

### **PLAGIARISM QUIZ**

True or False?	<ul style="list-style-type: none"><li>Using something I find on the Internet for a class assignment or even a paper without a citation is always okay.</li></ul>
True or False?	<ul style="list-style-type: none"><li>Plagiarism is using the ideas and words of someone else as my own work without citing the original work.</li></ul>
True or False?	<ul style="list-style-type: none"><li>I have a class this semester that is similar to a class I had undergrad. It's not plagiarism if I submit the paper I wrote for that class for my class this year.</li></ul>
True or False?	<ul style="list-style-type: none"><li>Taking small bits of information from the Internet and using it as my own work or to complete an assignment is plagiarism.</li></ul>
True or False?	<ul style="list-style-type: none"><li>I can quote passages from papers I find on the Internet for my class assignments if I properly document where I found the information.</li></ul>
True or False?	<ul style="list-style-type: none"><li>If I download something from the Internet and change a few words and phrase, I can use that information for class assignments without having to cite it.</li></ul>
True or False?	<ul style="list-style-type: none"><li>I've done about 90% of my assignment, but simply can't get the data from Table 4 to display like it's supposed to. My friend's table looks great so I just copy and paste it into my assignment. This isn't plagiarism, because it's just a basic part of the assignment, which was covered the day I was sick.</li></ul>
True or False?	<ul style="list-style-type: none"><li>Information that is "common knowledge," like "The Golden Gate Bridge spans San Francisco Bay" doesn't have to be cited.</li></ul>
True or False?	<ul style="list-style-type: none"><li>If someone said something on TV or in a radio interview, I don't have to cite it because it is not written.</li></ul>
True or False?	<ul style="list-style-type: none"><li>If I am found to plagiarize something, the penalty can be a 0 on the assignment – or worse.</li></ul>

## **Weekly Topics and Readings Assignments - Outline**

Week 1. May 28: Introduction. What is Environmental Policy? Why do Governments Make Policy?

Week 2. June 4: The Policy Process. Contexts. Paradigms. A Framework for Examining Environmental Policy Issues

Week 3. June 11: Environmental Policy Options. Evaluative Criteria

Assignment 2 Due: Choosing a Policy for your Memo and Paper.

Week 4. June 18: Making Environmental Policy: Institutions and Politics

Assignment 3 Due: Resource Exercise

Week 5. June 25: International Environmental Policy, Actors, Institutions, and Obstacles

Week 6. July 2: Protecting the Ozone Layer: An American and Global Environmental Success Story

Week 7. July 9: Regulatory Approaches to Environmental Policy. Enforcement.  
Air and Water Pollution Policy

Assignment 4 Due: Policy Memo

Week 8. July 16: Presentation, Debate and Paper Preparation

There are no assigned readings or class lecture this week. Please finalize your debate plans and work on your final papers.

Week 9. July 23: Market Mechanisms: Trading, Taxes, Charges, Certification and...

Week 10. July 30: Solid Waste, Hazardous Waste, and Toxic Chemicals

Week 11. August 6: Energy and Hydrofracking

Assignment 5 Due: Final Paper

Week 12. August 13: Climate Change

## Weekly Topics and Readings Assignments - Detail

Readings should be completed prior to the class session under which they are listed. Readings are not listed in order of importance but it can be helpful to read them in the order they appear. Syllabi are working documents and I might make changes. Near the start of many classes, I will preview, prioritize and potentially shorten the readings for the following week. I will not expect anyone to have done any of the recommended readings. Those are provided as starting points for more in-depth work. The assigned reading is very important. You will not understand the lecture, be able to participate in the discussion effectively, be able to do the discussion posts, or write an excellent Memo or Paper, without doing the reading each week. "FR" denotes that the reading can be found on the "Files and Resources" link on the left of the CourseWorks website for this class.

### Week 1: May 28.

**Topics:** Course Introduction. What is Environmental Policy? Why do Governments Make Policy?

#### **Class Plan:**

- Introductions. Course goals, assignments, and requirements.
- Introductory Lecture
- Students Discuss Potential Memo and Paper Amongst Themselves

#### **Assignments Due:**

- No assignments due this week. Begin to search for a specific local, state, national or international policy to examine in your memo and final paper.
- For next week: Students with surnames from A-L must submit a CourseWorks "Discussion Post." Strive for a pithy paragraph; no lengthy missives. Week 3 will be M-Z, Week 4 returns to A-L. Week 5 returns to M-Z and this pattern repeats throughout summer.

#### **Required Reading:**

- Garrett Hardin, "The Tragedy of the Commons." *Science* 162:3859, pp. 1243-1248, 13 Dec. 1968. Available via the "Files and Resources" (FR) link, in the Required Reading folder, on the left of the CourseWorks website for this class
- Examples of Memos and Examples of Final Paper. Available via the FR link on CourseWorks.
- Michael O'Hare, "Rhetoric: Memo to my Students." *Journal of Policy Analysis and Management*. 25:2, pp. 366-75. Provides excellent style tips and examples of common mistakes. Available via the FR link on CourseWorks.
- Start reading for Week 2 – especially: Steven Cohen, Chapter 1, "Understanding Environmental Policy," and Chapter 2, "A Framework for understanding environmental policy, politics, and management." in *Understanding environmental policy*, 2<sup>nd</sup> ed., Columbia Univ. Press, forthcoming 2014. (FR)

## Week 2: June 4.

### Topics: The Policy Process. Contexts. Paradigms. A Framework for Examining Environmental Policy Issues

**Class Plan:** Lecture, Discussion and Break-Out Sessions

#### Assignments Due:

- Discussion Posts for students with surnames from A-L due Tuesday by midnight.
- For next week: Memo and Paper Topic and Discussion Post for students M-Z.

#### Required Reading:

- “How Laws are Made.” Available via the “Files and Resources” (FR) link, in the Required Reading folder, on CourseWorks.
- Walter Rosenbaum, Chapters 1 and 2 in *Environmental Politics and Policy*, 7<sup>th</sup> edition.
- Christopher Ingraham, “What 60 Years of Political Gerrymandering Looks Like.” *Washington Post* online, 21 May 2014.  
<http://www.washingtonpost.com/blogs/wonkblog/wp/2014/05/21/what-60-years-of-political-gerrymandering-looks-like/?hpid=z4>
- Pp. 30-46 and 322-326 in Pamela Chasek, David Downie and JW Brown. *Global Environmental Politics*, 6<sup>th</sup> Edition. Westview Press, 2013/14
- Steven Cohen, Chapter 1, “Understanding Environmental Policy,” and Chapter 2, “A Framework for understanding environmental policy, politics, and management.” in *Understanding environmental policy*, 2<sup>nd</sup> ed., New York: Columbia University Press, forthcoming 2014. Available via the FR link on CourseWorks.
- Baumgartner, F. & Jones, B. (1993). “Interest Groups and Agenda Setting.” In *Agendas and Instability in American Politics* (pp. 177-192). Chicago: Univ. Chicago Press. (LR)

#### Recommended Readings:

- Michael Kraft and Norman Vig (2013). “Environmental policy from the 1970s to the 21st century.” In *Environmental policy: New directions for the 21st century*. 6th ed. Vig and Kraft, eds. Washington, DC: CQ Press.
- “How Our Laws are Made.” Revised and Updated by John V. Sullivan. Parliamentarian, *United States House of Representatives*. July 24, 2007 [http://thomas.loc.gov/home/laws\\_made.html](http://thomas.loc.gov/home/laws_made.html)
- “Enactment of a Law.” By Robert B. Dove. Parliamentarian, *United States Senate*. Updated: February 1997. [http://thomas.loc.gov/home/laws\\_made.html](http://thomas.loc.gov/home/laws_made.html)
- Bok, D. (2001). “Why Legislation is Often Badly Designed.” (pp. 123-146). In *The Trouble with Government*. Cambridge, MA: Harvard Univ. Press. (FR)
- Elinor Ostrom, “Understanding the diversity of structured human interactions.” In *Understanding institutional diversity*, (pp. 3-31). Princeton Univ. Press, 2005. (FR)
- Dietz, T, Ostrom, E. & Stern, P. (2003). “The struggle to govern the commons.” *Science* 302(5652): 1907-1912. (FR).



### **Week 3: June 11.**

#### **Topics: Environmental Policy Options. Evaluative Criteria**

**Class Plan:** Lecture, Discussion and Break-Out Sessions

#### **Assignments Due:**

- Assignment 2 Due: Choosing a Policy for your Memo and Final Paper. Submit a paper copy in class and Post a MS Word file (NOT pdf) to the appropriate Assignment folder on Course Works
- Discussion Posts for students with surnames from M-Z due Tuesday by Midnight.

#### **Required Reading:**

- Handouts to be posted in “Lectures” folder.
- Walter Rosenbaum, Chapters 4 and 5 in Environmental Politics and Policy, 7<sup>th</sup> edition.
- GEO-5, “Summary for Policy Maker,” Pp. 14-18. In FR and available online (and for download) at: [http://www.unep.org/geo/pdfs/GEO5\\_SPM\\_English.pdf](http://www.unep.org/geo/pdfs/GEO5_SPM_English.pdf)
- EPA's Negotiated Rule-Making Fact Sheet (FR)
- Chasek, Downie and Brown, *Global Environmental Politics*, pp. 312-319 and 322-326.
- Tom Knudson, “Shifting the Pain: World’s Resources Feed California’s Growing Appetite.” *The Sacramento Bee*, 2003 (FR)
- “UNEP Launches Global Sustainable Consumption and Production Clearinghouse.” <http://energy-l.iisd.org/news/unep-launches-global-sustainable-consumption-and-production-clearinghouse/>
- Susan G. Stafford, et al., "Now is the Time for Action: Transitions and Tipping Points in Complex Environmental Systems." *Environment*, 52.1 (January 2010): 38-47. In FR and via: [http://phobos.ramapo.edu/~vasishth/Readings/Stafford+Tipping\\_Points.pdf](http://phobos.ramapo.edu/~vasishth/Readings/Stafford+Tipping_Points.pdf) .
- Ida Kubiszewski, et al. “Beyond GDP: Measuring and achieving global genuine progress.” *Ecological Economics* 93 (2013) 57–68. (FR)
- Text Boxes highlighting successful new policies in cities and countries around the world in different chapters in the *GEO 5: Global Environmental Outlook*, <http://www.unep.org/geo/geo5.asp>.
- “Research Starting Points.” (FR)

#### **Recommended Readings:**

- EPA Clean Air Market-based programs: <http://www.epa.gov/airmarkets/index.html>
- Paehlke, R. (2004). Sustainability. (pp. 35-66) In R. Durant, D. Fiorino, R. O’Leary (Eds.) *Environmental governance reconsidered: Challenges, choices, and opportunities*. Cambridge: MIT Press. (FR)
- Durant, R. (2004). The precautionary principle. In *Environmental governance reconsidered*. In R. Durant et al, (Eds.) *Environmental governance reconsidered*. MIT Press. (FR)
- Michael E. Kraft, Mark Stephan, and Troy D. Abel. *Coming Clean: Information Disclosure and Environmental Performance* (MIT Press, 2011).
- Hanna, S. & Jentoft, S. (1996). “Human use of the natural environment: An overview of social and economic dimensions.” In S. Hanna, R. Folke and K. Maler, Eds., *Rights to Nature* (Chapter. 3 pp. 35-55). Washington, DC: Island Press. (FR)

## **Week 4: June 18.**

### **Topic: Making Environmental Policy: Institutions and Politics**

**Class Plan:** Lecture, Discussion and Break-Out Sessions

#### **Assignments Due:**

- Assignment 3 Due: Resource Exercise.  
Submit a paper copy in class and Post a MS Word file (NOT pdf) to the appropriate Assignment folder on Course Works
- Discussion Posts for students with surnames from A-L due by Tuesday at Midnight.

#### **Required Reading:**

- “How Laws are Made” (FR)
- Walter Rosenbaum, Chapters 2 (review) and 3 in *Environmental Politics and Policy*, 7<sup>th</sup> ed.
- Steven Cohen, *Understanding Environmental Policy*, 2<sup>nd</sup> ed: Chapters 2, 7 and 8. (FR)  
[Chapter 2 (review) “A Framework for understanding environmental policy, politics, and management;” Chapter 7, What Has the Framework Taught us About These Environmental Sustainability Problems and What Else Do We Need to Know?” and Chapter 8, “Conclusions: Improving Environmental Policy.”]
- Losko and Baker, *AM GOV 2013-14*, chapters 11 and 13 (FR).
- Chasek, Downie and Brown, *Global Environmental Politics*, Chapter 2, “Actors in the Environmental Arena.”

#### **Recommended Readings:**

- Michael Kraft & Scott Furlong, Ch 11, “Environment and Energy Policy,” in *Public Policy*, 4<sup>th</sup> Edition. Sage/CQ Press 2013. (FR)
- David Vogel. *The Politics of Precaution: Regulating Health, Safety and Environmental Risks in Europe and the United States* (Princeton University Press, 2012).
- Sofie Bouteligier. *Cities, Networks, and Global Envtl Governance*. Routledge, 2012.
- Hevina Dashwood. *The Rise of Global Corporate Social Responsibility: Mining and the Spread of Global Norms* (Cambridge University Press, 2012).
- “How a Bill Becomes a Law.” (FR).
- “How Our Laws are Made.” Revised and Updated by John V. Sullivan. Parliamentarian, *United States House of Representatives*. July 24, 2007 [http://thomas.loc.gov/home/laws\\_made.html](http://thomas.loc.gov/home/laws_made.html)
- “Enactment of a Law.” By Robert B. Dove. Parliamentarian, *United States Senate*. Updated: February 1997. [http://thomas.loc.gov/home/laws\\_made.html](http://thomas.loc.gov/home/laws_made.html)

## Week 5: June 25.

### Topics: International Environmental Policy, Actors, Institutions, and Obstacles

**Class Plan:** Lecture, Discussion and Break-Out Sessions

### Assignments Due:

- Discussion Posts for students with surnames from M-Z due by Tuesday at Midnight.

### Required Reading:

- GEO-5, “Summary for Policy Maker,” Pp. 9-18: available online (and for download) at: [http://www.unep.org/geo/pdfs/GEO5\\_SPM\\_English.pdf](http://www.unep.org/geo/pdfs/GEO5_SPM_English.pdf) and in FR
- Pamela Chasek, David Downie and JW Brown, *Global Environmental Politics*, 6<sup>th</sup> Edition: Chapter 1 (Introduction to GEP); Chapter 2 (actors in international politics); pp. 101-106; pp. 170-177; pp. 188-196 (whaling); pp. 196-207 (CITES); pp. 207-215 (Fisheries); and pp. 232-236; Chapter 5 (obstacles to effective policy); pp. 305-320 (trade and environment); and Chapter 7 – especially pp. 322-326 and pp. 335-339.
- “Coalition Targets Brick Production to Achieve Quick Wins for Public Health, the Climate and Development.” (policy outside regimes) UNEP Press Release, 4 September 2012, available at. <http://www.unep.org/newscentre/Default.aspx?DocumentID=2694&ArticleID=9263&l=en>

### Recommended Readings:

- UNEP, *GEO 5: Global Environmental Outlook*. This comprehensive 2012 report full document is available online: <http://www.unep.org/geo/geo5.asp>.
- “The Challenges of Global Governance,” chapter 1 in Margaret Karns and Karen Mingst, eds, *Intl Organizations: The Politics and Processes of Global Governance* (Lynne Reiner, 2010) <http://pdfsb.com/readonline/5a564e436541703958484e3144583574566b593d-19610>
- R. Axelrod, S. Van Deever & David Downie, eds., *The Global Environment*, 2<sup>nd</sup> Ed., 2012.
- Andrew Jordan and Camilla Adelle, eds., *Environmental Policy in the EU*, 3<sup>rd</sup> Ed. Earthscan 2012.
- P. Steinberg & S. VanDeveer, eds. *Comparative Environmental Politics*. MIT Press, 2012.
- Elizabeth DeSombre, “The Evolution of International Environmental Cooperation,” *Journal of International Law and International Relations* 1(1-2), Winter 2004/Spring 2005.
- Robert Falknert (2012) “Global Environmentalism and the Greening of International Society.” *International Affairs*. Vol. 88, no. 3, pp. 503-22.
- Reimann, Kim *A View from the Top: International Politics, Norms and the Worldwide Growth of NGOs International Studies Quarterly* (2006) 50, 45-67.
- Kate O’Neil, et al. [Research] “Methods and Global Environmental Governance.” *Annual Review of Environment and Resources*, Vol. 38, pp. 441-471 (2013). FR.

- Andresen, Steinar and Rosendal, Kristin (2009): “The Role of the United Nations Environment Programme in the Coordination of Multilateral Environmental Agreements.” In *International Organizations in Global Environmental Governance* (Frank Biermann et al, eds.), Routledge, 2009.
- Ivanova, Maria (2009). “UNEP as Anchor Organization for the Global Environment,” in *International Organizations in Global Environmental Governance*, Frank Biermann et al, eds., Routledge, 2009.
- Hevina Dashwood. *The Rise of Global Corporate Social Responsibility: Mining and the Spread of Global Norms* (Cambridge University Press, 2012).
- Paul Harris, Paul G. 2012. *Envtl Policy and Sustainable Development in China*. Policy Press.

### **Random Questions:**

- What are the major paradigms that impact IEP?
- Define exclusionist paradigm; limits to growth; sustainable development; globalization; precautionary principle; Common but Differentiated Responsibilities; polluter pays principle.
- What is globalization? What are some things that might measure it? Does it matter for the environment?
- What are the two main, broad, general arguments about the impact that globalization has on the environment (as outlined in Chasek, Downie and Brown)?
- Why do commodity chains matter?
- Are States the most important actors in international environmental politics? Why or Why not? If so, which States are most important?
- What are CSD, EU, FAO, GEF, OECD, UNDP, UNEP, WMO, WTO, World Bank, etc?
- What are the most prominent international organizations in environmental politics? Why?
- Which organizations work in what areas? What are their respective spheres of influence?
- Which are most important (positively or negatively) or effective in different issue areas?
- Who controls key IO’s agendas and operations? How are different organizations funded?
- What roles do treaty secretariats and scientific groups play in IEP?
- What gives each influence, if they have any?
- Why are NGOs important actors in environmental politics? What roles do NGOS play?
- How do NGOs influence, or attempt to influence, international environmental policy?
- Why are multinational corporations (MNCs) and industry groups important actors in envtl politics?
- What roles do MNCs play?
- How do MNCs impact, influence, or attempt to influence, international environmental policy?

## Week 6: July 2.

### Topics: Protecting the Ozone Layer: An American and Global Environmental Success Story:

**Class Plan:** Lecture and Discussion.

**Assignments Due:** Discussion Posts for students with surnames from A-L,

#### Required Reading:

- David Downie, "Stratospheric Ozone Depletion." In Paul Harris, ed., *Routledge Handbook of Global Environmental Politics*. New York: Routledge, 2013. (FR)
- Ozone Secretariat, "Montreal Protocol - Achievements To Date And Challenges Ahead." [http://ozone.unep.org/new\\_site/en/MP\\_achievements\\_challenges.php](http://ozone.unep.org/new_site/en/MP_achievements_challenges.php)
- Pp. 101-120 in Chasek, Downie & Brown. *Global Environmental Politics*, 6<sup>th</sup> Edition.

#### Recommended Readings:

- *2010 Scientific Assessment FAQs and 2010 Environmental Effects FAQs*, [http://ozone.unep.org/new\\_site/en/faqs.php](http://ozone.unep.org/new_site/en/faqs.php)
- David Downie, "Global Policy to Protect Stratospheric Ozone," in Philip Wexler, et al, eds., *Chemicals, Environment, Health: A Global Management Perspective*. Taylor & Francis, 2012.
- David Downie, "International Env'tl Regimes and the Success of the Global Ozone Policy." In R. Axelrod & S. VanDeveer, eds., *The Global Environment*, 4th Ed.: CQ Press, 2014;
- Jon Skjaereth. "Intl Ozone Politics" in *Intl Environmental Agreements*. Routledge, 2012.
- Brian J Gareau. 2012. *From Precaution to Profit*. Yale University Press, 2013.
- S. Oberthür et al. "Managing Policy Connections Between the Montreal and Kyoto Protocols" in Oberthür & Stokke (eds.) *Managing Institutional Complexity*. MIT Press, 2011.
- S. Bauer, "The Ozone Secretariat," in: Biermann and Siebenhüner, eds. *Managers of Global Change: The Influence of Intl Env'tl Bureaucracies*, MIT Press 2009: pp. 225-244.
- Ted Parson. *Protecting the Ozone Layer* (Oxford University Press 2003).
- David Downie, "The Power to Destroy: Understanding Stratospheric Ozone Politics as a CPR Problem," in *Common Pool Resources and Intl Environmental Politics*. SUNY 1999.
- David Downie, "Road Map or False Trail: Evaluating the Precedence of the Ozone Regime as Model and Strategy for Global Climate Change." *Intl Env'tl Affairs*, 7(4):321-345 (Fall 1995).
- David Downie, "UNEP and the Montreal Protocol." In Robert Bartlett, et al., eds., *International Organizations and Environmental Policy*. Greenwood Press, 1995.
- Ozone Secretariat website: [http://ozone.unep.org/new\\_site/en/index.php](http://ozone.unep.org/new_site/en/index.php)
- Ozone Regime Multilateral Fund Website: <http://www.multilateralfund.org/>

**Random Questions:** What depletes stratospheric ozone? What would be the impacts of significant depletion? What are the main components and rules of the ozone regime? What were the key scientific, economic, and policy debates in the development of the ozone regime? Who were the key actors? What factors molded the regime's development? How did advancing scientific knowledge, changing patterns of economic interests, and the regime structure influence the development of global ozone policy? What is innovative and/or effective about the design of the ozone regime? How do the assessment panels, multilateral fund, and implementation committee operate and impact regime development and effectiveness? What lessons does the ozone issue have?

## **Week 7: July 9**

### **Topics: Regulatory Approaches to Environmental Policy Government Regulation and Enforcement Air and Water Pollution Policy**

**Class Plan:** Lecture, Discussion and Break-Out Sessions

#### **Assignments Due:**

- Assignment 4 Due: Policy Memo
- Discussion Posts for students with surnames from M-Z due by Tuesday at Midnight.

#### **Required Reading:**

- Walter Rosenbaum, Chapter 6 in *Environmental Politics and Policy*, 7<sup>th</sup> ed.
- Shelley Metzenbaum, "Measurements that Matter: Cleaning up the Charles River." In FR as Metzenbaum – "Charles River Clean-up."
- Jonas Tallberg, "Paths to Compliance: Enforcement, Management, and the European Union." *International Organization*, 56(3):609-643 (Summer 2002). (FR)
- Arun Agrawal (1994). "Rules, Rule Making, and Rule Breaking: Examining the Fit between Rule Systems and Resource Use." Ch. 12 in *Rules, Games, and Common-Pool Resources*, E. Ostrom, R. Gardner, and J. Walker, eds. Ann Arbor, MI: University of Michigan Press, pp. 267-283. (FR)
- Jan Mazurek, "Third Party Auditing of Environmental Management Systems" Chapter 13 in *Environmental Governance Reconsidered*.
- Steven Cohen, Chapter 4, "Who is Responsible for E-Waste and How Can We Ensure It's Safe Disposal?" In *Understanding environmental policy*, 2<sup>nd</sup> ed., New York: Columbia University Press, forthcoming 2014. Available via the FR link on CourseWorks.
- Review federal and NYS websites on regulations - <http://www.regulations.gov/#!/faqs> and <http://www.dec.ny.gov/65.html>
- EPA website - Skim the EPA's Compliance and Enforcement website at <http://epa.gov/compliance/> and visit <http://www.epa.gov/tri/> to examine the reporting requirements in the US for releases of toxins.

#### **Recommended Readings:**

- Robert T. Nakamura and Thomas W. Church. *Taming Regulation: Superfund and the Challenge of Regulatory Reform*. Washington, DC: Brookings, 2003.
- Susan Christopherson, C. Frickey & N. Rightor "A Vote of "No Confidence": Why Local Govts Take Action in Response to Shale Gas Development." *Community & Regional Development Institute (CaRDI) Research and Policy Brief Series Issue No. 54: June 2013*

## **Week 8: July 16 – Presentation, Debate and Paper Preparation**

There are no assigned readings or class lecture this week. Please finalize your debate plans and work on your final papers.

## Week 9: July 23.

### Topics: Market Mechanisms: Trading, Taxes, Charges, Certification and ...

**Class Plan:** Lecture, Discussion and Presentations/Debates

**Assignments Due:** Discussion Posts for students with surnames from A-L due Tuesday by Midnight.

### Required Reading:

- Walter Rosenbaum, Chapter 5 (review) in *Environmental Politics and Policy*, 7<sup>th</sup> ed.
- EPA Clean Air Market-based programs: <http://www.epa.gov/airmarkets/index.html>
- “Congressional Budget Office: Carbon Tax Could Cut \$1 Trillion off Deficit,” *The Hill*, November 13, 2013, <http://thehill.com/blogs/e2-wire/e2-wire/190167-cbo-carbon-tax-chops-1-trillion-from-deficit>
- Steven Cohen, Chapter 3, “Why Can’t NYC get a Congestion Charge?” In *Understanding environmental policy*, 2<sup>nd</sup> ed., Columbia University Press, forthcoming 2014 (FR).
- Eduardo Porter, “In Energy Taxes, Tools to Help Tackle Climate Change.” *New York Times*, January 29, 2013: [http://www.nytimes.com/2013/01/30/business/energy-tax-is-underused-tool-in-climate-change-fight.html?src=recg&\\_r=1&](http://www.nytimes.com/2013/01/30/business/energy-tax-is-underused-tool-in-climate-change-fight.html?src=recg&_r=1&)
- Taxes and the Environment: What are green taxes?  
<http://www.taxpolicycenter.org/briefing-book/key-elements/environment/what-is.cfm>
- Taxes and the Environment: What green taxes does the United States impose?  
<http://www.taxpolicycenter.org/briefing-book/key-elements/environment/usa.cfm>
- GEO-5: pp. 19-21, 26, 78-80, 100, 242-44, 265-271, 351-369, and 474 – in various chapters, [www.unep.org/geo/geo5.asp](http://www.unep.org/geo/geo5.asp).
- Ida Kubiszewski, et al. “Beyond GDP: Measuring and achieving global genuine progress.” *Ecological Economics* 93 (2013) 57–68. (FR)
- John Mathews, “WTO should go for Global Green Growth trade deal.”  
<http://www.energypost.eu/next-international-trade-deal-global-green-growth/>
- US Treasury Press Release, 2008: “Debt-for-Nature Agreement to Conserve Peru's Tropical Forests.” (FR)

### Recommended

- KPMG Green Tax Index:  
<http://www.kpmg.com/Global/en/IssuesAndInsights/ArticlesPublications/green-tax/Pages/Default.aspx>
- Gary Bryner. 1999. "New Tools for Improving Government Regulation: An Assessment of Emissions Trading and Other Market-Based Regulatory Tools". Grant Report, Arlington, VA: Pricewaterhouse Coopers Endowment
- IGM Forum, “Carbon Tax”: [http://www.igmchicago.org/igm-economic-experts-panel/poll-results?SurveyID=SV\\_9Rezb430SESUA4Y](http://www.igmchicago.org/igm-economic-experts-panel/poll-results?SurveyID=SV_9Rezb430SESUA4Y)

## **Week 10: July30.**

### **Topics: Solid Waste, Hazardous Waste, and Toxic Chemicals**

**Class Plan:** Lecture, Discussion and Presentations/Debates

### **Assignments Due:**

- Discussion Posts for students with surnames from M-Z due by Tuesday at Midnight.
- Presentations/Debates by the relevant groups.

### **Required Reading:**

- Walter Rosenbaum, Chapter 7 in *Environmental Politics and Policy*, 7<sup>th</sup> ed.
- Review: Steven Cohen, Chapter 4, “Who is Responsible for E-Waste and How Can We Ensure It’s Safe Disposal?” In *Understanding environmental policy*, 2<sup>nd</sup> ed. (FR).
- Pp. 101-106 and 121-151 in Pamela Chasek, David Downie and JW Brown. *Global Environmental Politics*, 6<sup>th</sup> Edition. Westview Press, 2013/14

### **Recommended Readings:**

- UNEP, “The Hazardous Chemicals and Wastes Conventions.” (FR)
- David Downie and Jessica Templeton. “Persistent Organic Pollutants.” In Paul Harris, *Routledge Handbook of Global Environmental Politics*. New York: Routledge, 2013. (FR)
- GEO-5: Chapter 6, “Chemicals and Wastes”: [www.unep.org/geo/geo5.asp](http://www.unep.org/geo/geo5.asp)
- Henrik Selin, “Hazardous Wastes.” In Paul Harris, ed., *Routledge Handbook of Global Environmental Politics*. New York: Routledge, 2013. (FR)
- Henrik Selin, *Global Governance of Hazardous Chemicals: Challenges of Multilevel Management*, Cambridge: The MIT Press, 2010.
- David Downie and T. Fenge, *Northern Lights Against POPs*. McGill-Queens University Press, 2003.
- Rune Lönngren, *International Approaches to Chemicals Control: A Historical Overview*, Stockholm: National Chemicals Inspectorate/KemI, 1992.
- Siva Parameswaran “Toxic waste 'major global threat'” BBC, <http://www.bbc.co.uk/news/science-environment-24994209>
- *Ridding the world of POPs: A guide to the Stockholm Convention on POPs*: <http://chm.pops.int/Portals/0/Repository/CHM-general/UNEP-POPS-CHM-GUID-RIDDING.English.PDF>



## **Week 11: August 6.**

### **Topics: Energy and HydroFracking**

**Class Plan:** Lecture, Discussion and Presentations/Debates

### **Assignments Due:**

- Assignment 5 Due: Final Paper.
- Presentations/Debates by the relevant groups.
- No Discussion Posts due.

### **Required Reading:**

- National Research Council, *Climate-Change: Lines of Evidence*. (FR)
- *National Climate Assessment 2014*, “Overview and Report Findings” (17 pages long. Available via FR as “NCA 3 Overview and Findings.” The entire report, including individual sections, is available for download as PDFs via <http://nca2014.globalchange.gov/downloads>. An interactive web version and other material is available via <http://nca2014.globalchange.gov/report>
- Walter Rosenbaum, Chapters 8 and 9 in *Environmental Politics and Policy*, 7<sup>th</sup> ed.
- Steven Cohen, Chapter 5, “Why is Hydrofracking So Contentious?” In *Understanding environmental policy*, 2<sup>nd</sup> ed., New York: Columbia University Press, forthcoming 2014. Available via the FR link on CourseWorks.
- Eduardo Porter, “In Energy Taxes, Tools to Help Tackle Climate Change.” *New York Times*, January 29, 2013: <http://www.nytimes.com/2013/01/30/business/energy-tax-is-underused-tool-in-climate-change-fight.html?src=recg&r=1&>
- Summary of Comprehensive State-Level Polling Data on Climate Change: <http://democrats.energycommerce.house.gov/index.php?q=news/bicameral-task-force-on-climate-change-co-chairs-release-first-comprehensive-state-level-pollin>

### **Recommended Readings:**

- GEO-5: (a) The “energy” and “transport: sub-sections on pp. 14-18 in chapter 1; and (b) pp. 32-41 and 56-61 in Chapter 2, “Atmosphere,” [www.unep.org/geo/geo5.asp](http://www.unep.org/geo/geo5.asp)
- Renewable Energy Website: <http://www.irelp.org/>
- Joanna I. Lewis, *Green Innovation in China: China's Wind Power Industry and the Global Transition to a Low Carbon Economy*, Columbia University Press, 2012.
- Richard Muller, "The Conversion of a Climate-Change Skeptic" (*The New York Times* July 28, 2012)

## Week 12. August 13:

### Topics: Climate Change Mitigation and Adaptation

**Class Plan:** Lecture, Discussion and Presentations/Debates

### Assignments Due:

- Presentations/Debates by the relevant groups.

### Required Reading:

- WMO Press Release, “IPCC Confirms that Human Activity will further Warm the Earth” (FR)
- “UN: Greenhouse gas reaches record high.” The Hill. 6 November 2013.  
<http://thehill.com/blogs/e2-wire/189407-un-report-greenhouse-gas-levels-reach-record-high-in-2012>
- Review *National Climate Assessment 2014*, “Overview and Report Findings.” (FR)
- Intergovernmental Panel on Climate Change (IPCC): “Summary for Policymakers, Climate Change 2014: Mitigation of Climate Change.” Available via FR as “IPCC 2014 WG 3 Summary For Policymakers” Also available, along with other reports, on the IPCC website: <https://ipcc.ch/>
- UNEP Press Release, “2013 Gap Report Strengthens Case for Wide-Ranging Global Action to Close Emissions Gap.” FR
- Walter Rosenbaum, Chapter 10 in *Environmental Politics and Policy*, 7<sup>th</sup> ed.
- Steven Cohen, Chapter 6, “How Can We Assess the Risks Of, Prepare For, and Slow Climate Change.” in *Understanding environmental policy*, 2<sup>nd</sup> ed., FR.
- Pp. 151-173 in Pamela Chasek, David Downie and JW Brown, *Global Environmental Politics*, 6<sup>th</sup> Edition. Westview Press, 2013/14

### Recommended Readings:

- Intergovernmental Panel on Climate Change (IPCC): “Summary for Policymakers, “Climate Change 2013: The Physical Science Basis”; “Summary for Policymakers, Climate Change 2014: Impacts, Adaptation and Vulnerability.” <https://ipcc.ch/>
- Lizza, R. (2010) “As the world burns: How the Senate and the White House missed their best chance to deal with climate change.” *The New Yorker*. (FR)
- Catholic Climate Covenant Website (example of religious climate/environmental interest group: <http://catholicclimatecovenant.org/>)
- Lutz Weischer, Jennifer Morgan, and Milap Patel (2012), “Climate Clubs: Can Small Groups of Countries make a Big Difference in Addressing Climate Change?” *Review of European Community & International Environmental Law*, 21 (3) (November 2012): 177–192.
- Climate 101 Video: <http://climaterealityproject.org/video/climate-101/>
- “Last Minute Deal at Warsaw Climate Talks Gives Nations”
- “India’s Negotiator Says Climate Treaty Talks ‘Partial Success.’” *New York Times*.  
<http://india.blogs.nytimes.com/2013/11/25/indias-negotiator-says-climate-treaty-talks->

- partial-success/?\_r=1
- ENB Summary of 2013 Climate Negotiations, pp. 1-2 & 27-30:  
<http://www.iisd.ca/download/pdf/enb12594e.pdf>
  - \**“All Hands on Deck! Mobilizing Climate Change Action beyond the UNFCCC.”*  
Stockholm Environment Institute Policy Brief, November 2012. I will email this to you.
  - US State Department, *“The Climate and Clean Coalition to Reduce Short-Lived Climate Pollutants: Fact Sheet.”* 16 February 2012,  
<http://www.state.gov/r/pa/prs/ps/2012/02/184055.htm>
  - UNFCCC Secretariat Website (<http://unfccc.int>), including publications for public and press.
  - IPCC Website: [www.ipcc.ch](http://www.ipcc.ch)
  - Climate Change Policy and Practice: <http://climate-1.iisd.org/>
  - ENB coverage of climate negotiations / related meetings:  
[http://www.iisd.ca/process/climate\\_atm.htm](http://www.iisd.ca/process/climate_atm.htm)
  - Renewable Energy Website: <http://www.irelp.org/>
  - Bill McKibben, *“Global Warming's Terrifying New Math: Three simple numbers that add up to global catastrophe - and that make clear who the real enemy is.”* *Rolling Stone*, August 2, 2012. <http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-0120719?print=true>
  - Kulovesi, K. (2012), *Addressing Sectoral Emissions outside the United Nations Framework Convention on Climate Change: What Roles for Multilateralism, Minilateralism and Unilateralism?*. *Rvw of European Community & Intl Env'tl Law*, 21 (3) (November 2012): 193–203.
  - Dimitrov, Radoslav (2011), *“Inside UN Climate Change Negotiations: The Copenhagen Conference”* *Policy Studies Organization*.
  - Selin, Henrik and VanDeveer, Stacy. *US climate change politics and policy-making*. John Wiley & Sons, 2010.

## **Course Requirements/Assignments in Detail**

### **Participation in Class Discussion (10% of the final grade)**

Due every week. Your participation represents an important component of the course. Thus, this part of your grade will reflect on your attendance and the quality and frequency of your contribution throughout the summer – although it is based more on *how* you participate in class than on *how much* you participate. Please ask questions, make comments and respond to my questions. I may ask specific students specific questions during class regarding the readings. I will also assign group exercises to different groups during class that will count for this part of the grade.

Class Policies: Be Professional. Treat class like a business meeting. Bring books and readings to class if possible (you do not need to make copies of readings to bring). It is ok to bring food, coffee, water or other drinks to class but clean up after yourself. Preparation, effort, professional conduct, and meaningful (but it need not be constant nor even weekly) participation in the discussion will yield a high participation grade. Activities that will yield a very low participation grade include being late, not being prepared, never participating in discussion, engaging in non-course related computer activity during class, checking or sending a text or email on your phone, having your phone ring, web surfing, snoring, committing arson, or engaging in similar activities during class. Turn off your phone when you enter class – like you would at a business meeting.

### **Assignment 1: Discussion Posts on the Assigned Reading (10% of the final grade)**

Due on alternate weeks throughout the summer. Part of your grade requires posting one paragraph length discussion comment on the assigned readings every other week to the CourseWorks' "Discussion Board" tab/link. Postings are due on CourseWorks no later than 11 midnight, and ideally by 7 pm, on the Tuesday before the class for which readings are assigned. People whose surnames begin with A-L will post a paragraph before midnight Tuesday on the discussion board for class Week 2. Surnames M-Z will post for Week 3 and continue this pattern through the summer.

Keep your posts to about a paragraph. Read posts submitted by others. Post should include reactions, analysis, criticism or points of agreement when you learned something new. They can focus on the central argument of specific reading, a specific section of a longer reading, or a theme across several readings. You can respond to the posts of others if you wish. Be pithy. Feel free to draw on personal or professional experience. I may call on you at random during class to explain, expand or discuss your comments. This assignment seeks to ensure that you read and think about the assigned readings.

### **Group Work Option**

As noted above, you may choose to do Assignment 2 - Memo and Paper Topic Submission, Assignment 3 - Resource Exercise, and Assignment 5 - the *Final Paper*, alone or in teams of 2-4 people. It is up to you. If you do work as a team, the length of these assignments will increase (as noted in each section below) and the grades given for Assignments 2, 3 and 5 will be the same for all members of the team. Each member of a team must also write separate memos (Assignment 4) but these can be on different aspects of the same issue.

## **Assignment 2: Choose an Environmental Policy to Examine in your Memo and Paper.**

**Due June 11. Part of the participation grade .** Each student or group must choose an existing local, state, national or international environmental policy that you will examine for your Resource Exercise, Memo and Final Paper. With instructor permission, in some cases a student or group would be allowed to choose a very specific proposed local, state or national environmental policy.

Turn in a paper copy in class and Post a MS Word file (NOT pdf) to the appropriate Assignment folder on Course Works with the title: Your Last name(s)\_Assignment2.doc. The Word document itself must include a header with your full name(s) and Assignment # and include:

- Your Name
- Date of submission of assignment
- The formal name and year that the environment policy was passed/instituted; or the name of the proposed policy and perhaps the year it was initially proposed
- The name of the general policy area; and a sentence or two on the policy area/environmental problem that the policy sought or seeks to address.

### **Partial Example of this Assignment:** File Name: “Downie Assignment 2”

- Name: David Downie
- Date: 5 June 2014
- Specific policy: The Energy Policy Act of 1992 (sections relating to renewable fuels)
- General Topic Area: Energy conservation. Energy conservation and renewable fuel policies can address environmental problems associated with ..... To this end the Energy Policy Act of 1992 sought to....

**Background for Assignment 2 – and for Choosing a Topic.** Start with an environmental problem that interests you. How to do that? Check the “Resource Tools” of our CourseWorks syllabus, look at current events (e.g. the BBC, *Grist*, *The New York Times*), look at the examples in the GEO-5 book, brainstorm with your colleagues.

Do not use your workshop policy-- you need something that has a solid history and a policy that has already been implemented, or on which implementation has begun.

Next, consider technological, market-based, educational, regulatory, or other policies applied to that problem. This is where a policy, program, or institution comes in; they have to make the solution happen. The policy, program or institution, **not** the problem or the solution per se, are the focus of your memo and final paper.

What's the difference between a policy, program, and an institution? A policy is a position held by government or nongovernment entities about a problem/solution. It is a set of practices, regulations, laws, and recommendations. A program is a specific set of practices that engages stakeholders in policy to achieve a specific end. An institution is an organization or long-standing set of practices that is engaged on an ongoing basis in implementing policy.

Note that we distinguish between a topic/problem (an area of interest) and a policy (specific measure or rule, or law). So be sure that your policy is a policy or institution governing an environmental problem (e.g. “The Kyoto Protocol's carbon trading standards”), not just the problem (topic) itself (e.g. “global climate change”).

Example of environmental and policy problem:

The US policy on coal combustion wastes treats them as non-hazardous wastes that must be disposed of following the same regulations as municipal trash. It specifically exempts them from the more stringent regulation of hazardous industrial wastes under the Resource Conservation and Recovery Act <http://www.epa.gov/waste/nonhaz/industrial/special/fossil/index.htm><http://www.epa.gov/waste/nonhaz/industrial/special/fossil/index.htm>

Example of environmental policy:

- [EPA's Coal Combustion Products Partnership Program](http://www.mcrcc.osmre.gov/ccb/) is a cooperative effort between EPA, the American Coal Ash Association, the Utility Solid Waste Activities Group, the US Department of Energy, and the US Federal Highway Administration to help promote the beneficial use of Coal Combustion Products (CCPs) and the environmental benefits that result from their use. A particular institution involved is the U.S. Office of Surface Mining, Mid-Continent Region's Coal Combustion Byproduct Information Network <http://www.mcrcc.osmre.gov/ccb/><http://www.mcrcc.osmre.gov/ccb/>

**Important Tips.** Avoid being too broad. If you are concerned about energy policy, for example, don't choose "national energy policy". Instead, focus on a particular agency program, a specific federal law or bill, or a state or local policy. It also helps to focus on a specific technology and material/media. Are you talking about policies related to energy from natural gas, solar, or wind? Are you talking about programs to reduce electricity consumption in office buildings? Similarly: If you are interested in water quality issues, you might select the EPA's arsenic standards under the Safe Drinking Water Act, rather than the entire Safe Drinking Water Act. Or if you are interested in the impacts of mercury, you might select the limits on mercury emissions from coal fired power plants or efforts in a particular country to reduce mercury contamination from the use of mercury in small scale (but wide-spread) and artisanal gold-mining.

Thus, do not pick the US Clean Air Act or air pollution policy in Europe or China or even Beijing. Instead pick a specific policy or one specific sector. Also, do not overlook the potential to examine a specific state policy or even very narrow local policy e.g. the Baltimore Inner Harbor water wheel cleaner; the NYC ban on new fireplaces (or similar or proposed measures in other cities; plastic bag ban in Westport CT; proposed traffic congestion pricing in NY; traffic congestion policy in London.

### **Group Work Option**

As noted above, you may choose to do Assignments 2, 3 and 5 (*Final Paper*) alone or in teams of 2-4 people. It is up to you. The length of assignments 3 and 5 will increase (as noted in each section) and the grades for will be the same for all team members.

**Assignment 3: Resource Exercise. Due June 18. 10% of the final grade.**

This assignment requires that begin finding information sources and practice using proper citation style. You will likely, and should, go beyond internet searching and use Columbia's extensive library system. Remember good citation habits will be useful for the rest of your lives

Each student doing an individual final paper must find at least 5 different, excellent sources, including 5 different types of sources that you will use in your memo and final paper. Groups must find at least 10 sources, including 5 different types. Different types of sources include: a government statute (the text of the actual law or policy); a book; an academic science journal article; a government report; an academic social science article; a law review article; Congressional Record; Congressional hearing report; NGO report; newspaper article; etc). You must list each source with proper citations. Impress me with the quality of the sources.

Post a Word file (NOT pdf) to the appropriate Assignment folder on Course Works with the title: Your Last name(s)\_Assignment3.doc. The Word document itself must include a header with your full name(s) and Assignment # and include Use a specific citation style

- The formal name and year that the environment policy was passed/instituted; or the name of the proposed policy and perhaps the year it was initially proposed (same as Assignment 1).
- The name of the general policy area; and a sentence or two on the policy area/environmental problem that the policy sought or seeks to address (same as Assignment 1 or expanded).
- A list of AT LEAST 5 source different sources, including 5 different types of sources using accurate and complete, professional citations Groups must list at least 10 sources, including 5 different types.
- You must use a broadly accepted style for the citations (e.g. American Political Science Association (APSA), Modern Language Association (MLA) or APA (American Psychological Association) or that of the journal Conservation Biology and LIST THE SYLEE YOU USE BELOW THE LIST OF SOURCE. These skills will benefit you this year and thereafter.

The "Assignment" tab on CourseWorks contains a more detailed description of this assignment.

#### **Assignment 4: Policy Memo. Due July 9. 20% of the final grade.**

Each student must write one short, detailed policy memo (no more than 2 single-space pages) as you research your final paper. Students working in a group on a final paper **MUST** still submit different memos on different aspects of the issue.

You have chosen an environmental policy that you've already used for the Resource assignment. This is now where you get to develop the context for that policy. This assignment requires you to step back in time. Pretend that the environmental policy (or program) you chose has not yet been adopted (or not yet been authorized) and policymakers are beginning to consider how to address the problem it is supposed to mitigate. Write a one page to two-page single space memo (with endnotes for sources, not included in the page limit) addressed to an appropriate decision-maker (provide a fake name and a real job title in the header of the memo) who would have been involved in devising the policy at the time and DATE the memo during the time period preceding the policy's adoption. Write the memo from someone with some expertise on the issue (i.e. pretend you are a policy advisor or agency staff member who could have worked on this policy at the time it was proposed). That person should also have a fake name and a real, appropriate position.

In the text of the memo, describe the components of the environmental problem, including its key supporters and opponents. In doing so, you should justify to this policymaker why he or she should pay attention to the problem. You need to discuss the following:

1. *The problem.* Why does this environmental problem warrant attention? (e.g. What are the social, environmental, and economic consequences of the problem? *NOTE: Step back in time and describe this according to information that was available at the time the policy was being proposed.*) What do we know from a scientific perspective about the problem? What uncertainty exists?
2. *The stakeholders.* Who is this problem affecting and what are their positions on the issue? Are any groups actively lobbying for policy change? Why? (*NOTE: Step back in time and describe the stakeholders involved at the time the policy was being proposed.*)
3. *Option/options to consider.* What policy responses are being considered? Make a brief recommendation that will help the decision-maker think about what the policy response might look like. (one of them is what really happened!). Do not write the majority of your memo on this recommendation given the alternatives; rather, use it to highlight the direction that the actual policy response took. This section should be brief. This helps me know what your policy topic actually is. (*NOTE: frame the policy solutions in the way that it was likely framed during the proposal or debate.*)

Use **active voice** (avoid is, was, are, etc) and **memo format**. You should probably use descriptive headers and it is ok to use bullets if appropriate. Avoid plagiarism (no wholesale quotation without quotation marks and source) and for the purposes of this exercise it is sufficient to give the source in context, e.g. "The USDA suggests five out of fifty cows..." or use endnotes for source of a specific fact).



Finally, please note your real name AND the name and year of the policy you're studying in a header or footer of the Word document for my reference.

When referencing material in the memo, please cite information if it was not common knowledge at the time your memo is dated. You should use a footnote or endnote style citation in your memos to avoid cluttering the text of the paper. Alternatively, you can mention the reference to that information within the text of the memo. (For example, you might say: "According to the GAO's 1997 Report on Performance Monitoring in the EPA...") I need to know where you glean your information and your "boss" (or memo recipient) would need to know that your facts are reliable.

- Although many of your sources will be historical, you may also use sources written after your policy passed.
- Regardless of the source, you must learn to paraphrase your information and provide proper attribution.
- Avoid direct quotes in a memo unless absolutely necessary.

**Some tips for effective memo writing:**

- Read Michael O'Hare's "[Rhetoric: Memo to my Students](#)" (Journal of Policy Analysis and Management 25:2, pp. 366-375) for some excellent style tips and examples of common mistakes. This was assigned for Week 1.
- Memos are easiest to read when:
  - Language is clear and concise,
  - Headings are in bold font, and
  - Subject lines are short and to-the-point.
- Start the memo with "To", "From" and "Subject" headings. MS Word has a memo template. Use individuals' full names and titles in addressing the memo.
- Outline memos clearly, with headings carefully chosen to convey key points.
- Use straightforward language, avoiding jargon and long prose.
- Do not litter the memo with acronyms. Write out the full term for any acronym the first time you use it.
- Do not assume the reader or memo audience has sufficient background on the issue to know all of the relevant terminology or concepts. Define key terms upfront.
- Use the same sentence structure, syntax and style in headings and bullet points, keeping them concise and descriptive of the issue or problem.

Edit your memo two or three times before submission. Be sure to:

- Eliminate wordiness and dense paragraphs.
- Check spelling and grammar.
- Spell the name of your “boss” (or whoever is receiving the memo) correctly.
- Watch for common mistakes that spell-check will not catch (affect vs. effect, its vs. it’s, etc.).

When possible, avoid passive voice (was, is, are, etc) and use the active voice. This makes your writing clearer, stronger. It also simplifies the prose and ensures that the subject of a sentence is clear. Active voice is particularly important when making a recommendation.

#### Examples of the Passive Voice

- The Commissioner **was** persuaded to continue the project.
- The pilot program **is** strengthened by the new budget.
- Joe’s ideas **are** being implemented now.

#### Examples of the Active Voice

- Citizens persuaded the Commissioner to continue the project.
- The new budget strengthens the pilot program.
- The agency is implementing Joe’s ideas.

Caveat: In some cases the passive voice may communicate your message clearly. Ask yourself:

- “Is the subject of the sentence obvious?”
- “Is the subject acting on something or being acted upon?”
- “Is it clearer to put the subject before the object?”

For instance: “Last year congress appropriated \$2 billion for anti-terrorism programs. The funds were allocated to three different agencies” (Since we just showed that Congress appropriated the funds, the passive voice in sentence 2 is appropriate.)

**Grading:** The memo is worth 25% of your final grade. The memo will be graded on a 100 point scale.

Memos are due at the **beginning** of class on July 9. Please submit a paper copy in class. Please also upload/attach an electronic version of a Word file (NOT pdf) to the appropriate Assignment folder on Course Works with the title: Your Last name(s)\_Assignment4.memo.doc

Unless you have **PRIOR** approval from the professor to turn in a memo late, 10 points will be deducted for each day the memo is late. Grading of memos will be broken down as follows:

Sensible and complete memo format	5 points
Spelling, grammar, language	20 points
Clarity of analysis	25 points
Content and adequacy of issue explanation	50 points

**Assignment 5: Final Paper. Due August 6. 40% of the final grade.**

Each student or group will research and write a short, concise, detailed and heavily referenced policy analysis paper that focuses on the same environmental policy issue that you addressed in your memo. The analysis must apply a version of the framework presented in chapters 1 and 2 of Steven Cohen's book, *Understanding Environmental Policy*, 2<sup>nd</sup> Edition, as a way to understand why and how we have tried to manage, or could try to manage, a particular environmental problem, combined with discussion of evaluative criteria for examining the past or potential efficacy of the existing or proposed policy. Individual papers must be no more than 6-7 double-space pages (no more than 7 pages) not counting the abstract and bibliography/references. Group papers must be 12-14 pages for groups of two people and 17-21 pages for groups of 3-4 people, not counting the abstract and bibliography/references.

The final paper allows you to assess your environmental policy or institution in-depth, using the themes we covered throughout the semester. You have written one memo in preparation for this paper. However, this is an analytical essay/paper, not a memo. Remember, essays have a **thesis (an argument)**. Write in **active voice** and use **complete references**.

### **Content**

The paper should use the **framework from the Cohen text**, *Understanding Environmental Policy*, which is essentially the six main points (in bold), outlined below. The questions posed below the main points should guide your analysis and discussion. You do not have to provide answers to all of them, especially if they are not pertinent to your topic but use them to help you exhaust the possible ways to discuss and analyze the main points. You must provide a thorough discussion of the main points.

- The **nature of the resource problem** and policy issue as it relates to **social values**
  - Why was (or is) this a critical problem that warranted attention?
  - Who was (or is) affected by the problem and who was (or is) causing the problem? Did the problem result from a behavior that is fundamental to our lifestyle? Are there issues of right and wrong or conflicting values?
  - Did the proposed solution require additional tradeoffs?
- The **political process and institutional setting** through which the institution or policy was designed
  - In what policy making arena/s did this policy develop?
  - What were the driving forces – power/interests/knowledge – that brought this to the attention of policymakers?
  - What was/is the level of legitimacy of this issue within the political arena?
  - Who were the key political actors in this process? What debates did they have? What controversies did they focus on? What tradeoffs did they accept in negotiating the policy? Who were the winners and losers?
- The **science or technological issues** that define or limit the policy approach
  - What was the level of certainty from a scientific perspective about the nature of the problem or proposed solution when this issue came onto the policy agenda?
  - What technological processes need to be stopped to address the problem?

- What “off the shelf” technological solutions were/are available to address the problem? What are the costs of these technologies? Are new technologies needed? Are there any technologies?
- The **policy tools used or means of implementation**
  - Does this involve market-based tools or regulatory functions or both? Are other incentives/disincentives involved? Does the policy tool establish allow for any common-property management or co-management of resources?
  - Who is regulated, or who must comply with the policy? How willing are affected stakeholders going to be in complying with the policy tools?
  - What are the procedural or programmatic functions involved in monitoring, compliance and enforcement? What is the role of government in this process?
  - What are the costs associated with the policy tools?
- The **management and capacity features of the organizations implementing the policy**
  - Do the organizations involved in implementing this policy have the capacity to do so? How much is in place currently?
  - What experience do these organizations have with similar or related policies?
  - Are there adequate financial resources available for the program or organization?
  - Are leaders established in the organization that can run the program?
- **Analyze and synthesize the implications** of all of the above points for **the effectiveness** of the policy in addressing the problem it is supposed resolve. Also, **Consider also other evaluative criteria for evaluating the policy**, such as the efficiency/cost-effectiveness, equity, social and political acceptability, technical and administrative feasibility, compliance, and/or adaptability of the policy.

Be sure to organize your paper with a clear introduction that includes a statement of purpose or thesis statement, a well-structured body of the paper that flows from the introduction, and a conclusion.

Make sure you clearly introduce the policy or institution you are analyzing and why it is important in the first page of your paper. Tell the audience why you are writing the paper (motivation) and what it will cover.

In the body of your paper, you must support any arguments or key points with evidence, logic, or theory, and not personal opinions or unfounded assumptions. Any and all evidence that you borrow or use from other sources must be cited and referenced in your paper. (See formatting requirements below for more details.)

### **Formatting Requirements**

- The text should be 6-7 pages double-spaced (do not exceed 7 double space pages) not including the abstract and references/bibliography, unless you are working in a group of 2-4 students. Group papers must be 12-14 pages for groups of two people and 17-21 pages for groups of 3-4, not counting bibliography/references.
- You may include appendices, such as illustrative tables or supplemental data if it is relevant to the paper and clearly discussed and cited in the text of your paper (not part of page limits).
- Use a legible font (12 point) and one-inch margins.

- Include a single-space abstract (not counted in your page limit). An abstract summarizes the paper’s topic and its key findings; it is NOT an outline of the paper’s sections, nor is it an introduction.
- Include a title, page numbers, and clear headings (if and when headings are appropriate).
- Include an alphabetical bibliography of the sources that you used. Individuals must use at least six sources, and most will use more, to give depth to your research. Groups must use at least 12 sources. It is acceptable to use class readings as sources if appropriate.
- Be sure to develop smooth transitions between sections of the paper. Your paper needs to tell a “story” and therefore the ideas throughout the paper should all be connected.
- You must properly CITE any information, data, and ideas that you borrow or paraphrase from outside sources in a consistent, well-accepted style (author, page number) and include all citations in the bibliography. (Do not include references that are not cited in the paper.) Any information that is directly quoted must be placed in quotation marks and cited with the author’s name and page number in text. Only quote notable or unique statements (in other words, use sparingly) but be sure to give reference even when you summarize the gist of something. Properly refer to any tables or data sources that you use in the text as well as in your bibliography.

**Grading Criteria**

Your final paper is worth 40% of your final grade. The paper will be graded on a 100 point scale. NOTE that late papers will not be accepted unless special arrangements have been made with the professor. Without prior approval for a late paper, 10 points will be deducted for each day the paper is late. The point break-down is as follows:

Structure and format	10 points
Spelling, grammar, language	15 points
Clarity of writing, use of logic, evidence, and support from sources	25 points
Coverage of required, highlighted points and associated quality	50 points

**Assignment 6: Group Debates or Presentations Regarding A Current Environmental Policy Issue (10% of the Final Grade)**

Each student will participate in one team presentation or debate. I will select topics and assign teams after you turn in the topics as part of Assignment 2. The sooner you turn in your topic, the sooner you are likely to know the day and topic of your presentation or debate. Presentations and Debates will be scattered throughout the summer but most will be in the last 4 weeks of the course. Presentations will be 10-15 minutes followed by 5-10 minutes of answering questions from the class. Debates will include each team preparing a 10 minute opening presentation on their side of the issue, responding to counter arguments and answering questions from the class. The assigned readings for a particular week will be somewhat relevant to the presentation and debate topics held that week. Students will be expected to ask questions as part of their class participation grade.

The “Assignment” tab on CourseWorks will contain a more detailed description of this assignment.