PAD 366: International Environmental Policy
Fall 2014; Class Number: 8837; 3 credits
Thursdays 5:45-8:35 pm, in LC0012
No pre-requisites
Instructor: Asmita Tiwari, PhD. Email: asmisree AT gmail.com, Phone 518-961-3491
Office hours: HU-16 by appointment only

Course Description
Environmental policies are not solely based on scientific knowledge. Quiet often the environmental policy making follows a largely political process to define environmental problems and then to agree on trade-offs for developing and implementing its solutions. It follows a highly contested process where multiple stakeholders—often with conflicting economic, social, ethical, and political interests and values—compete for influence and power. Especially at a global level, where stakeholders are even more diverse with different interests, ethics, and values, the negotiation process of framing an environmental problem, developing and implementing its solutions remains highly contested and often, without clear results.

This course addresses three major questions:
(i) Why is the environmental policy making process more political than scientific? Related to this question is how different stakeholders—governments, communities, civil society organizations, for-profit organizations, and public—interact to define an environmental problem and its solutions?
(ii) Why is it hard to develop solutions to environmental problems purely based on scientific knowledge? In other words, when politicians, community leaders, environmentalists, and economists base their arguments on the same science, why is their solution so different from each other?
(iii) How different analytical approaches and tools produce different perceptions of the same problem and its solutions?

This course will provide a foundation for you to look at the environmental issues and policies from multiple perspectives and gain an insight into how environmental institutions, organizations, and policies work. The course will not only be useful for those of you with interest in professional careers in environmental management and policy but also for those wishing to gain a deeper understanding of how environmental policies are formed and implemented in the US, and more generally, at the global level. You will develop skills in critical thinking and reasoning about environmental policy issues, arguments of multiple stakeholders, and available tools for developing and implementing solutions.

Learning Goals
Students who complete the course will be able to:
1. Summarize key US and international environmental issues and current debates around them
2. Articulate the history of American and global environmental movements
3. Identify and analyze the roles of major stakeholders—institutions and actors—involved in the environmental policy making process
4. Explain the environmental policy making process in the US and at the international level
5. Evaluate the benefits and trade-offs associated with the major tools available to environmental managers to implement, manage, and assess environmental policies in the US and internationally
Required Textbooks


Students will also have a set of journal articles gradually introduced during the semester. This material, plus copies of debriefing powerpoints used in class, will be posted on the course Black Board site. Please print/download, read, and bring them to the class with you on the assigned days.

Schedule
The schedule may be adjusted if we have a snow-day or other class cancellations.

Day          Topic

Unit I. Introduction
8/28  Introduction, The big picture, Ungraded RAT1
9/4   Major issues/concepts/actors/policy process

Unit II. US Environmental Movements and Cases
9/11  RAT 2, American environmental history, Cases: Air/Water
9/18  Environmental equity/justice, Cases: Waste/ Wetlands/ Endangered species
9/25  Rosh Hashanah – No Class
10/2  Environmental protection/wise use, Cases: Public lands /Sprawl

Unit III. Global Environmental Issues, Agreements, and Cases
10/9  RAT 3, Global environmentalism
      Short paper #1 due
10/16  Examples from other countries
      Term paper proposal due
10/23  Cases: Climate change/Disasters
10/30  Cases: Fisheries, Trade

IV. Approaches and Tools
11/6  RAT 4 and Mid-term exam, Agency rule-making/courts
11/13  Market- and community-based
       First draft of term paper due
       Term paper presentation
11/20  Collaboration, effectiveness, performance
       Term paper presentation
11/27  Thanksgiving – No class
12/4  Final exam, Wrap-up
      Term paper due
Active Team-driven Learning Approach
To provide an active learning environment, this class will depend on collaborative, team-driven class work. The course is divided into four major units with each unit focused on common thematic elements. You will do much of the processing and analysis of the readings in permanent teams, which will be created on the first day of the class. Readiness Assessment Tests (RAT) will be conducted at the beginning of each unit to assess your understanding of the readings. This will be done individually as well as in teams, and will count towards your grades (see grading section below). A majority of the class time will be contributed to team-based activities that will rely on applications from the readings and actual examples from the field. In-class activities will also contribute towards your grade. There will be debriefing sessions towards the end of the class, often as mini-lectures, to help fill in gaps in your understanding. A number of individual assessments will be conducted to assess individual learning from in- and off-class activities. This includes two short papers, 3 pages each, due at the end of the second and third units. A final exam and a term paper are due in the last class.

Evaluation and Grading
Your final course grade will be composed of the following elements:

10% Readiness Assessment Tests (RATs). Your final RAT score is an average of your individual and team scores for each graded RAT.

10% Mid-term exam (multiple choice and short answer)

25% Final exam (Format will be provided in advance)

10% One short paper (See description under Assignments)

30% Term paper and presentation (See description under Assignments)

10% Online and in-class tasks (individual and team activities completed during class time and in Black Board. Each class with have 1 or 2 graded in-class activities. Some graded activities will be posted on the Black Board)

5% Team member performance (An ungraded evaluation will be done in the middle of the course, and a final graded evaluation will be done towards the end)

Final grades will be calculated according to the following scale:

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<th>Percentage</th>
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Course Requirements

Readiness Assessment Tests (RATs) (10%): At the beginning of each unit, you will take a short test to assess your comprehension of the required text. You will take each RAT twice: once as an individual and once as a team. Your individual and team score will be averaged to create your final score on each RAT. You will have the option of dropping your lowest RAT score for grading. This may be used to accommodate an absence or a poor performance.

Mid-term exam (10%): The Mid-term exam will include a brief multiple choice and short answers exam covering materials covered in units I, II and III.

Final exam (25%): There will be one final short answers and multiple choice exam towards the end of the course, to be taken individually. This will include materials covered in the entire course.

Short paper (10%): One short paper, 3 pages long, is due at the end of the unit 2. The short paper must reflect on the assigned readings as well as draw upon current issues from periodicals and newspapers. You can build on the short paper for the final term paper. See further description under Assignments.

Final term paper and presentation (30%): A final term paper is due in the last class on an important environmental issue with particular attention to multiple perspectives on the question and its policy implications at local, national, and international levels. It will be written as an essay to a specified audience and should be about 1500 to 2000 words. The paper should address constraints and possible trade-offs facing the chosen issue, apply tools and approaches discussed in class, and end with a policy recommendation. Term paper proposal is due on October 16th including a topic, brief outline, and initial bibliography. A draft of the paper is due on November 13th. It will receive comments and may be resubmitted on December 4th. Individual term paper presentations will take place on November 13th and 20th. You can build on the short paper to develop your final term paper or can choose a completely different topic of your choice. See further description under Assignments.

Online and in-class activities (10%): A major component of your participation in the class will be involvement in class activities and discussions, which will take place both online and in class. Completing all pre-class readings and activities (which will be posted on Black Board and assigned beforehand) is crucial to your preparation for class. In order to accommodate unforeseen circumstances, you will have the choice of dropping grades for three in-class activities (these can be the lowest scores, or missed assignments).

Team member performance (5%): Since your contribution to the teams is essential to your success in this course as well as that of team members, you will be held accountable for your contribution to your team. Your team members will give you feedback on your performance twice during the semester.

Please submit hard copy of assignments at the beginning of class on the days scheduled. Please also submit an electronic copy as a word.doc or word.docx file, not later than 5:00 pm on the same day in Black Board with copy to my personal email (asmisree AT gmail.com).
Attendance, Conduct, and Honesty

**Contacting/Meeting Me**

All students are welcome to raise questions after class, in office visits (by appointments), or by e-mails. I will be checking blackboard entries regularly. Your emails (to asmisree AT gmail.com) will be answered as soon as possible. Call me if it is an emergency. I do not have a specific office hour. However, I have reserved a space at HU 16. We can arrange meeting times on an individual/need basis, preferably on Fridays. If I feel that it is better to have a specific office hour, I will arrange that in the course of time.

**Attendance**

Your in-class performance is crucial to your success in this course. Attendance itself is not graded, but graded in-class activities and assignments constitute an important part of the course grade.

If you are sick or have a personal emergency that means that you will miss a deadline or be absent for more than one class, please let me know as soon as possible. Written evidence (e.g. doctor’s note) can be submitted later. See university’s absence policies at [http://www.albany.edu/health_center/medicalexcelncue.shtml](http://www.albany.edu/health_center/medicalexcelncue.shtml).

There is enough "leeway" in the course to cover up for bad grades or absences due to any emergency. Please see description of RATs, in-class graded activities, and short paper above. However if you come late or leave early, you will lose credits for missed in-class activities. There won’t be make-up classes or team assignments.

**Plagiarism**

Any use of another person’s words should be placed in quotation marks and should be accompanied by a reference indicating source. Many of the topics discussed in class have Wikipedia pages. It is fine to read and quote such sources, but it is unethical to use or copy text and ideas from those sources without acknowledgement!

Published works and webpages that are paraphrased, and any statistical tables presented, should include reference to their source.

Any use of source materials that is not referenced may be considered as plagiarism. Any work including plagiarized material will be graded “zero-fail”, and re-submission will not be allowed. A second instance of plagiarism will lead to a “fail” grade on the course and referral to the Dean of Undergraduate Studies.

**Academic Integrity**

Students are responsible for familiarizing themselves with the university standards and behaving accordingly. See University’s *Standards of Academic Integrity Policy* ([http://www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)) for details.
Detailed Schedule and Readings

Thursday

Topics
Readings
(* required for RAT, ~ available on Black Board)

I. Introduction
Introduction to the course reviews major environmental problems, values, and policies. We review how severe are the environmental problems? Can global environmental governance exist? How values affect the policies of environmental policy? Who are the major actors in identifying the problems and developing a consensus on a solution? What is the environmental policy making process?

8/28 Introduction, The big picture
Speth – Ch 1

9/4 Major issues/actors/policy process
Layzer – Ch 1, Speth – Ch 2,
Jeffrey Sachs, Our Crowded Planet (in Common Wealth) [ pp#17-31]~
Garrett Hardin, “The Tragedy of the Commons’ [pp# 1243 - 1247]~

II. US Environmental Movements and Cases
This unit briefly reviews the history of environmentalism in America. While reviewing different environmental policies and cases, we will discuss the key players and environmental policymaking process. We will start with the evolution of National Environmental Policy Act, and Environmental Impact Assessments. We will discuss environmental justice and environmental protection through various cases.

9/11 RAT 2 (graded), American environmental policy / history, Cases: Clean Air/ Water
Layzer – Ch 2*,/3, The Story of Silent Spring* ~
The Last Americans: Environmental Collapse and the End of the Civilization ~
http://www.environmentalhistory.org/ (skim for main events)

9/18 Environmental Equity/Justice, Cases: Waste, Wetlands, Endangered species
Layzer – Ch 3, 4,
Robert Bullard, “Environmental Justice for All” ~
Clark Wolf, “Environmental Justice and Intergenerational Debt” ~
Federal District Court Case: United States v Holland (No 73-623 March 27 1974)
http://elr.info/litigation/%5Bfield_article_volume-raw%5D/20710/united-states-v-holland ~

9/25 Rosh Hashanah – No Class

10/2 Environmental Protection/Wise Use, Cases: Public lands, Sprawl
Layzer – Ch 6, 13, 16; Ch 7
**Unit III. Global Environmental Issues, Agreements, and Cases**

Building on the history of environmentalism in America (unit II), this unit will focus on the evolution of global environmental movements and agreements. We will discuss major environmental issues across other countries—mainly China and India, and global environmental cases such as climate change, disaster response, fisheries, and trade.

10/9

**RAT 3, Global environmentalism**

*Short paper #1 due*

Speth Ch. 3*, 4*, and 5*

Carraro & Siniscalco, “The International Dimension to Environmental Policy” ~

Sneddon, et. al., Sustainable Development in a Post Brundtland World”~

Slaughter, “International Relations, Principal Theories”~

10/16

**Environmental issues and policies around the world**

Speth Ch. 4

Liu & Diamond, China’s Environment in a Globalizing World~


Vernon, “Behind the Scenes: How Policymaking in the EU, Japan and the US Affects Global Negotiations” ~


*Term paper proposal due*

10/23

**Cases: Climate change, disasters**

Layzer Ch. 10, 17

World Bank, “Turn Down the Heat: Why a 4 degree Warmer World Must be Avoided” available at (Read Executive Summary) [http://climatechange.worldbank.org/sites/default/files/Turn_Down_the_heat_Why_a_4_degree_centigrade_warmer_world_must_beavoided.pdf](http://climatechange.worldbank.org/sites/default/files/Turn_Down_the_heat_Why_a_4_degree_centigrade_warmer_world_must_beavoided.pdf)

Rong, “Understanding developing country stances on post-2012 climate change negotiations: Comparative analysis of Brazil, China, India, Mexico, and South Africa” ~

10/30

**Cases: Fisheries, Trade**

Layzer Ch. 9, 12

**IV. Tools, Approaches, Implementation, and Performance**

This final unit will focus on commonly used tools and approaches for managing the environment including the tools to assess environmental impacts, take actions to mitigate them, monitor the actions, and evaluate performance. We will start by reviewing common economic tools available to evaluate environmental actions such as Cost Benefit Analysis and Impact Assessments. While working on this unit, review previous readings/articles for this course. Identify which are the commonly used tools and approaches in environmental management? Identify factors used to evaluate environmental policies and indicators to measure the criteria for success. What methods are used to assess impacts and performance decisions? How these tools and approaches affect policy changes?

11/6

**RAT 4 and Mid-term exam, Approaches and Tools**

Asafu-Adjaye, “Environmental Valuation”* ~

Asafu-Adjaye, “Cost-Benefit Analysis”* ~
Environmental Impact Assessments
Stavins and Whitehead, “Market Based Environmental Policy”*

11/13
Implementation and management issues
Speth Ch. 6
http://www.ecologyandsociety.org/vol2/iss2/resp1/
Review EPA’s Enforcement and Compliance History Online website http://www.epa-echo.gov/echo/
World Bank’s Independent Evaluation Group’s report on the status of environment sustainability (read Executive Summary)
http://lnweb90.worldbank.org/oed/oeddoclib.nsf/b57456d58aba40e585256ad400736404/4408e2acc4148cc2852574ef00508a69/$FILE/environ_eval.pdf
First draft of term paper due
Individual presentations on term paper

11/20
Collaboration, effectiveness, and performance
Cavanagh, Hahn, Stavins, “National Environmental Policy During the Clinton Years”*
Young, Mark, 1999, “Hitting the Mark: Why are some International Environmental Agreements More Successful than Others?”*
Cohen, “Monitoring and enforcement of environmental policy”
Remaining individual presentations on term paper

11/27
Thanksgiving – No class

12/4
Final exam, Wrap-up
Final term paper due

* RAT readings
Assignments

Short Paper

Write a 3-page opinion-editorial on an environmental issue of your choice. Take a side (“for” or “against”) on why it is a major environmental threat and present your arguments. You should present a basic thesis/argument, current beliefs of different actors, facts, national/international policies, propositions, evidences, and potential implications of your stand for policy. The public and policy makers should get a general idea and policy implications about the issue. The issue should be relevant to the coming decade or so. Your essay should be structured in terms of (1) A basic thesis or argument, (2) propositions and evidence, and (3) implications for policy. You should think about the potential arguments against your take and counter them too. The language should be simple enough for the common man to comprehend. To get an idea about op-eds, look at the opinion/editorial page of the New York Times, Wall Street Journal, Washington Post, and LA Times.

Final Term Paper

You work as a policy analyst for the Green Global Governance (GGG), an international think tank. The GGG is preparing for the next international environmental summit to be held in 2015 and wants you to help prepare GGG’s environmental policy agenda. Your task is to write a 1500 to 2000 words (double-spaced) essay that addresses the following questions:

- What do you believe is the one most pressing environmental problem the world face today? Describe the causes and consequences of these problems and explain why you chose them over other possible issues.
- What are the most serious impediments to devising and implementing more effective environmental policies for coping with the problems you described?
- Present an action plan for the global community to overcome these impediments. Use one or more of the approaches/tools discussed in the class to explore the issue and policy alternatives to arrive at the recommended action plan.

Your essay should draw heavily on the readings, in-class activities, and news items used in the class. You should use concrete examples to bolster your points - either as illustrations or analogies. A strong essay will present a short summary of the essay in the first paragraph and will be followed with several paragraphs that detail out the arguments, evidences, alternatives, analyses, and recommendation. The conclusion should again summarize these and connect back to your main point of argument.