

PSCI 490 Environmental Politics and Policy
Spring 2013 AL 210
Wednesdays May 8 to July 23 2013 13:30-16:20

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Office Hours: Wednesdays 11 to 13:00 or by appointment.

Course Description:

This course will examine environmental policy, politics and practice at different scales, beginning with the community level, and moving up to provincial, national, transnational and global. The first few weeks will introduce key concepts from the environmental governance literature, such as sustainability, resilience, the precautionary principle, intergenerational responsibility, and anthropocentric impacts. At each scale, the students will be challenged to identify the issues, interests and political coalitions at play and develop strategies to navigate through these issues. The role of science in environmental policy making will be a key cross-cutting theme. While most of the issues will be contemporary, and linked to the Canadian experience, students will also be encouraged to explore how these issues play out in other political contexts, particularly the Global South. This will give the students the opportunity to explore issues of power, economic dependence, leadership and political culture. The course will be offered in a seminar format, and students will explore a number of cases in environmental policy, drawn from such issues as the preservation of biodiversity, control of toxic materials, the construction of pipelines and regulation of scientific innovations.

Two questions will be posed at the beginning of the course and elaborated throughout:

- Was Garrett Hardin right when he identified the “tragedy of the commons” as dooming sustainable development, or can political discourse be restructured on a sustainable and cooperative basis to preserve the integrity of the planet? And,
- What role does environmental policy play within a complex political ecosystem, and how do policy makers balance the various stakeholders’ interests involved in the environmental debate?

Readings for this course will be a combination of classic texts drawn from

environmental literature and an array of material including government documents, assessment reports and popular journalism related to specific environmental issues.

Course Objectives:

By the end of this course, students should have explored future roles as practitioners in environmental politics and politics, whether as policy makers, project implementers and/or policy advocates. The seminar assignments will give them the opportunity to develop policy memo writing skills, work in teams to develop operational strategies to meet specific challenges, and engage in negotiations on key environmental issues. They will learn to identify stakeholders, define their own and their partners' essential interests, develop coalitions, and engage in bargaining strategies to obtain their objectives. Students will be introduced to the fundamentals of negotiation theory and will be expected to research in depth a key environmental issue and articulate the perspectives of a key stakeholder community.

University Regulations:

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, Student Discipline <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, Policies <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>.

70. In addition, consult Student Grievances <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts' grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, Student Appeals <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

Academic Integrity website (Arts): Academic Integrity http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): Academic Integrity <http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

Turnitin.com: Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

Texts:

There are no assigned texts for this course. It is recommended however that students buy the very short book assigned for the first class, as well as the book review assignment:

Kotter, John *Our Iceberg is Melting*, St. Martin's Press, 2006.

Carson, Rachel, *Silent Spring*, Houghton Mifflin 50th anniversary edition, New York, 2012.

Course Requirements, Expectations, and Standards:

Assignments:

Assignment #1: Students will produce a book review of a classic environmental text: Rachel Carson's *Silent Spring*. The review will attempt to explain why this book was so controversial at the time of publication, influential in creating the modern environmental movement, and still frames the discourse on Environmental Issues.

Due Date: Beginning of class on Wednesday **May 22** 2013 .

Assignment #2:

Policy Memorandum. A policy memo is a short paper addressed to a policy-maker, containing a concise analysis of a specific problem and a proposed strategic response. The memo should be roughly four pages long (double-spaced, 1000-1200 words).

Policy-Makers value concise and crisp recommendations. The student will be expected to propose a plan of action in order to consult the various stakeholders, balance the various interests at play and communicate the government's position to the public at large.

Due Date: Beginning of class on Wednesday **June 12** 2013.

Assignment #3:

Stakeholder Brief. Each Student will be assigned as Counsel to various stakeholder groups involved in a given environmental problem. The student will identify the core issues, risks and opportunities affecting their stakeholder and propose a strategy to advance these interests, through public advocacy, coalition building, and direct negotiations with other stakeholders. Students will be evaluated both on their written contribution and on their oral advocacy on behalf of their stakeholder group.

Due Date : Beginning of class on Wednesday **July 17** 2013.

Assignment #4

Research Paper. Each student will prepare a research paper on a key issue of environmental policy. Building on the skills developed in the Policy Memorandum and Stakeholder Brief, these papers will address the issue from the perspective of a practitioner, that is with a practical problem-solving orientation. Students will be required to prepare initially a 300-500 word research proposal, to set out the issue under consideration, and provide an initial bibliography.

Due Date: the Research Proposal is due at the beginning of class on Wednesday **June 26** .

Final papers are due on Friday **August 2**.

EVALUATION

1. Seminar Participation 10%
2. Book Review 10%
3. Policy Memorandum 20%
4. Stakeholder Analysis 25%
5. Research Paper Outline 5%
6. Research Paper 30%

Extra Credit:

Students can qualify for additional credit of up to an additional 10% of their final mark for volunteering to lead the discussion on a given reading in class or contributing relevant supplementary material to enrich the class discussion.

Late Policy: Papers which are submitted after the due date will be reduced by 5% per day. They will not be accepted if they are submitted later than 7 days after the deadline. Students may submit paper copies of their papers at the beginning of class or in the drop box at the Political Science office but are advised to send an electronic copy to the instructor at the same time, to verify the time of receipt.

Policy About Collaborative Work:

Students will be exploring case studies of environmental policies, at first collectively, and later as advocates for specific stakeholders on a given issue. As in any debate, students will be expected to do their best for their assigned clients, whether or not they fully sympathize with their own clients' or other stakeholders' positions. This includes acting at all times with civility and respect for others.

Seminar Participation

The quality and success of a seminar depends on the participants' thoughtful engagement in class discussions. Students are expected to complete all readings in advance, to attend all seminars, and to participate actively in course discussions. Warning: I reserve the right to ask individuals to answer questions or participate in discussions regardless of whether their hands are up.

Students who are interested in leading discussion on a given theme or reading should advise me by email in advance. The first to volunteer gets the assignment. This is not a summary of the reading, but requires a critical assessment of and response to the piece and suggested themes for the discussion. This leadership role may be acknowledged through the allocation of bonus points.

Students are particularly encouraged to bring to class and share with their classmates interesting and timely articles or other material that could enrich the discussion. This initiative may be acknowledged through the allocation of bonus points.

Schedule:**Week 1 May 8 2013 Our Iceberg is Melting**

Reading 1: John Kotter, *Our Iceberg is Melting Changing and Succeeding Under Any Conditions*, St. Martin's Press, New York, 2006.

This class will introduce the major themes of the course.

Week 2 May 15 The Tragedy of the Commons

Reading 1: **Garrett Hardin**, *The Tragedy of the Commons*, *Science* Vol. 162 pp 1243-1248.

Reading 2: Elinor **Ostrom**, *Governing the Commons*, Cambridge University Press, New York, 1990. Chapter 3 and 5.

Reading 3: Elizabeth **Kolbert**, “The Island in the Wind” *New Yorker*, July 7 2008.

Note: This class will explore whether Garrett Hardin was right when he identified the “tragedy of the commons” as dooming sustainable development. Can political discourse be restructured on a sustainable and cooperative basis to preserve the integrity of the planet?

Week 3 May 22 2013 The power of One

Reading 1: John **McPhee**, *Encounters with the Archdruid*, Farrar, Straus and Giroux New York 1971. pp 3-87.

Reading 2: Elizabeth **Kolbert**, “The Catastrophist” *New Yorker*, June 29, 2009.

Note: This class will explore the role of creative leadership in environmental policy making. The class will also review a number of the key concepts in environmental governance such as sustainability, resilience, and intergenerational responsibility.

Week 4 May 29 2013 The Blue Planet

Reading 1: Sheila **Jasanoff**, “Image and Imagination: the Formation of Global Environmental Consciousness”, in Miller and Edwards, *Changing the Atmosphere*, MIT Press 2001, pp 309-337.

Reading 2: Steve **McGuire**, “The Co-Evolution of Technology and Discourse: A Study of Substitution Processes for the Insecticide DDT”, *Organization Studies* 25 (1): 113-124 (2003)

Reading 3: Bob Paehlke, “The Environmental Movement in Canada” in Boardman and Van Nijnatten, *Canadian Environmental Policy and Politics* 2009, p. 2-12.

Note: This class will explore the origins of the Environmental Movement.

Book Reviews are due to be handed in at the beginning of class. The topic and background information for the development of the Policy Memo will be distributed.

Week 5 June 5 The Bully Pulpit

Reading 1: **Rosencratz and Conklin**, “National Policy”, pp 343-355 in Schneider, Rosencranz, Mastrandrea and Kuntz-Duriseti (eds), *Climate Change Science and Policy*, Island Press 2009.

Reading 2: **Mark and Luers** "Policy in California," pp. 356-364 in Schneider, Rosencranz, Mastrandrea and Kuntz-Duriseti (eds), *Climate Change Science and Policy*, Island Press 2009.

Reading 3: Fran **Pavley**, "California's Battle for Clean Cars," pp. 364-371 in Schneider, Rosencranz, Mastrandrea and Kuntz-Duriseti (eds), *Climate Change Science and Policy*, Island Press 2009.

Note: This class will discuss the opportunities and the challenges of addressing environmental issues through the powers of the state.

Week 6 Wednesday June 12 Think Global, Act Local.

Reading 1: **Ola Tjornbo**, Frances Westley, Darcy Riddell, “The Great Bear Rainforest Story”, *Social Innovation Generation Working Paper* 2010-01.

Reading 2: Lucie Edwards, “Paths out of Poverty Traps, A Case Study of the Goedgedacht Centre in South Africa”. Case Study prepared for *Social Innovation Generation*.

Note: This week will explore environmental governance at community scale. A case study will be presented for discussion by the class. Preparation of policy memoranda will also be discussed.

Week 7 June 19 Saving the Rainforest.

Reading 1: Paul **Wapner**, “Politics Beyond the State: Environmental Activism and World Civic Politics.” **World Politics** 47(3), 1995, pp. 311-340.

Reading 2: Paul **Wapner**, *Environmental Activism and World Civic Politics* SUNY Press 1996 pp 41-71.

Reading 3: **Keck** and Sikkink, *Activists Beyond Borders*, Cornell University Press 1998, Chapter 4. pp121-163.

Note: This class will discuss global environmental governance including the role of transnational environmental activist movements. Environmental issues rarely if ever respect borders. Does the environmental movement constitute a challenge to the sovereignty of the state?

The Policy Memos are due to be submitted at the beginning of class.

Week 8 June 26 2013 “The Opposite of Poverty is not Wealth. It is Justice.”

Reading 2: Eric **Helleiner**, “International Political Economy and the Greens”, *New Political Economy* 1:1 (1996):59-77.

Reading 3: Herman E. **Daly**, “Policies for Sustainable Development” in James C. Scott, *Agrarian Studies Synthetic Work at the Cutting Edge*, Yale University Press New Haven 2001.

Reading 4: Paul **Collier**, *The Plundered Planet Why we Must—And How we Can—Manage Nature for Global Prosperity* Oxford University Press, 2010. Chapters 1, 2 and 10.

Note: Is Sustainable Development a myth? This class will examine the Political Economy of the Environmental Policy. Is it possible to reconcile our modern economic system’s emphasis on growth and consumption with the planet’s biological limits to growth? Is it possible to bring the World’s poorest—the Bottom Billion—to a modest level of prosperity and protect the planet as well.

This class will involve a discussion of negotiation theory in preparation for the stakeholder debates later in the term. The themes of the stakeholder debates will be identified and students will be assigned to serve as Counsel to the various stakeholders by lot.

Week 9 July 3 2013 Wicked Problems

Reading 1: **Mike Hulme**, *Why We Disagree About Climate Change – Understanding Controversy, Inaction and Opportunity*, Cambridge University Press 2009, chapter 3, pp. 72-108 Chapter 6, pp 178-210.

Reading 2: Steven **Rayner**, “Wicked Problems, Clumsy Solutions—diagnosis and prescriptions for environmental ills, *Jack Beale Memorial Lecture*, ANSW, Sydney, Australia July 2006.

Reading 3: Silvio **Funtowicz and Jerry Ravetz**, “Science for a Post-Normal Age”, *Futures* 25: (1993): 739-755.

Reading 4: The Importance of Science in Addressing Climate Change, Letter of 18 scientists to the members of the U.S. Congress, January 28th, 2011, <http://www.climatewatch.org/2011/02/01/scientists-letter-to-congress-28jan2011/> AND Reply to “The Importance of Science In Addressing Climate Change,” CO2Science and 68 Signatories, February 08, 2011, [Climate Change http://www.co2science.org/education/truthalerts/v14/TruthAboutClimateChangeOpenLetter.pdf](http://www.co2science.org/education/truthalerts/v14/TruthAboutClimateChangeOpenLetter.pdf).

Note: This class will explore the role of science in the environmental policy debate. Are there other forms of knowledge which should be accorded a special status in making environmental policy?

Research proposals are due at the beginning of class.

Week 10 July 10 2013 Getting to Yes

Reading 1: **Marceau** and Bowman (eds.) “Canada: Winning as a Sustainable Energy Superpower” Vols I and II, Canadian Academy of Engineering [Documents http://www.cae-acg.ca/documents/VolumeI-HR.pdf](http://www.cae-acg.ca/documents/VolumeI-HR.pdf)

Note: This class will explore current hot button issues in Environmental Policy here in Canada. This will be done in the form of stakeholders’ debates over a few key issues.

Week 11 Getting to Yes II July 17 2013

This class will explore current hot button issues in Environmental Policy here in Canada. This will be done in the form of stakeholders’ debates over a few key issues.

Stakeholder Analysis papers are due at the beginning of class.

Week 12 July 24 2013 Mind the Gap!

Reading 1: **Nicholas Stern**, “The Dangers,” A Global Deal: Climate Change and the Creation of a New Era of Progress and Prosperity *PublicAffairs*, 2009, chapter 2.

Reading 2: Stephen **Schneider**, *Science as a Contact Sport*, National Geographic Society, Washington 2009 pp, 203- 232, 257-282.

Reading 3: **Mike Hulme**, *Why We Disagree About Climate Change – Understanding Controversy, Inaction and Opportunity*, Cambridge University Press 2009, pp. 211-247, 322-365.

Note: This class will explore the challenges of environmental policy-making when the facts are uncertain, values are in dispute, the stakes are high and decisions are urgent.