

INTERNATIONAL UNIVERSITY OF JAPAN
Graduate School of International Relations

Academic Year: 2013/2014

Term: Fall

Course	Course code ADC 6653	Course title Environmental Policy	
Name of Instructor	Jungbu Kim		Credit Number: 2
Instructor's contact Information	Office# 307 Phone # 541	Office Hours Tuesday and Thursdays 10:30- 11:30am	E-mail: j.kim@iuj.ac.jp
Class Schedule Day / Time	Mondays, 2:40-4:10pm and 4:20-5:50pm		

Course Description:

This class is designed to expose students to major debates over environmental policy process in the developing as well as developed countries with a focus on the way that different organizational, economic, institutional, social, and cultural factors play out to shape environmental policy and politics. For this purpose, the class applies theories of the public policy process into environmental policy and politics. Specifically, the class addresses key policy issues conspicuous in each of the stages of the environmental policy process, covering problem definition, policy formulation, decision-making, implementation, and evaluation/learning. While key relevant environmental issues are covered such as clean water and air, toxic and hazardous material, climate change, biodiversity, deforestation, and energy, different policy tools/instruments for dealing with environmental protection and sustainable development will be introduced. A major theme of the class will be that environmental policy is at the crossroad of differing/conflicting values and interests both of society and across countries, which typically go beyond technical rational analysis. To drive the point home, students will be able to use a mix of different theories of the policy process to develop a research paper on relevant environmental policy issues.

Learning Objectives:

- Students understand key environmental challenges in the 21st century;
- Students appreciate the political, economic and social context of environmental policy, recognizing different actors, values, and institutions;
- Students discern the importance of the complex interaction between science and politics in environmental policy making;
- Students identify and discuss different roles played by formal/informal actors/institutions in the environmental policy process;
- Students identify and compare different policy instruments/tools in dealing with environmental issues;
- Students appreciate the importance of collaboration/cooperation among public agencies and between the public and private sectors;
- Students become aware of newly emerging environmental governance, discerning the critical roles played by non-governmental actors in the domestic as well as international

settings; <ul style="list-style-type: none"> ● Students understand the importance of local knowledge and initiatives in dealing with environmental problems at various levels; and ● Students are able to apply public policy theories to explain environmental policies at their respective countries. 	
Career Relevance: This course will equip future government officials an essential understanding of the dynamics of environmental policy issues, dynamics, and policy tools, which will enable them to better navigate the challenging process of environmental policy process. Students with no environmental policy background will also benefit in terms of improved understanding of the policy process in general.	
Course Context or Rationalization: This course exposes students to theories of the public policy process developed in the Western countries and let students apply them into their respective country's environmental policy process. In such a way, the course covers environmental policy issues and processes in developing as well as developed countries.	
Delivery Methods: Each class meeting will consist of lectures, student presentation, and discussions. Class lecture will introduce required readings, emphasizing key issues to be discussed. Three students will present articles from the Weekly Readings List and lead class discussion. Depending on the number of students who signed in, the class will be formatted as a seminar. There will be about 6 quizzes at the beginning of the class throughout the term. On top of regular class meetings, a field trip to environmental facilities will be arranged.	
Assessment: <ul style="list-style-type: none"> ● Final Exam: 25% ● Research Paper: 50% ● Quizzes: 10% ● Presentations/<u>Participation</u>: 15% <ul style="list-style-type: none"> ● 96-100 A 90-95.9 A- ● 80-89.9 B+ 70-79.9 B ● 66-69.9 B- 60-65.9 C ● <60 F 	
Prerequisite: None	
Textbook(s)	Required: <ul style="list-style-type: none"> ● Norman J. Vig, and Michael E. Kraft (Eds.). 2013. <i>Environmental Policy: New Directions for Twenty-First Century</i>, 8th edition, CQ Press. ● Judith A. Layzer. 2012. <i>The Environmental Case: Translating Values into Policy</i>, 3rd edition, CQ Press. ● Wu, Xun, M. Ramesh, Michael Howlett, and Scott A. Fritzen. 2010. <i>The Public Policy Primer: Managing the Policy Process</i>. Routledge. Reference books/Journal Articles: Provided in Class Outline.
Class Outline	Week 1 [Oct. 7]: Introduction: Concepts of public policy process and environmental policy <ul style="list-style-type: none"> ● Layzer, Chapter 1 (pp. 1-18)*

- Vig and Kraft, Chapter 1 (pp. 1-29) *

Week 2 [Oct. 12]: Environmental problem definition and agenda setting

- Wu et al., Chapter 2 (pp.12-28) *
- Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy Sciences*, 4(2), 155-169. *
- Sabatier, P. A. (1988). An advocacy coalition framework of policy change and the role of policy-oriented learning therein. *Policy Sciences*, 21, 129-168. *
- Sarewitz, D. (2004). How science makes environmental controversies worse. *Environmental Science & Policy*, 7, 385-403.
- Garrett, H. (1968). Tragedy of commons. *Science*, 162(3859), 1243-1248.
- Layzer, Chapter 3 (pp.56-82)

Week 3 [Oct. 21]: Environmental policy formulation and design 1

- Wu et al., Chapter 3 (pp. 29-49) *
- Vig and Kraft, Chapter 10 (pp. 230-254) *
- McCann, L., Colby, B., Easter, K. W., Kasterine, A., & Kuperan, K. (2005). Transaction cost measurement for evaluating environmental policies. *Ecological Economics*, 52(4), 527-542.
- Goulder, L. H., & Parry, I. W. (2008). Instrument choice in environmental policy. *Review of Environmental Economics and Policy*, 2(2), 152-174.
- Layzer, Chapter 2 (pp. 28-55)
- Research paper topic due.

Week 4 [Oct. 28]: Environmental policy formulation and design 2

- Vig and Kraft, Chapter 9 (pp. 206-229)*
- Khanna, M. (2001). Non-mandatory approaches to environmental protection. *Journal of Economic Surveys*, 15(5), 291-324. *
- Koontz, T. M., & Thomas, C. W. (2006). What do we know and need to know about the environmental outcomes of collaborative management? *Public Administration Review*, 66 (Special Issue), 111-121.
- Prakash, A., & Potoski, M. (2011). Voluntary environmental programs: A comparative perspective. *Journal of Policy Analysis and Management* 31(1), 123-138.
- Layzer, Chapter 14 (pp. 414-446)

Week 5 [Nov. 4]: Environmental policy decision making

- Wu et al., Chapter 4 (pp. 50-65) *
- Kiker, G. A., Bridges, T. S., Varghese, A., Seager, T. P., & Linkov, I. (2005). Application of multicriteria decision analysis in environmental decision making. *Integrated Environmental Assessment and Management*, 1(2), 95-108. *
- Nilsson, M., & Dalkmann, H. (2001). Decision making and strategic environmental assessment. *Journal of Environmental Assessment Policy and Management*, 3(03), 305-327.
- Briassoulis, H. (1989). Theoretical orientations in environmental planning: An inquiry into alternative approaches. *Environmental Management*, 13(4), 381-392.
- Layzer, Chapter 11 (pp. 174-208)

Week 6 [Nov. 11]: Environmental policy implementation

- Wu et al., Chapter 5 (pp. 67-81) *
- Lester, J. P., & Bowman, A. O. (1989). Implementing environmental policy in a federal system: A test of the Sabatier-Mazmanian model. *Polity*, 21(4), 731-753. *

	<ul style="list-style-type: none"> • Imperial, M. T. (2005). Using collaboration as a governance strategy lessons from six watershed management programs. <i>Administration & Society</i>, 37(3), 281-320. • Webler, T., & Tuler, S. (2006). Four perspectives on public participation process in environmental assessment and decision making: Combined results from 10 case studies. <i>Policy Studies Journal</i>, 34(4), 699-722. • Layzer, Chapter 15 (pp.447-487) <p>Week 7 [Nov. 18]: Environmental policy evaluation</p> <ul style="list-style-type: none"> • Wu et al., Chapter 6 (pp. 82-99) * • Benneer, L. S., & Coglianese, C. (2005). Measuring progress: Program evaluation of environmental policies. <i>Environment: Science and Policy for Sustainable Development</i>, 47(2), 22-39.* • Ferraro, P. J. (2009). Counterfactual thinking and impact of evaluation in environmental policy. In M. Birnbaum & P. Mickwitz (Eds.), <i>Environmental Program and Policy Evaluation: New Directions for Evaluation</i>, 122, 75-84. • Caplow, S., Jagger, P., Lawlor, K., & Sills, E. (2011). Evaluating land use and livelihood impacts of early forest carbon projects: Lessons for learning about REDD. <i>Environmental Science & Policy</i>, 14(2), 152-167. • Layzer, Chapter 13 (pp. 383-413) <p>Week 8 [Nov. 25]: Environmental policy learning and change</p> <ul style="list-style-type: none"> • May, P. (1992). Policy learning and failure. <i>Journal of Public Policy</i>, 12 (4), 331-354. * • Fiorino, D. J. (2001). Environmental policy as learning: A new view of an old landscape. <i>Public Administration Review</i>, 61(3), 322-334. * • Tews, K., Busch, P., & Jörgens, H. (2003). The diffusion of new environmental policy instruments. <i>European Journal of Political Research</i>, 42(4), 569-600. • Arts, B., Leroy, P., & Van Tatenhove, J. (2006). Political modernisation and policy arrangements: A framework for understanding environmental policy change. <i>Public Organization Review</i>, 6(2), 93-106. • Layzer, Chapter 18 (pp. 556-565) <p>Week 9 [Dec. 2]: Progress review and presentations of research papers</p> <ul style="list-style-type: none"> • <u>Research paper due.</u> <p>Week 10 [Dec. 9]: Course examination</p>
<p>Others (if any) Class Activities and other Policies</p>	<p><u>Class Activities</u></p> <p>1. <i>Examination</i> There will be one in-class examination at the end of the term. The exam will cover the class readings and discussions, testing students’ understanding of the environmental policy issues and process. The exam will require creative thinking and problem solving capacities.</p> <p>2. <i>Class Exercises</i></p> <ul style="list-style-type: none"> • Quizzes: There are 6 quizzes to be administered at the beginning of the class meetings. Each of the quizzes will cover the required readings for the class. On the quiz, students are expected to demonstrate that they have read the materials for the week. Quizzes will be provided on dates at the instructor’s discretion. • Reading Presentations: For the majority of the class meetings, students

will present articles from the reading list. The instructor will enlist volunteers for presentation. The presenter is expected to prepare PowerPoint slides for about 20 minutes talk. The student may want to send the slides to the instructor before the class to get commented on.

- After the presentation, the students will lead class discussion over the learning points of the articles.
- **Field Trip:** There will be a field trip sometime in November to local waste treatment facilities. Details will be announced as the schedule is arranged.

3. *Term Project: Environmental Policy Research Paper*

Students as a group of three or four will develop an original research paper in the area of environmental policy issues. The students can either choose a research problem on their own or work on one provided by the instructor at the beginning of the term. The research paper will be presented at the end of the term.

Policies and Expectations

1. *Attendance:* Students are *required* to attend every class except for medical emergencies. If medical emergencies occur, please let the instructor know immediately through e-mail or phone. For everyone's benefits, please come to the class in time. The 15-minute quizzes begin on time.
2. *No cellphone use in class*
3. *Readings:* Reading is the most important part of the class. The amount of required readings is about 70-100 pages per week, which should be manageable. Please come to the class prepared to discuss the issues in the readings.
4. *Consultation with the instructor:* Students are encouraged to consult with the instructor if and whenever they have questions/issues with regard to the class, including, but not limited to, course readings, term paper development, class attendance, and the exam.
5. *Academic honesty:* This class follows the university guideline on plagiarism and cheating, which occurs in pages 16-7 of the ***CURRICULUM HANDBOOK for Students who enrolled in THE ACADEMIC YEAR 2013-2014***. Student is expected to give credit to the authors whose work she or he is relying upon. A simple rule is that if the student copies more than six consecutive words from the works by others, then she or he needs to make quotation marks on the copied portion and cite the source. If the student paraphrases the others' work, then she or he needs to cite the sources.