

INTERNATIONAL UNIVERSITY OF JAPAN
Graduate School of International Relations

Academic Year: 2016/2017

Term: Fall

Course	Course code ADC 6653	Course title Environmental Policy	
Name of Instructor	Lim, Seunghoo, Ph.D., MPA		Credit Number: 2
Instructor's contact Information	Office#: 313 Phone#: 414	Office Hours Wednesday 1:30-5:30pm or by appointment	E-mail: lim@iuj.ac.jp seunghoo.lim@gmail.com
Class Schedule Day / Time	Tuesday 6:00-9:10pm		

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 political, 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 and debated. 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 read and discuss a variety of case studies from developing and developed countries. They will also write a short case study on an environmental policy issue in their respective countries.

Learning Objectives:

The student in this class should learn to:

- understand key environmental challenges in the 21st century;
- appreciate the political, economic and social context of environmental policy, recognizing different actors, values, and institutions;
- discern the importance of the complex interaction between science and politics in environmental policy making;
- identify and discuss different roles played by formal/informal actors/institutions in the environmental policy process;
- identify and compare different policy instruments/tools in dealing with environmental issues, which include command-and-control regulations, market-based tools, and voluntary environmental programs;
- appreciate the importance of collaboration/cooperation in environmental management among public agencies and between the public and private sectors;
- understand newly emerging environmental governance, discerning the critical roles played by non-governmental actors in the domestic as well as international settings; and
- understand the importance of local knowledge and initiatives in dealing with environmental problems at various levels.

Career Relevance:

This course will equip future government officials in developing countries with 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. 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 the contemporary environmental challenges around the globe and enables them to understand environmental policies as processes involving diverse actors of different ideas and interests, where designing effective environmental governance will be critical. 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 and student presentations/discussions. Class lecture will introduce required readings, emphasizing key issues to be discussed. Two or three students will present articles and cases from the Weekly Readings List (as indicated by *). The presenting students will also lead case activities based on their presentations. Depending on the number of students who will have signed in, the class will be formatted as a seminar.

Assessment:

Students will be expected to be full participants in shaping the character of the seminar; and this requires all students to come to class prepared to discuss the readings for each session. There are four class requirements, and they are described in more detail in Class Activities.

Evaluation Requirements and Weights:

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| ■ Class Participation | 20% |
| ■ Discussion Leader Performance (Presentations) | 30% |
| ■ Final Research Paper or Environmental Policy Cases | 50% |

The final grade will be calculated as follows:

A = 94% and ↑	C+ = 78% - 79.9%
A- = 90% - 93.9%	C = 73% - 77.9%
B+ = 88% - 89.9%	C- = 70% - 72.9%
B = 83% - 87.9%	F = 69.9% and ↓
B- = 80% - 82.9%	

Prerequisite: None

Textbook(s)

Required:

- Vig, N. J., and Kraft, M. E. (eds.). (2015). *Environmental Policy: New Directions for Twenty-First Century*, 9th (Revised) Edition, CQ Press.
- Layzer, J. A. (2015). *The Environmental Case: Translating Values into Policy*. 4th (Revised) Edition, CQ Press.

Reference books/Journal Articles:

- Rosenbaum, W. A. (2014). *Environmental Politics and Policy*, Sage.
- Huang, J., and Gupta, S. (Eds.). (2014). *Environmental Politics in Asia: Perspectives from Seven Different Asian Countries*, World Scientific Publishing Company.
- Ercal, D. (Ed.). (1991). *Environmental Management in Developing Countries*, OECD.
- Bianchi, A., Cruz, W., and Nakamura, M. (Eds.). (2005). *Local Approaches to Environmental Compliance: Japanese Case Studies and Lessons for Developing Countries*, World Bank Institute.
- Handmer, J., and Dovers, S. (2013). *Handbook of Disaster Policies and Institutions: Improving Emergency Management and Climate Change Adaptation*, 2nd Edition, Routledge.
- Pelling, M. (2010). *Adaptation to Climate Change: From Resilience to Transformation*, 1st Edition, Routledge.
- Moser, S. C., and Boykoff, M. T. (Eds.). (2013). *Successful Adaptation to Climate Change: Linking Science and Policy in a Rapidly Changing World*, 1st Edition, Routledge.
- Boulter, S., Palutikof, J., Karoly, D. J., and Guitart, D. (Eds.). (2013). *Natural Disasters and Adaptation to Climate Change*, 1st Edition, Cambridge University Press.
- Shaw, R., Pulhin, J. M., and Pereira, J. J. (Eds.). (2010). *Climate Change Adaptation and Disaster Risk Reduction: Issues and Challenges*

	<p>(<i>Community, Environment and Disaster Risk Management, Book 4</i>), Emerald Group Publishing.</p> <ul style="list-style-type: none"> ■ Roberts, P. P. (2013). <i>Disasters and the American State: How Politicians, Bureaucrats, and the Public Prepare for the Unexpected</i>. Cambridge University Press. ■ Cohen, S. (2014). <i>Understanding Environmental Policy</i>, 2nd Edition, Columbia University Press.
Class Outline	<p><u>Week 1 [October 4, 2016] Introduction: Concepts of Public Policy Process and Environmental Policy</u></p> <ul style="list-style-type: none"> - Arrow, K., Bolin, B., Costanza, R., Dasgupta, P., Folke, C., Holling, C. S., ... & Pimentel, D. (1995). Economic growth, carrying capacity, and the environment. <i>Ecological Economics</i>, 15(2), 91-95. - Layzer (2012), Chapter 1 “A policymaking framework: Defining problems and portraying solutions in U.S. environmental politics” (pp. 1-18). - Rosenbaum (2014), Chapter 2 “Making policy: The process” (pp. 33-79). - Layzer (2012), Chapter 17 “Hurricane Katrina hits New Orleans: Disaster, restoration, and resilience” (pp. 515-555).* <p><u>Week 2 [October 11, 2016] Environmental Problem Definition and Agenda Setting</u></p> <ul style="list-style-type: none"> - Hardin, G. (1968). The tragedy of commons. <i>Science</i>, 162(3859), 1243-1248. - Hilgartner, S., & Bosk, C. L. (1988). The rise and fall of social problems: A public arena model. <i>American Journal of Sociology</i>, 94(1), 53-78. - Sabatier, P. A. (1988). An advocacy coalition framework of policy change and the role of policy-oriented learning therein. <i>Policy sciences</i>, 21(2-3), 129-168. - Fifer, N., & Orr, S. K. (2013). The influence of problem definitions on environmental policy change: A comparative study of the Yellowstone wildfires. <i>Policy Studies Journal</i>, 41(4), 637-654.* - Ingold, K. (2011). Network structures within policy processes: Coalitions, power, and brokerage in Swiss climate policy. <i>Policy Studies Journal</i>, 39(3), 435-459.* - Layzer (2012), Chapter 10 “Climate change: The challenges of international environmental policymaking” (pp. 270-307).*

Week 3 [October 18, 2016] Environmental Science, Values, and Policies

- Vig & Kraft (2013), Chapter 7 “Science, politics, and policy at the EPA” (pp. 158-184).
- Rosenbaum (2014), Chapter 4 “Common policy challenges: Risk assessment and environmental justice” (pp. 129-147).
- Sarewitz, D. (2004). How science makes environmental controversies worse. *Environmental Science & Policy*, 7, 385-403.
- Kirchhoff, C. J., Lemos, M. C., & Dessai, S. (2013). Actionable knowledge for environmental decision making: Broadening the usability of climate science. *Annual Review of Environment and Resources*, 38(1), 393-414.*
- Eden, S. (1996). Public participation in environmental policy: considering scientific, counter-scientific and non-scientific contributions. *Public Understanding of Science*, 5(3), 183-204.*
- van Overveld, P. J., Hermans, L. M., & Verliefde, A. R. (2010). The use of technical knowledge in European water policy-making. *Environmental Policy and Governance*, 20(5), 322-335.*

Week 4 [October 25, 2016] Environmental Policy Design 1: Command-and-Control

- Vig & Kraft (2013), Chapter 10 “Toward sustainable production: Finding workable strategies for government and industry” (pp. 230-237).
- Goulder, L. H., & Parry, I. W. (2008). Instrument choice in environmental policy. *Review of Environmental Economics and Policy*, 2(2), 152-174.
- Halter, F. (1991). Toward more effective environmental regulation in developing countries. In *Environmental Management in Developing Countries*, ed. by Denizahan Erocal, pp. 223-254, OECD.
- Rosenbaum (2014), Chapter 6 “Command and control in action: Air and water pollution regulation” (pp. 197-240).*
- Rosenbaum (2014), Chapter 7 “A regulatory thicket: Toxic and hazardous substances” (pp. 197-275).*
- Fujikura, R. (2005). Successful air pollution control in Japan: History and implications. In *Local Approaches to Environmental Compliance: Japanese Case Studies and Lessons for Developing Countries*, eds. by A. Bianchi, W. Cruz, and M. Nakamura, pp. 19-51, World Bank Institute.*

Week 5 [November 1, 2016] Environmental Policy Design 2: Incentive-Based

Tools

- Vig & Kraft (2013), Chapter 9 “Applying market principles to environmental policy” (pp. 206-229).
- Hahn, R. W., & Stavins, R. N. (1991). Incentive-based environmental regulation: A new era from an old idea. *Ecology Law Quarterly*, 18, 1-42.
- Eskeland, G. S., & Jimenez, E. (1992). Policy instruments for pollution control in developing countries. *The World Bank Research Observer*, 7(2), 145-169.
- Bell, R. G., & Russell, C. (2002). Environmental policy for developing countries. *Issues in Science and Technology*, 18(3), 63-70.*
- Layzer (2012), Chapter 14 “Market-based solutions: Acid rain and the Clean Air Act Amendments of 1990” (pp. 414-446).*

□ Proposal for *Final Research Paper or Case Memo for an Environmental Policy Issue* due.

Week 6 [November 8, 2016] Environmental Policy Design 3: Voluntary

Programs

- Khanna, M. (2001). Non-mandatory approaches to environmental protection. *Journal of Economic Surveys*, 15(5), 291-324.
- Prakash, A., & Potoski, M. (2007). Collective action through voluntary environmental programs: A club theory perspective. *Policy Studies Journal*, 35(4), 773-792.
- Blackman, A. (2010). Alternative pollution control policies in developing countries. *Review of Environmental Economics and Policy*, 4(2), 234-253.
- Blackman, A. (2008). Can voluntary environmental regulation work in developing countries? Lessons from case studies. *Policy Studies Journal*, 36(1), 119-141.*
- Blackman, A., Uribe, E., van Hoof, B., & Lyon, T. P. (2013). Voluntary environmental agreements in developing countries: the Colombian experience. *Policy Sciences*, 46(4), 335-385.*
- Layzer (2012), Chapter 15 “Ecosystem-based management in the Chesapeake Bay” (pp. 447-487).*

Week 7 [November 15, 2016] Environmental Policy Implementation

- Sabatier, P. A., & Mazmanian, D. 1980. The implementation of public policy: A framework of analysis. *Policy Studies Journal*, 8(S2), 538-560.
- Layzer (2012), Chapter 13 “Backlash: Wise use, property rights, and anti-environmental activism in the 1990s” (pp. 383-413).
- Lemos, M. C., & Oliveira, J. L. F. (2004). Can water reform survive politics? Institutional change and river basin management in Ceara, Northeast Brazil. *World Development*, 32(12), 2121-2137.*
- Koontz, T. M., & Newig, J. (2014). From planning to implementation: Top-down and bottom-up approaches for collaborative watershed management. *Policy Studies Journal*, 42(3), 416-442.*
- Arnold, G., & Fleischman, F. D. (2013). The influence of organizations and institutions on wetland policy stability: The Rapanos case. *Policy Studies Journal*, 41(2), 343-364.*

Week 8 [November 22, 2016] Environmental Policy Evaluation

- Benneer, L. S., & Coglianese, C. (2005). Measuring progress: Program evaluation of environmental policies. *Environment: Science and Policy for Sustainable Development*, 47(2), 22-39.
- Ferraro, P. J. (2009). Counterfactual thinking and impact of evaluation in environmental policy. In M. Birnbaum & P. Mickwitz (Eds.), *Environmental Program and Policy Evaluation: New Directions for Evaluation*, 122, 75-84.
- 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.*
- Lubell, M. (2003). Collaborative institutions, belief-systems, and perceived policy effectiveness. *Political Research Quarterly*, 56(3), 309-323.*

Week 9 [November 29, 2016] Environmental Policy Learning and Change

- John C. Thomas. 2012. *Citizen, Customer, Partner: Engaging the Public Management*. M. E. Sharpe.
- John C. Thomas. (1995). *Public Participation in Public Decisions: New Skills and Strategies for Public Managers*. Jossey-Bass.
- John C. Thomas. (1993). Public involvement and governmental

	<p>effectiveness: A decision-making model for public managers. <i>Administration & Society</i>, 24(4): 444-469.</p> <ul style="list-style-type: none"> - John C. Thomas. (1990). Public involvement in public management: Adapting and testing a borrowed theory. <i>Public Administration Review</i>, 50(4): 435-445. - Laurian, L. (2004). Public participation in environmental decision making: Findings from communities facing toxic waste cleanup. <i>Journal of the American Planning Association</i>, 70(1): 53-65.* - Rydin, Y. and Pennington, M. (2000). Public participation and local environmental planning: The collective action problem and the potential of social capital. <i>Local Environment</i>, 5(2): 153-169.* - Murdock, B.S., Wiessner, C., and Sexton, K. (2005). Stakeholder participation in voluntary environmental agreements: Analysis of 10 project XL case studies. <i>Science, Technology, & Human Values</i>, 30(2), 223-250.* <p><u>Week 10 [December 6, 2016]</u> Final Research Paper or Case Memo for an Environmental Policy Issue Presentations.</p> <p><u>[December 10, 2016]</u> Final Research Paper or Case Memo for an Environmental Policy Issue due.</p>
Others	<p>■ Class Activities</p> <p>□ <i>Article/Book Chapter Presentations (30%):</i></p> <p>During the second session, four students/teams will present journal articles or book chapters as indicated by * in the course schedule in the previous pages. The instructor will enlist volunteers for presentation at the first meeting of the class. The presenter is expected to prepare PowerPoint slides for about 15 minutes talk. The students may want to send the slides to the instructor one or two days before the class to get commented on. After the presentation, the presenters will lead the class discussion. The students will be also required to write questions that cover the assigned readings. These questions should help us discuss key ideas, how the article fits in the historical development of the approach, and how it is relevant to current environmental debate or not. Questions that ask class members to recite factual material are not appropriate for our discussion. Rather the questions could ask about the choices made in the research, and critique and assess the readings. What are their strengths and weaknesses? How do they connect to other policy process theories or environmental practices? What is creative about the scholarship? How well do the research design and methods answer the research questions? How does the study advance the theory it</p>

uses, and our understanding of environmental policy issues? What criticisms can be made of the approach and article?

Of course, all other students are expected to participate in these discussions with their own reflections and critiques of the journal articles and the book chapters. Needless to remind you that in a graduate seminar such as this, students are expected to have completed the readings before the class regardless of whether they were assigned to lead a discussion or not.

Class Participation (20%):

Class participation grades are assigned by the instructor based on four criteria: (1) class attendance, (2) the extent to which you ask questions or make comments/critiques in class that show you have done the readings, (3) your responses to questions asked by the instructor, and (4) your contributions in class on topics related to our weekly themes and discussions.

Final Research Paper or Case Memo for an Environmental Policy Issue (50%):

Final Research Paper

Each student (the second-year student for developing his/her own thesis related to any environmental topics) or students as a group (up to three students) will develop an original research paper. Students are free to choose on environmental issues either in a developing or developed country, or at the international level. The group members and its topic should get approval from the instructor no later than the 5th week of the class (Your submission of a short description of the paper by November 1st will allow Dr. Lim to give feedback and guidance on your research before receiving the final paper). The project paper should be no longer than 8,000 words, inclusive of the title, references and tables, and exclusive of appendices. The paper should use the style guide of the American Psychological Association (APA):

<https://www.library.cornell.edu/research/citation/apa>

or

Case Memo for an Environmental Policy Issue

Students will write and present a case memo for an environmental policy issue from their respective country. As long as it is a relevant environmental issue, there is no restriction in the choice of the topic.

- The case study is supposed to focus on one environmental policy issue in the student's home country and deal with one or more of the key class subjects as lectured and discussed over the term (ex, environmental science and values, policy designs, policy evaluation, etc.);
- Students are expected to demonstrate their theory-based understanding of the policy issue and related process;
- For this exercise, the student's 500-word proposal needs to get approved

- by Dr. Lim by November 1st, in person or via email; and
- The completed case study, due on the 10th week of the term, shall be no more than 4,000 words for a single student, 6,000 words for two students, and 8,000 words for three students, including tables and references.

■ Policies and Expectations

1. Attendance

Excused absences include documented illnesses, deaths in the immediate family and other documented crises, call to active military or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. I do keep track of attendance, and ask that you notify me when you are not going to be in class. Attendance is a factor in the class participation grade.

2. Readings and Class Sessions

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. The class sessions will be interactive; you learn better by participating and articulating your ideas. Thus it is important that you complete the required readings by the date assigned, and that you use the class setting to overcome any stage fright you have about public speaking. The class will be more interesting and beneficial to everyone if you take responsibility for speaking up.

3. 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. Both direct meetings with the instructor and email communications are welcome. Please, refer to the office hours and instructor's contact information in the 1st page of this syllabus.

4. Academic Honesty

The University Honor Code (see IUJ CURRICULUM HANDBOOK) applies to all work in the course. To be acceptable, the written work you submit must reflect your own ideas and be written in your own words. Academic dishonesty includes, but is not limited to:

- *Plagiarism:* quoting or paraphrasing the ideas or opinions of others without appropriate attribution in text citations and a reference list. This includes books, journal articles, conference presentations, published or unpublished papers and

web-based materials.

- *Fraud*: submitting work that was not prepared by you, or which you have previously submitted for another class.
- *Cheating*: giving help to other students, or asking them for it, on the final examination.

The consequence of academic dishonesty is a grade of F on the assignment in question, and being reported to the University Academic Honor Committee.

5. Students with Disabilities

If students need special assistance/support in regards to disabilities, please let the instructor and the Office of Academic Affairs know immediately.

6. Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advance notice. Additional readings and class discussion material may be added during the semester.