

Appendix 4: SOS 321
Policy and Governance in Sustainable Systems
Tuesdays and Thursdays, 12:00 – 1:15 PM
PSH 153

University of Arizona

Instructor: Michael Schoon

Office Hours, Mondays, 10:00-11:00 AM, Tuesdays 11:00 – 12:00 PM, Wrigley Hall 442

Course Description

Policy and governance in sustainable systems requires integration of theory and practice, as well as micro-level institutional analysis and macro-level policy analysis. All too often solutions are conceived for micro-level problems with limited attention paid to the macro issues. The purpose of this class is to expose students to US and global sustainability issues and policy prescriptions. Using two lenses, institutional analysis and policy analysis, students will apply a broad understanding of sustainability governance to specific issues in the region. We are partnering with ASU's Sustainable Cities network to provide solutions for municipalities in the Phoenix metro area. Students will conduct policy and institutional analyses for them. This class provides students a unique opportunity to integrate theory and practice in the real world of sustainability policy. Student will work to help find solutions to real world problems. Throughout the semester we will explain what exactly that means.

Course Objectives

Students learn to utilize theories of governance and public policy on environmental issues and the creation of sustainable policy to understand a local issue. Students conduct policy analysis integrating concepts of governance and sustainability directly with real world sustainability issues. Students understand the history of environmental and sustainability policy, how to analyze policy issues, and how to present academic theory and evidence to a practitioner audience.

There are three broad objectives for this course:

- 1) To provide students with an understanding of the “big ideas” in the study of human-nature interactions and be familiar with a number of issues in the environment;
- 2) To provide students with an understanding of some of the methods for evaluating and studying governance and policy in sustainable systems; and
- 3) To provide students with real world application.

To facilitate achieving these three broad objectives, students will have a variety of tasks to secure this knowledge. Ultimately, success in our professional lives comes down to three skills – critical thinking, oral persuasion, and written communication. The assignments in this class will work on improving our abilities in each.

Typical Class Format

Most class sessions are structured around the following format:

Announcements, Framing the class session – 5 minutes

Discussion Leads – 10 minutes

Lecture – 45 minutes

Think-Pair-Share – 15 minutes (2 minutes thinking, 5 minutes with partners, 7 minutes sharing)

Wrap-Up – 5 minutes

Textbooks

1) Bickers, Kenneth and John T. Williams. 2001. Public Policy Analysis: A Political Economy Approach. Houghton-Mifflin. Relevant chapters will be available on Blackboard. Referenced as (B&W).

2) Chasek, Pamela S., David L. Downie, and Janet Welsh Brown. 2010. Global Environmental Politics. 5th edition. Westview Press. The ebook (full text on-line) is accessible through ASU libraries. Available in the bookstore and online, i.e. at Amazon. Referenced as (CDB).

Class	Date	Topics	Readings and Assignments Due
Week 1	1/14	Introduction to Environmental Policy and Sustainability Key Points: <ul style="list-style-type: none"> • What is environmental policy? • How does this relate to sustainability? 	Kraft Chapter 1 (See Blackboard for all readings except main text book) Syllabus
	1/16	Introduction to Public Policy Analysis Key Points: <ul style="list-style-type: none"> • What is the difference between government and governance? • What is the ultimate test of public policy? 	Bickers and Williams (B&W), Ch 1&2
Week 2	1/21	Democracy and Problems of Collective Action Key Points: <ul style="list-style-type: none"> • What are some of the problems of democracy? • What are examples of collective action problems in environmental issues? • What is the prisoner’s dilemma? 	B&W, Ch 3 and 4 QUIZ 1
	1/23	Introduction to Community Research Projects	
DUE: CODE OF CONDUCT/WORKING PLAN – JAN 28 AT NOON			
Week 3	1/28	Government and Collective Action Key Points: <ul style="list-style-type: none"> • When is the government a good solution to collective action dilemmas? In the environment? 	B&W Ch. 5 QUIZ 2
	1/30	Project 1 Overview	Project Reading 1
Week 4	2/4	Markets and Collective Action &	B&W Ch. 6 & Ch. 7

		Limitations of Markets Key Points: <ul style="list-style-type: none"> • What are some examples of market solutions to environmental challenges? • What are environmental examples of a public good? Of a CPR? 	QUIZ 3
	2/6	Project 2 Overview	Project 2 Reading
Week 5	2/11	Policy Analysis in America Key Points: <ul style="list-style-type: none"> • What are the differences between top-down and bottom-up governance? 	B&W Ch. 8 QUIZ 4
	2/13	Project 3 Overview	Project 3 Reading
Week 6	2/18	State (and local) Policymaking Key Points: <ul style="list-style-type: none"> • How different are the local and international policy areas? 	Doughman (2007) Jacobs & Holway (2004)
	2/20	Project 4 Overview	Project 4 Reading
DUE: PROBLEM ANALYSIS – FEBRUARY 25 AT NOON			
Week 7	2/25	Intro to Global Environmental Politics Key Points: <ul style="list-style-type: none"> • What has caused the emergence of global environmental politics? 	Chasek, Downie, and Brown (CDB) Ch. 1 QUIZ 5
	2/27	Science and Policymaking Key Points: <ul style="list-style-type: none"> • What are some of the challenges between scientists & policymakers? 	Steel et al. (2004) Miller (2009)
Week 8	3/4	Actors in Global Environmental Politics Key Points: <ul style="list-style-type: none"> • What are some of the important points of interaction between domestic and international actors? 	CDB Ch. 2 QUIZ 6
	3/6	International Regimes – Climate Change Key Points: What can we expect from an international climate regime?	CDB Ch. 4 (pp. 179-200)
Week 9	3/11 3/13	SPRING BREAK	
Week 10	3/18	Parks and Peoples – The Great Debate Key Points: <ul style="list-style-type: none"> • What are the consequences of the parks-peoples conflict? DEBATE FORMAT	Brockington et al (2008) & Kramer et al (1997) – pro-biodiversity; Brechin et al (2003)

			– pro-development
	3/20	International Regime Species & Habitat Key Points: <ul style="list-style-type: none"> • What is the role of sovereignty in international natural resource management? 	CDB Ch. 5 (pp. 203-245) QUIZ 7
Week 11	3/25	Community-based Natural Resources Management (CBNRM) Key Points: <ul style="list-style-type: none"> • What are some of the key lessons learned from the CBNRM and their policy implications? 	Berkes (2007); Blaikie (2006)
	3/27	Group Presentation to External Panel Groups will present their research on project solutions to project stakeholders	
Week 12	4/1	Group Presentation to External Panel Groups will present their research on project solutions to project stakeholders	
	4/3	Group Presentation to External Panel Groups will present their research on project solutions to project stakeholders	
Week 13	4/8	International Regime Formation Key Points: <ul style="list-style-type: none"> • How do we measure the effectiveness of an international environmental regime? 	CBD Ch. 6
	4/10	Adaptive Management Key Points: <ul style="list-style-type: none"> • What is adaptive management, and how can it be put into practice? 	CDB Ch. 6 & Lee (1993) QUIZ 8
DUE: POLICY BRIEF – APRIL 15 AT NOON			
Week 14	4/15	Land-use in Arizona: Policies and Trends Key Points: <ul style="list-style-type: none"> • What can we learn from Arizona’s land-use legacies? Guest Lecturer: Milan Shrestha	Redman and Kinzig (2008); Sheridan (2001)
	4/17	Environmental Peacemaking Key Points: What is environmental peacemaking and does it exist?	Conca and Dabelko (2002) QUIZ 9
Week 15	4/22	Beyond the Tragedy of Commons: Management of Commons Key Points: <ul style="list-style-type: none"> • Why is the Tragedy of the 	Dietz et al (2002); Schlager & Ostrom (1992)

		Commons so popular? • Why is it not wholly accurate?	
	4/24	Population and Development Key Points: • How is the concept of sustainability evolving?	CDB Ch. 7 QUIZ 10
Week 16	4/29	The Future of Global Environmental Governance Key Points: • What is the relationship between globalization and the environment?	CDB Ch. 8
	5/1	Review Session and Catch-Up	
DUE: FINAL EXAM – MAY 5 AT NOON			

Expectations

Readings should be done prior to class. The course is designed, so that Tuesdays are primarily focused on theory and Thursdays on real-world practice. You are expected to participate in discussions on both dimensions. This is a unique opportunity to engage directly with *real policymakers* from both NGOs and state/local government. Remember that you are seen as a representative of the class as a whole, the School of Sustainability, and ASU when you interact with our policymaking partners. You are expected to practice professional and respectful communication and behavior on campus and off. The class project is not an academic exercise. We have been asked for our help. Your recommendations may lead to real policy development in 2014.

Assignments

The Group Project

Projects 1-4 are all part of a group project. For those that think of group projects as the bane of their existence, do not despair. The project is structured to alleviate many group problems. Project 1 is designed to “force” the group to come together and mitigate problems in advance. Project 2 is structured to help get various aspects of the project complete. By the time Project 3 comes around, the groups should be functioning well.

This year, we will be engaging in a grand experiment. We will work with GIOS’s Sustainable Cities Network to partner with municipalities around the valley on a number of substantive Sustainability topics.

Stakeholders will present an introduction to each of the topical areas early in the semester. After that, we will have group sign ups for the topics. Teams will be selected based on interest on a first come-first serve selection. We will try to match students to the project of their choice. However, the actual teams will be selected by the faculty.

Project #1- Code of Cooperation -Due *Tuesday, January 28* by noon via Blackboard (5 points)
Your group is to agree and write a code of cooperation based on class discussions on team building. Your team’s code of cooperation should include all actions and items that you have

all agreed to that will allow your team to successfully work together. Consider how you will arrange to meet, how you will approach the work involved for your project and, importantly, how you will deal with any conflict that arises or with members that are not abiding by the Code of Cooperation to which you have all agreed. This assignment will include splitting up the project into individual tasks, which will become the main work in Project 2. Should be approximately 1-3 pages double-spaced with 12 point Times New Roman font. This is teamwork. Each team needs to turn in only **ONE** copy (with one member of your team) on Blackboard.

Project #2- Problem Analysis and Solution Identification-Due *Tuesday, February 25* by noon via Blackboard (15 points)

Students will all work from a problem description developed by their group as a follow-up from Project 1. Each individual will present preliminary findings from their analysis of a section of the group assignment. The specific section of the group project each student will focus on will be defined during Project 1. Frame the problem that needs to be solved and discuss the findings. Students are expected to use academic citations. Should be approximately 1-3 pages double-spaced with 12 point Times New Roman font. See rubrics for guidance about grading criteria. This is an individual assignment. Every student needs to turn in his/her analysis on Blackboard.

Project #3- Group Presentation - Due *March 27 – April 3, in class*. Time slot for presentation scheduled in class. (20 points – 15 points for the group, 5 based on peer evaluation)

Students present their solution and final report as a group. Talks will be 15 minutes long with 5 minutes for Q&A. For a group of four, two students should present, and two students should lead the Q&A. See rubrics for guidance about grading criteria. As noted, 5 points of each grade will be based on anonymous peer evaluation of the other members of the group.

Project #4- Policy Brief -Due *Tuesday, April 15 at noon* via Blackboard. (15 points)

Students are expected to include 5 academic and 5 professional citations. Should be approximately 5-8 pages double-spaced with 12 point Times New Roman font. This is an individual assignment so be sure to start fresh. *Do not use text from the prior assignments*. You may use sources from prior work. This work will build upon the group projects, particularly the Problem Description and the Presentation. In this paper, individuals will focus on their individual aspects of the group project research. See rubrics for guidance about grading criteria.

Discussion Leads

Everyone will be assigned a class sessions to serve as a discussion lead. Most classes will have 3 discussion leaders. Discussion leads will have three roles or tasks.

The first task will be to meet with me in the days before your class session, typically at least 2 days beforehand. These meetings will be short, but important. It will benefit you if you can read the readings prior to this meeting.

The second part will require carefully reviewing the readings for your class session. You will then write a 1-page memo on the readings, guided by our meeting and the key questions that I have identified for the class period. The memo should accomplish several things. First, it should provide initial answers to the questions. Second, it should raise any questions or areas that were unclear. Third, it should provide “access” points for a facilitated discussion in class. Feel free to

discuss any differences or disagreements that you have with the author, weak arguments, etc. The memos will **be due by 4 PM the day before the class that they discuss**. If you were to write a memo for the August February 18th class on State Policymaking, for instance, I should have the memo via email by 4 PM on the 17th.

The third part will take place in class. The Discussion Leads for a given class will lead the class discussion. This should introduce the topic, provide initial answers to the key questions that I raised for the day's readings, and bring forward any other issues. This will cover roughly 10 minutes. Discussion leaders should coordinate before class. You may use PowerPoint or other visualization media, but this is not required. It should draw directly from your memo. This will lead directly into the "think-pair-share" period.

Grading for the leads will be in three tiers: 100%, 90%, or 75% depending on thoroughness, timeliness, and effort.

Rapporteur Memo

Rapporteurs' tasks are to take notes at meetings of importance. I (hopefully, we) hold our class sessions to be important. In parallel to the Discussion Leads, the Rapporteurs will keep track of discussion in class. In particular, they will note areas of confusion, questions that need further exploration, and important points that were raised. I'm interested in the main points being raised and issues in need of further clarification.

The Rapporteurs will clean up their class notes and submit in memo format before the next class. Again, using the February 18th class as an example, if you acted as Rapporteur for this class, the memo would be due before class on the 20th. These will then be posted to our Blackboard site for the class to use in their studying.

Grading will be in two tiers: 100% or 75% depending on thoroughness, timeliness, and effort.

Quizzes

There will be 10 quizzes throughout the semester. Some are take-home and some in-class. You may only make up quizzes if you notified the instructor of your absence prior to class and received approval for a makeup. Quizzes are worth 1.5 points each.

Final Examination You will have one exam during the semester – a comprehensive final. If something is on the syllabus *or* is covered in class, you are expected to know it for the exam. Make-ups for exams will only be given by the instructor for illness of the student or death in the student's immediate family; all make-ups will be ORAL exams. If the student does not take the exam on the date scheduled or an approved make-up, they will receive a grade of 0. Exams may cover materials in the assigned readings, in lectures, in handouts, or in presentations by guest speakers.

Class Participation: Every student starts off with "full points" for this portion of their grade. Excessive absences or not participating in class discussions will lead to loss of points.

Assignments	Points
Code of Conduct/Group Work Plan	5

Quizzes (10)	15
Problem Analysis/Prospectus (individual)	15
Group Presentation	15
Policy Briefs (individual)	15
Discussion Lead	10
Rapporteur Memo	5
Final Exam	15
Class Participation	5
	100

Required Readings – To be found on Blackboard

- Berkes, Fikret. (2007). Community-based conservation in a globalized world. *Proceedings of the National Academy of Sciences* 104 (39):15188-15193
- Blaikie, P. (2006). Is Small Really Beautiful? Community-based Natural Resource Management in Malawi and Botswana. *World Development* 34 (11):1942-1957.
- Brechin, Steven R., Peter R. Wilshusen, Crystal L. Fortwangler, & Patrick C. West (2003). Conservation and Development at the Turn of the Twenty-First Century – Chapter 1. In *Contested Nature: Promoting International Biodiversity with Social Justice in the Twenty-First Century*, pp. 1-22, State University of New York Press: Albany.
- Brockington, Dan, Rosaleen Duffy, & Jim Igoe. (2008). The Imperative for Conservation – Chapter 3. In *Nature Unbound: Conservation, Capitalism, and the Future of Protected Areas*, pp. 47-62, Earthscan Press: London.
- Conca, K. and G. Dabelko. (2002). Environmental Peacemaking. pp. 1-22, The Johns Hopkins University Press: Baltimore.
- Dietz, T. et al. (2002). The Drama of the Commons, Chapter 1. In E. Ostrom, T. Dietz, N. Dolsak, P. Stern, S. Stonich, and E. Weber (eds.), *The Drama of the Commons* p. 3-35, Washington, DC: The National Academy Press.
- Doughman, P.M. (2007). California’s Climate Change Policy: Raising the Bar. *Environment* 49 (7): 34-43.
- Jacobs, K. and J. Holway. (2004). Managing for sustainability in an arid climate: Lesson learned from 20 years of groundwater management in Arizona, USA. *Hydrogeology Journal* 12, 52-65.
- Kraft, M. (2011). Environmental Problems and Politics. In *Environmental Policy and Politics*, 5th Ed. Pp. 1-25. Boston: Longman.
- Kramer, Randall, Carel van Schaik, & Julie Johnson. (1997). Minimizing Species Loss: The Imperative of Protection – Chapter 2. In *Last Stand: Protected Areas and the Defense of Tropical Biodiversity*, pp. 15-35, Oxford University Press: Oxford.
- Lee, Kai. (1993). *Compass and Gyroscope: Integrating Science and Politics for the Environment*. pp. 51-86, Washington, DC: Island Press.
- Miller, N. (2009). Uncertain science – uncertain politics. In *Environmental Politics: Stakeholders, Interests and Policymaking*. 2nd edition, p. 131--148, London: Routledge.
- Redman, C. L. & A. P. Kinzig. (2008). Water can flow uphill: A narrative of Central Arizona. In Redman, C. L., & Foster, D. R. (eds.) *Agricultural Landscapes in Transition: Comparisons of Long-term Ecological and Cultural Change*. Oxford University Press, New York, NY, pp 238-271

- Schlager, E. and E. Ostrom. (1992). Property Rights Regimes and Natural Resources: A Conceptual Analysis. *Land Economics* 68 (3): 249-262.
- Sheridan, T. E. (2001). Cows, condos, and the contested commons: The political ecology of ranching on the Arizona-Sonora borderlands. *Human Organization*, 60(2), 141-152.
- Steel, B., P. List, D. Lach, and B. Shindler. (2004). The role of scientists in the environmental policy process: a case study from the American west. *Environmental Science & Policy* 7 (1):1-13.
- West, P., J. Igoe, and D. Brockington. (2006). Parks and Peoples: The Social Impact of Protected Areas. *Annual Review of Anthropology* 35 (1):251-277.

Writing

Students are expected to use the APA style of citation in this class. Please refer to ASU Library's page for advice about this format

(<http://libguides.asu.edu/content.php?pid=3172&sid=16506>).

Students are encouraged to seek help with the Writing Center, TA, or instructor prior to turning in an assignment. There are no "re-writes" in this course, so ask questions prior to the due date.

Academic Integrity, other policies, marking rubrics
(excluded here)