
ENVIRON 803K Environmental**Policy Process****Spring 2019**

**Dates / course meeting time:** 150 minutes of contact time per week for 14 weeks**Academic credit:** 3**Course format:** Lecture & Separately Scheduled Discussion

Instructor's Information

Kathinka Frst, Adjunct Assistant Professor of Environmental Policy, Duke Kunshan University.

Dr. Frst is an environmental law and regulation researcher with interest in environmental policy processes, law enforcement and compliance and the role of civil society actors in environmental governance processes.

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What is this course about?

This course provides an introduction to and overview of the environmental policy process. The first part of the course introduces the environmental policy process with case studies from different countries exemplifying regional differences. The second part of the course introduces various aspects and challenges in the design and formation of environmental policies with focus on the role of science and scientific uncertainties, pressure from various interest groups, public participation in policy making, environmental policy instruments and tools to forecast the impact(s) of environmental policies. The third part of the course focuses on implementation and tools to evaluate the impact of environmental policies. The fourth part of the course discusses the formation of international environmental policies and their impact on national priorities. Throughout the course case studies from jurisdictions across the globe will be used to exemplify the practical implications of these theoretical frameworks and challenges in areas such as pollution control, climate change, conservation and natural resource management.

A field trip will be integrated into this course in order for the students to experience firsthand some of the challenges environmental policy makers and/or implementers are facing in China today. We will visit a local environmental protection bureau and a local environmental NGO to learn more about how these different stakeholders interact with the environmental policy process in China.

Students taking this course will also obtain substantial knowledge on environmental communication strategies utilized by various stakeholders in different parts of the environmental policy process seeking to leverage various policy outcomes. During this course, we will examine the role of environmental communication in environmental policy processes. We will explore various environmental communication

tools and techniques and examine how different stakeholders utilize various communication strategies in their efforts to obtain certain policy outcomes.

What background knowledge do I need before taking this course?

No prerequisite required.

What will I learn in this course?

Through participation in this course, you will obtain theoretical and practical skills that will enable you to:

- Define and explain environmental policy process cycles.
- Recognize different interest groups involvement in environmental policy processes, and the ability to explain their impact on environmental policies outcomes.
- Compare and contrast environmental policy challenges and develop the ability to design policy tools to overcome such challenges
- Recognize different environmental policy choices, tools and evaluation frameworks and develop the ability to utilize these tools in different environmental policy process scenarios.
- Recognize different approaches to environmental communication, including strategic tools and methods to effectively engage in communication with different stakeholders on different environmental policy issues.
- Formulate communicative tools to support environmental policy suggestions.
- Execute self-directed research and learning about environmental policy processes and environmental communication.

How will I know if I have met the objectives of this course?

A number of different types of assignments will be used to evaluate student mastery of the learning objectives in this class. First, students are expected to actively engage in class discussion. Second, each student will prepare a presentation of the assigned reading material (for one week) and a summary of the discussions during the class. For this assignment, the student is expected to demonstrate their understanding of the material and critical thinking about the subject. This assignment will also assess the ability of the student to effectively summarize and present the main arguments in the assigned readings and the ability of the student to extract, summarize and effectively convey to others the main issues debated during a discussion.

Third, students will write a reflective analysis based on their observations from the field trip. The reflective analysis will aid the student in linking the theoretical frameworks and challenges studied in the reading material and discussed during classes into real-life challenges for environmental policy makers/implementers in China. Fourth, students will develop and present a project focusing on a strategy to change a specific environmental policy issue. The project will consist of two parts. First a presentation in the format chosen by the student him/herself (i.e. policy memo, PPT, poster campaign, infographic, op-ed, video, social media campaign). The student will introduce this presentation during the last class of this course. The second part of the project consists of a paper in which the student accounts for the chosen communication strategy and how he/she envisions that it will be effective in influencing the targeted stakeholder to obtain the desired policy outcome. The project will help students to develop their research skills, their ability to conduct critical and innovative thinking, and their ability to produce a communication strategy enabling an envisioned policy change.

How can I prepare for the class sessions to be successful?

In order to prepare for the classes, students need to read all assigned material. Students are also required to conduct independent research to identify relevant cases and examples in preparation for group discussion. On some occasions, the instructor will recommend that students watch documentaries as background material for the class. The instructor will provide copies of the documentaries and arrange for a viewing. This particular activity is not compulsory.

What required texts, materials, and equipment will I need?

Layzer Judith A. (2016): *The Environmental Case: Translating Values Into Policies*. Fourth edition. Sage.

Hansen, Anders, and Robert Cox, eds. *The Routledge handbook of environment and communication*. Routledge, 2015.

Other materials may be provided, as determined by the instructor. Other course readings will be available on the course SAKAI site. Readings will include current research papers as well as papers from international organizations and policy institutions. Students are expected to read the chapters and papers before class and be prepared for class discussion.

What optional texts or resources might be helpful?

Students are also encouraged to select readings from the international media that cover global environmental news. The instructor will also provide copies of relevant documentaries that students are recommended to watch in preparation for the course.

How will my grade be determined?

Students are expected to finish reading course materials before class, prepare material as instructed, and provide a summary of readings, lecture and class discussion on at least one occasion. Students are also required to write a reflective analysis sharing their impressions from the fieldtrip in relation to the theoretical framework and issues discussed in the class. Throughout the course, students will work on a strategy to influence a particular stakeholder about an environmental topic (chosen by the student) in a particular part of the environmental policy process. The strategy itself, the explanation for the strategy, and the presentation of the strategy will be the final output of the class. The course grade will be based on:

Classroom participation (20%):

Students are required to read assigned readings before class and actively engage in discussions during the class. General participation in class accounts for 10 % of the grade.

Summary of reading and discussions during class (10 %):

Each student will be required to prepare a 10 minute presentation of the assigned reading material (for one week) and a summary of the discussions during the class. In the presentation, the student is expected to demonstrate their understanding of the material and critical thinking about the subject. The presentation will be given at the end of the class. This assignment accounts for 10 % of the grade. At the beginning of the course, each student will be assigned the week they are required to prepare the summary for. The grade will be based on the ability of the student to effectively summarize and present the main arguments in the

assigned readings and the ability of the student to extract, summarize and effectively convey to others the main issues debated during a discussion.

Field trip reflective analysis (10%):

The student will be required to write a reflective analysis sharing their reflections from the field trip in relation to the theoretical framework and issues discussed in the class. The fieldwork report is due on week 12 of the course

Project presentation and report (60%)

Students will develop and present a project focusing on a strategy to change a specific environmental policy issue. The project will consist of two parts. First a presentation in the format chosen by the student him/herself (i.e. policy memo, PPT, poster campaign, infographic, op-ed, video, social media campaign). The student will give this presentation during the last class of the course. The second part of the is a project report where the student accounts for the chosen communication strategy and how he/she envisions that it will be effective in influencing the targeted stakeholder to obtain the desired policy outcome. The project report should include an analysis of the problem, the rationale for the strategy adopted to address this particular problem and how the student envisions that the strategy will be effective in bringing about policy changes to the defined problem. The project report should be no longer than 15 pages (exclusive of figures, tables and references). All information or arguments drawn from the literature should be carefully cited. The grading will be based both on the presentation and on the report. 20 % will be based on the presentation of the strategy. The presentation is graded on content of the presentation, effective presentation skills and relevance for the adopted strategy. The project report will account for 40 % of the grade. Criteria for evaluation will include the student's ability to clearly identify a policy problem, level of innovation and realistic consideration in the proposed strategy and the student's ability to implement concepts and ideas from course reading to the proposed strategy make linkages between the studied literature for the course and the proposed strategy.

What are the course policies?

ACADEMIC INTEGRITY:

Each student is bound by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: "Duke Kunshan University is a community composed of individuals of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflecting upon and upholding these principles in all academic and non-academic endeavors, and to protecting and promoting a culture of integrity and trust."

The students can form study groups to work on the paper reviews and project and help each other learn. However, each student must submit their work and students are not allowed to directly copy another student's work.

CLASS ATTENDANCE:

Students are expected to engage in active classroom discussion, thus class participation and attendance is mandatory. This includes reading assigned articles, submitting reading reports, leading discussions and participate classroom debates.

POLICY ON MAKE-UP WORK:

Students are allowed to make up work only for medical reasons, consistent with DKU policy. You must notify the instructor in advance if you will miss a report or presentation.

What campus resources can help me during this course?

[DKU administrators: Insert link to a pdf or website url for the full list of resources, that includes the writing center, language labs, tutors, and any other relevant campus learning resources.]

In this section, highlight particularly relevant resources or other resources that are discipline specific that are useful for students, in addition to the general resources outlined in the link above.

Week 1

Date	
Class topic/unit name	Introduction to the Environmental Policy Process
Pre-class work for students	<p>Layzer Judith A. (2016): "A Policymaking Framework: Defining Problems and Portraying Solutions in the U.S. Environmental Politics" in <i>The Environmental Case: Translating Values Into Policies</i>. Fourth edition Sage. Page 1-25.</p> <p>Keeley, J. & Scoones, I. (2000). Knowledge, power and politics: The environmental policy-making process in Ethiopia. <i>The Journal of Modern African Studies</i>, 38(1), 89-120.</p>
Planned in-class activities	Lecture and discussions. General outline of the course, division of students task pertaining to paper reviews, fieldtrip report, and summary of classes. Introduction to the student project.
Assignments due	

Week 2

Date	
Class topic/unit name	Environmental Communication and the Environmental Policy Process
Pre-class work for students	<p>Jarreau, Paige Brown, Zeynep Altinay, and Amy Reynolds. "<u>Best Practices in Environmental Communication: A Case Study of Louisiana's Coastal Crisis.</u>" <i>Environmental Communication</i> (2015): 1-23.</p> <p>Cox, Robert and Depoe, Stephen (2015): "Emergence and growth of the "field" of environmental communication" " in Hansen, Anders, and Robert Cox, eds. <i>The Routledge handbook of environment and communication</i>. Routledge, 2015.</p> <p>Jonathan Rowson & Adam Corner "How framing can move climate change from scientific to social fact" <i>The Guardian</i>, May 23, 2014, https://www.theguardian.com/sustainable-business/framing-climate-change-scientific-social-facthttps://www.theguardian.com/sustainable-business/framing-climate-change-scientific-social-fact</p>
Planned in-class activities	Lecture, seminar and discussion.

Assignments due	1 student summary of readings, lecture and discussion.
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Week 3

Date	
Class topic/unit name	Environmental Policy Design and Formation
Pre-class work for students	<p>Sarah B. Pralle. 2006. Timing and Sequence in Agenda-setting and Policy Change: A Comparative Study of Lawn Care Pesticide Politics in Canada and the US. <i>Journal of European Public Policy</i> 13 (7): 987-1005.</p> <p>Nohrstedt, D. (2008), The Politics of Crisis Policymaking: Chernobyl and Swedish Nuclear Energy Policy. <i>Policy Studies Journal</i>, 36: 257–278. doi:10.1111/j.1541-0072.2008.00265.x</p> <p>Layzer Judith A. (2016): “Love Canal: Hazardous Waste and the Politics of Fear” in <i>The Environmental Case: Translating Values Into Policies</i>. Fourth edition Sage. Page 63-87</p> <p>Layzer Judith A. (2016): “Oil Versus Wilderness in the Artic National Wildlife Refuge” in <i>The Environmental Case: Translating Values Into Policies</i>. Fourth edition Sage. Page 169-197.</p>
Planned in-class activities	Lecture, seminar and discussion.
Assignments due	1 student summary of readings, lecture and discussion.

Week 4

Date	
Class topic/unit name	Interest Groups and Policy Response
Pre-class work for students	<p>Layzer Judith A. (2016): “The Nation Tackles Air and Water Pollution: The Environmental Protection Agency and the Clean Air and Clean Water Acts” in <i>The Environmental Case: Translating Values Into Policies</i>. Fourth edition Sage. Page 31-58.</p> <p>Bullard, R. D., & Johnson, G. S. (2000). Environmentalism and public policy: Environmental justice: Grassroots activism and its impact on public policy decision making. <i>Journal of Social Issues</i>, 56(3), 555-578.</p> <p>Op-ed Opinion: How the US Embassy Tweeted to Clear Beijing’s Air https://www.wired.com/2015/03/opinion-us-embassy-beijing-tweeted-clear-air/</p>

	Cox, R. and Schwarze, S. (2015): "The media/communication strategies of environmental pressure groups and NGOs" in Hansen, Anders, and Robert Cox, eds. <i>The Routledge handbook of environment and communication</i> . Routledge, 2015.
	Recommended: Watch the documentary "How to change the World" (2015).
Planned in-class activities	Lecture, seminar and discussion. One hour for idea pitching and discussion on the student projects.
Assignments due	Idea pitching for student projects: group discussion in class. 1 student summary of readings, lecture and discussion.

Week 5

Date	
Class topic/unit name	The Role of Science in Environmental Policy Formation
Pre-class work for students	Houck, O. (2003). "Tales from a troubled marriage: science and law in environmental policy". <i>Science</i> , 302(5652), 1926-1929. Holmes, John, and Rebecca Clark. "Enhancing the use of science in environmental policy-making and regulation." <i>Environmental Science & Policy</i> 11.8 (2008): 702-711. Dunwoody, Sharon (2015): "Environmental scientists and public communication" in Hansen, Anders, and Robert Cox, eds. <i>The Routledge handbook of environment and communication</i> . Routledge, 2015.
Planned in-class activities	Lecture, seminar and discussion.
Assignments due	1 student summary of readings, lecture and discussion.

Week 6

Date	
Class topic/unit name	Public Participation in Environmental Policy
Pre-class work for students	O'Faircheallaigh, Ciaran "Public participation and environmental impact assessment: Purposes, implications, and lessons for public policy making." <i>Environmental impact assessment review</i> 30.1 (2010): 19-27.

	<p>Singleton, Sara. "Co-operation or capture? The paradox of co-management and community participation in natural resource management and environmental policy-making." <i>Environmental Politics</i> 9.2 (2000): 1-21.</p> <p>Gregg, B. Walker, Daniels, E. Steven and Jens Emborg (2015): "The public participation in environmental policy decision making: Insights from twenty years of collaborative learning field" in Hansen, Anders, and Robert Cox, eds. <i>The Routledge handbook of environment and communication</i>. Routledge, 2015.</p>
Planned in-class activities	Lecture, seminar and discussion.
Assignments due	1 student summary of readings, lecture and discussion.

Week 7

Date	
Class topic/unit name	Thinking Ahead: Forecasting Impact(s) of Environmental Policy Outcomes and Making Choices for Environmental Policy Instruments
Pre-class work for students	<p>Jacobs, J. R. (2014). The precautionary principle as a provisional instrument in environmental policy: The Montreal Protocol case study. <i>Environmental Science & Policy</i>, 37, 161-171.</p> <p>Goulder, Lawrence, H. and Ian W.H. Parry. 2008. "Instrument Choice in Environmental Policy." <i>Review of Environmental Economics and Policy</i> 5(1): 152-174.</p> <p>Hovi, Jon; Mads Greaker, Cathrine Hagem, and Bjart Holtsmark (2012). "A Credible Compliance Enforcement System for the Climate Regime". <i>Climate Policy</i>, 12 (6): 741-754.</p>
Planned in-class activities	<p>Lecture, seminar and discussion.</p> <p>Student project mid-term report discussion</p>
Assignments due	Student project mid-term report. 1 student summary of readings, lecture and discussion.

Week 8

Date	
Class topic/unit name	New Environmental Policy Instruments

Pre-class work for students	<p>Layzer Judith A. (2016): "Market-Based Solutions: Acid Rain and the Clean Air Act Amendments of 1990" in <i>The Environmental Case: Translating Values Into Policies</i>. Fourth edition Sage. Page 133-162.</p> <p>Van Rooij, Benjamin. "Greening industry without enforcement? An assessment of the World Bank's pollution regulation model for developing countries." <i>Law & Policy</i> 32.1 (2010): 127-152.</p> <p>Tews, Kerstin, PER-OLOF BUSCH, and Helge Jörgens. "The diffusion of new environmental policy instruments." <i>European journal of political research</i> 42.4 (2003): 569-600.</p>
Planned in-class activities	Lecture, seminar and discussion.
Assignments due	1 student summary of readings, lecture and discussion.

Week 9

Date	
Class topic/unit name	Implementing Environmental Policies
Pre-class work for students	<p>Eaton, Sarah, and Genia Kostka. "Authoritarian environmentalism undermined? Local leaders' time horizons and environmental policy implementation in China." <i>The China Quarterly</i> 218 (2014): 359-380.</p> <p>Knill, Christoph, and Andrea Lenschow. "Coping with Europe: the impact of British and German administrations on the implementation of EU environmental policy." <i>Journal of European Public Policy</i> 5.4 (1998): 595-614.</p> <p>De Oliveira, Jose Antonio Puppim. "Implementing environmental policies in developing countries through decentralization: the case of protected areas in Bahia, Brazil." <i>World development</i> 30.10 (2002): 1713-1736.</p>
Planned in-class activities	Lecture, seminar and discussion.
Assignments due	1 student summary of readings, lecture and discussion.

Week 10

Date	
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Class topic/unit name	Tools for Evaluating the Impact of Environmental Policies
Pre-class work for students	<p>Mickwitz, Per. "A framework for evaluating environmental policy instruments: context and key concepts." <i>Evaluation</i> 9.4 (2003): 415-436.</p> <p>Ferraro, Paul J. "Counterfactual thinking and impact evaluation in environmental policy." <i>New Directions for Evaluation</i> 2009.122 (2009): 75-84.</p> <p>Konar, Shameek, and Mark A Cohen. 1997. 'Information as Regulation: The effect of Community Right to Know Laws on Toxic Emissions.' <i>Journal of Environmental Economics and Management</i> 32:109-24.</p>
Planned in-class activities	Lecture, seminar and discussion.
Assignments due	1 student summary of readings, lecture and discussion.

Week 11

Date	
Class topic/unit name	Field trip to local environmental authorities, environmental civil society groups and/or enterprises to learn about their challenges and approaches to effective design and implementation of environmental policies.
Pre-class work for students	
Planned in-class activities	
Assignments due	Each students prepare a set of questions, which they intend to ask during the fieldtrip.

Week 12

Date	
Class topic/unit name	Global Environmental Policy Processes

<p>Pre-class work for students</p>	<p>Layzer Judith A. (2016): "Climate Change: The Challenges of International Environmental Policymaking" in <i>The Environmental Case: Translating Values Into Policies</i>. Fourth edition Sage. Page 380-414.</p> <p>Kellenberg, Derek, and Arik Levinson. "Waste of effort? International environmental agreements." <i>Journal of the Association of Environmental and Resource Economists</i> 1.1/2 (2014): 135-169.</p> <p>Miller, David and Dinan, William (2015): "Resisting meaningful action on climate change: think tanks, merchant of doubt and the 'corporate capture' of sustainable development" in Hansen, Anders, and Robert Cox, eds. <i>The Routledge handbook of environment and communication</i>. Routledge, 2015.</p> <hr/> <p><i>Recommended: Watch the documentary "An Inconvenient Truth" (2006) and/or "Under the Dome" (2016).</i></p>
<p>Planned in-class activities</p>	<p>Lecture, seminar and discussion.</p>
<p>Assignments due</p>	<p>1 student summary of readings, lecture and discussion. Reflective analysis.</p>

Week 13

<p>Date</p>	
<p>Class topic/unit name</p>	<p>International Environmental Policies on the National Level</p>
<p>Pre-class work for students</p>	<p>Hayes, J., & Knox-Hayes, J. (2014). Security in climate change discourse: analyzing the divergence between US and EU approaches to policy. <i>Global Environmental Politics</i>, 14(2), 82-101</p> <p>Daniel A. Mazmanian, John Jurewitz and Hal Nelson. 2008. California's Climate Change Policy: The Case of a Subnational State Actor Tackling a Global Challenge. <i>Journal of Environment and Development</i> 17 (4): 401-423.</p> <p>Ye Qi, Li Ma, Huanbo Zhang and Huimin Li. 2008. Translating a Global Issue into Local Priority: China's Local Government Response to Climate Change. <i>Journal of Environment and Development</i> 17 (4): 379-400.</p> <p>Boykott, Maxwell T., McNatt Marisa B. And Goodman Michael K. (2015): "Communicating in the Anthropocene: the cultural politics of climate change news coverage around the world" in Hansen, Anders, and Robert Cox, eds. <i>The Routledge handbook of environment and communication</i>. Routledge, 2015.</p>

Planned in-class activities	Lecture, seminar and discussion.
Assignments due	1 student summary of readings, lecture and discussion.

Week 14

Date	
Class topic/unit name	Summary and Presentation of Student Projects
Pre-class work for students	Layzer Judith A. (2016): "Conclusion: Politics, Values and Environmental Policy Change" in <i>The Environmental Case: Translating Values Into Policies</i> . Fourth edition Sage. Page 572-581.
Planned in-class activities	Lecture, seminar and discussion. Student project presentations.
Assignments due	Student project presentation and project report.