

Seminar in Advanced Topics in Environmental Policy Analysis
GVPT 417 (3 credit hours)
Pre-Requisite: GVPT 273
Tuesdays and Thursday 11:00a-12:15p
Spring 2022

Instructor: Dr. Conny S. Kazungu
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Office Hours: On Zoom by appointment
Class Meeting Location: TYD 1108
Office Location: TYDS 1127D

Course Description

This course covers a series of tools and methods used to analyze environmental policy. This course should be of interest to students who are either considering a career or graduate studies in the field. The objective of this course is to understand and apply various analytical tools used in the field. As such, there will be in-class individual and group exercises every week in class and students are expected to be active participants in these exercises and during class discussions. Students are expected to come to class having fully read the assigned readings for the week prior to class

Learning Outcomes

By the end of this course students should be able to do the following:

1. Comprehend perspectives on environmental ethics and problem definition
2. Be well versed policy-making, the process and each stage of the process including but not limited to the complexities involved in the policy-making process.
3. Be able to analyze environmental policies using theories, methods and concepts that are taught throughout this course

Required Resources

There is no required course text for this class. However, readings and all material will be made available online via ELMS on the course website. (elms.umd.edu)

Course Projects & Assignments

1. Reflection Paper on Environmental Problem (20%)

Students will complete a ***hometown reflection paper*** during this class. The reflection is a 5 page paper focusing on a local environmental problem of your choosing. (You may choose to use Maryland if you cannot identify a pressing issue from your hometown).

The reflection paper will include the issue at hand, the processes involved in attempting to resolve the issue, any policymakers and/or political actors involved and appropriate policy recommendations. More details on the hometown reflection are posted on your ELMS. **Due March 15th by midnight on ELMS.**

2. Group Projects

Students will work on TWO main projects in this class.

a) Takoma Park and Net Zero (25%)

- In this class you will have two major group presentations based on research. The first presentation will be towards the beginning of the semester where students will analyze the approaches towards Takoma Park and Net Zero. Students will conduct research as a team brainstorming ideas to include the different ways the city can implement its goal, policy approaches, efficiency goals and equity goals.
- Students will produce a presentation and a policy memo. More details on the project are available on your ELMS. **Presentations Due February 17th . Memo Due February 24th on ELMS.**

b) Survey Design Group Project (25%)

- The second group project will be a presentation reflecting recommendations for the communities living around the Sacred Kaya Forests.
- Groups will need to consider important aspects when conducting survey as well as prepare survey. The key component of this project will on survey design.
- Students will produce a presentation, survey and policy memo. More details on the project are available on your ELMS. **Presentation and policy memo due May 3rd**

Course Policies

1. Attendance

Attendance is required. Students who are unable to attend class should inform me in advance. You are allowed TWO absences per semester after which each absence is counted against your final attendance grade.

2. COVID-19

If you are feeling unwell, please don't come to class! You are allowed two absences during the semester. If more than two absences are required due to severe illness/emergency, alternative arrangements should be discussed with the professor and documentation will be required.

3. Late Assignment Submission

Assignments that are turned in past the due date will be penalized one letter grade daily. Students are expected to check their assignment submissions in ELMS, as failed uploads/ illegible text etc. will NOT be grounds for an extension and will be subject to the late submission policy.

4. COVID-19, Mental Health and Course Expectations

We are still living in uncertain times. The COVID-19 Pandemic has taken a toll in one way or another. If you are struggling in any way, or experiencing a personal disruption that may impact your ability to do well, please reach out to me as soon as possible. While I don't need to know every detail but I can ensure you have the accommodations that you need to succeed but this can only be done by timely communication.

5. Students with Disabilities

Students who anticipate any issues with fulfilling the requirements for the course due to an accommodation should let me know within the first two weeks of class. Special arrangements will be made in conjunction with the staff at the Disability Support Services (dissup@umd.edu) or by phone 301.314.7682 7.

6. University-wide Policies

The Office of Undergraduate Studies' has a full list of campus-wide policies that can be found here: <https://www.ugst.umd.edu/courserelatedpolicies.html>

These policies include:

- Academic Integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and Appeals
- Copyright and intellectual property

7. Statement on Diversity and Inclusivity

Please read the GVPT statement on diversity and inclusivity which can be found here: <https://gvpt.umd.edu/news/statement-diversity>.

Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://diversity.umd.edu/bias/>.

**Please note that in this class, students are invited to share their thoughts and opinions in a respectable manner. Respectable communication is expected even when presenting differing perspectives.

Grading Structure:

Hometown Reflection Paper: 20%
Group Assignments :50%
Final Exam (Take Home) :20%
Attendance and Participation :10%
Total: :100%

Grading Scale:

A -90-100
B -80-89
C -70-79
D – 60-69
F – Below 59

Course Outline : Please be advised this is a tentative schedule and may change as I see fit. Any changes to the course schedule will be announced in class and updated on the course ELMS page.

Please note that readings should be completed BEFORE coming to class.

This schedule is subject to change as I see fit. Advance notice will be given to students in the event of a schedule modification

Week 1: Syllabus Overview and Course Expectations

January 25th: Syllabus Overview and Course Expectations

- Review ELMS page and syllabus

January 27th : Case Study: Takoma Park and Net Zero

City of Takoma Park, MD, Res.2020-6. “2020 Climate Emergency Response Framework”

Defining net zero. What does it really mean? What you need to read:

- City of Takoma Park, MD, Res.2020-6. “2020 Climate Emergency Response Framework”
- Outrage and Optimism (2021_ “What does net zero actually mean?”

<https://racetozero.unfccc.int/outrage-optimism-what-does-net-zero-actually-mean/>

- Group Project break down (see ELMS for details)

Week 2 -Perspectives on the Environment, Part I

February 1st : Brainstorm Session on Reaching Net Zero in Takoma Park Brainstorm Session on Sacred Kaya Forests

February 3rd: **Overview of the Policy Process**

What you need to watch /read:

- Watch Video: “Broken Landscape: India’s Water-Energy Choke Point,”.
- Bors, Eleanor K. and Susan Solomon (2013) “How a Nested Framework Illuminates

the Challenges of Comparative Environmental Analysis,” PNAS 110 (19) 7531-7532.

[pnas201306240 7531..7532](https://pubs.pnas.org/lookup/suppl/doi:10.1073/pnas.201306240/-/DCSupplemental)

Week 3- Public Opinion and Environmental Regulation

February 8th : **What you need to read:**

- Aklin, M., & Urpelainen, J. (2014). Perceptions of scientific dissent undermine public support for environmental policy. *Environmental Science & Policy*, 38, 173-177

February 10th: **Social Impact**

“Dams and Development Project: Social Impact Assessment of Affected People-Final Report.” 2007. (pp. I-XXVIII and 1-28) by the United Nations Environmental Program.

Week 4 – Decision Making February 15th : Equity in Decision-Making

What you need to read:

- Bernabei, Erika “Racial Equity: Getting to Results,”. Government Alliance on Race and Equity. Can be accessed here: https://www.racialequityalliance.org/wp-content/uploads/2017/09/GARE_GettingtoEquity_July2017_PUBLISH.pdf

February 17th : Recognizing Problems and Assessing Environmental Needs

- Aseem Prakash & Thomas Bernauer (2020) Survey research in environmental politics: why it is important and what the challenges are, *Environmental Politics*, 29:7, 1127- 1134.

Week 5- Recognizing Problems and Assessing Environmental Needs

February 22nd : Inputs to the Policy Problem What you need to read:

- Eléonore Loiseau, Guillaume Junqua, Philippe Roux, Véronique Bellon-Maurel (2012) Environmental assessment of a territory: An overview of existing tools and methods, *Journal of Environmental Management*, Volume 112, Pages 213-225.

February 24th : Environmental Impact Assessment and Social Impact Assessment What you need to read:

- Arora-Jonsson, Seema (2014) “Forty Years of Gender Research and Environmental Policy: Where Do We Stand?” *Women’s Studies International Forum*, 47, pp 295-308.

Week 6 – Risk & Impact Assessments

March 1st : Evaluating the Environmental Impact Assessment & Social Impact

Assessment Part II What you need to read:

- Ciaran O’Faircheallaigh (2009) Effectiveness in social impact assessment: Aboriginal peoples and resource development in Australia, *Impact Assessment and Project Appraisal*, 27:2, 95-110.

March 3rd : Risk Assessment and Environmental Justice What you need to read:

- Maantay, J. (2007). Asthma and air pollution in the Bronx: methodological and data considerations in using GIS for environmental justice and health research. *Health & Place*, 13 (1), 32- 56.
- “Hydraulic Fracturing Threats to Species with Restricted Geographic Ranges in the Eastern United States” (pp. 1-12) by Jennifer L. Gillen and Erik Kiviat in *Environmental Reviews and Case Studies*, 2012

Week 7- Risk: Costs and Benefits March 8th : Risk Contd. Climate Change, Gender and Risk

What you need to read:

- Oxfam (2010) Gender, Disaster Risk Reduction, and Climate Change Adaptation: A Learning Companion.

March 10th: Cost -Benefit Analysis

- Giles Atkinson and Susana Mourato (2008) Environmental Cost-Benefit Analysis, Annual Review of Environment and Resources, 33: 1, 317-344

March 15: Survey Design What you need to read:

Week 8 – Survey Design

- Gideo, Lior (2012) “The Art of Question Phrasing,” in *Handbook of Survey Methodology for the Social Sciences*, pp. 91-107.

March 17th: Group Case Study Guest Lecture I : The Sacred Mijikenda Kaya Forests

*****Hometown reflection paper is due on ELMS by midnight**

Week 9 - SPRING BREAK WEEK NO CLASS

Week 10 – Evaluating Risk, the Environment & International Relations

March 29th : The Sacred Mijikenda Kaya Forests a UNESCO World Heritage Sight Video Live Stream Interview

March 31st : NO CLASS. Meet in groups to finalize survey design

Week 11- Collaborative Decision-Making in the Policy Process April 5th : Theories and Methods of Public Participation

What you need to read:

- Poolman, Martine and Nick Van de Giesen. (2006) “Participation: Rhetoric and Reality. The Importance of Understanding Stakeholders Based on a Case Study in Upper East Ghana,” *Water Resources Development*. Vol. 22, No. 4. Pp. 561-573.

April 7th : Payment for Environmental Services

- Addison, J., & Greiner, R. (2016). Applying the social–ecological systems framework to the evaluation and design of payment for ecosystem service schemes in the Eurasian steppe. *Biodiversity and Conservation*, 25(12), 2421-2440.

Week 12- Consensus Building

April 12th : Collaborative Decision-Making What you need to read:

- Luskin, Robert C., James S. Fishkin, and Dennis L. Plane. "Deliberative Polling and Policy Outcomes: Electric Utility Issues in Texas." In Annual Meeting of the Midwest Political Science Association, Chicago, vol. 4, p. 1999

April 14th : Assessing the Impact of Public Input What you need to read:

- Lepore, Jill. "Politics and the New Machine." *The New Yorker*. November 16, 2015.

Week 13 – Monitoring, Evaluation, Accountability and Transparency

April 19th : Strategies for Monitoring and Evaluation What you need to read:

- Global Environment Facility (2010) The GEF Monitoring and Evaluation Policy 2010. <https://www.gefio.org/sites/default/files/documents/reports/gef-me-policy-2010-eng.pdf>
- Teresa Kramarz, Susan Park; Accountability in Global Environmental Governance: A Meaningful Tool for Action?. *Global Environmental Politics* 2016; 16 (2): 1–21.

April 21st : Documentary : How to Let Go of the World and Love All the Things Climate Can't Change (2016)

Week 14 – Dam Building and the World Bank April 26th : Case Study Analysis Part I:

- Proposed Nam Theun II Hydroelectric Project in the Lao People's Democratic Republic

<https://documents1.worldbank.org/curated/en/866471468266174280/pdf/E10500v110FINAL0SESIA1P049290.pdf> -- Analyze per the instructions provided to your group

Watch Video: “Dams on the Mekong Are Having Devastating Effects”

April 28th : Case Study Analysis Part II- Reducing Emissions from Deforestation and Forest Degradation

What you need to read:

- Kashwan, P. (2015). Forest Policy, Institutions, and REDD+ in India, Tanzania, and Mexico. *Global Environmental Politics*, 15 (3): 95–117.
- The United Nations Environmental Program Global Environmental Outlook Report. Most recent one.

Week 15 – Global Analysis in Wildlife Resource Management

May 3rd : Group Presentation: Survey Design and Policy Recommendations on Sacred Kaya Forests (Rubric available on ELMS)

May 5th : Final Exam (Take home is given and due on ELMS on May 12th at 10am)

Week 16- Final Exam Week May 12th: FINAL EXAM due 10a