

ENVIRONMENTAL GOVERNANCE

UPPP 145

Course Code 53079

Fall 2020

Tuesdays (& Thursdays) 11-12:20pm

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Course Description

Environmental governance engages with the question of *who* should be responsible for managing the environment and *how* they should do that. To study environmental governance is (1) to study the rationales, structures, and performance of different environmental management systems, and (2) to compare these systems to understand *why* certain environmental problems are managed as they are, what approaches to environmental management are more (or less) successful, and *for whom* and *in what ways* they are successful.

The course begins with a review of three major conceptual approaches to managing human-environment relationships: regulation-based approaches (which has theoretical roots in political science and government), community-based approaches (with roots in anthropology and sociology), and incentive or market-based approaches (with roots in economics). After the midterm, we shift to thinking about emerging approaches to governance, including creating hybrids that mix the more traditional forms, building opportunities for collaborative and participatory engagement, and adaptive approaches to manage uncertainty.

Throughout the course, we will engage with both concrete and theoretical aspects of environmental management, pairing conceptual frameworks with case studies to observe how these practices work on the ground. Class periods will center on active discussion of readings drawn from the interdisciplinary environmental governance literature and student-led presentations evaluating ongoing and historic approaches to environmental management.

Expected Learning Outcomes

1. You will be able to describe the rationale behind regulatory, community-based, and market/incentive-based approaches to environmental governance, as well as newer approaches in integrated governance.
2. You will be able to explore real-world examples of environmental governance approaches and evaluate their performance through the lens of frameworks discussed in class.
3. You will be able to present these evaluations in concise written and verbal formats.

Course Structure

This course will include a mixture of pre-recorded lectures and live (synchronous) class sessions. Live sessions will be held 11am-12:20pm on Thursday, October 1 and all subsequent Tuesdays.

In preparation for each live session, students should do all activities listed on that session's Canvas "Page":

- Watch the prerecorded lecture videos.

- Complete the assigned readings, which provide a complementary perspective to the lectures on key ideas for the week. All readings are available online through UCI libraries (links on Canvas); you'll need to use a VPN to access them from off-campus (<https://www.lib.uci.edu/connect>).
- Post a short post to that week's Discussion Board (see assignments for description).

You are strongly encouraged to attend all of the live sessions, but recognizing that life is crazy for most of us right now, they will be recorded for you to access if you miss one. **Key live sessions that you *SHOULD NOT MISS* are 1) the week of your hotseat assignment and 2) November 3 (case study proposals).**

Course Requirements and Assignments

Unless noted otherwise, all assignments are due at the start of class (11am) on the due date.

1. Incoming Student Survey

Because of the diverse academic backgrounds and perspectives of students who may be interested in environmental governance, **you will complete an incoming survey** to help Professor Ulibarri to tailor the contents of course discussions to the backgrounds and interests of the students enrolled in the course. A link is provided on Canvas. **The survey is due by 9am on Friday, October 9.**

2. Weekly Discussion Posts

To begin engaging with the readings and lecture material before each live session, you will post a short weekly response on each week's content. The response should cover two topics: 1) highlight two things that you found interesting about the readings and/or lectures and 2) either raise one question you have about the topic or answer a question raised by one of your classmates. Posts are due by **Tuesday at 11am.**

3. In-Class Participation

This course centers on active discussion of readings and key concepts in environmental governance. It is expected that you complete all assigned readings, attend class sessions regularly, and come prepared for class discussion.

Because Zoom isn't as conducive to small-group discussions as an in-person class, every week a small group of students will be "discussion leaders". **On your assigned week, you are expected to have your Zoom video on and be an active, engaged participant in class discussions and activities.** In other weeks, you are encouraged to participate, but are also welcomed to sit back and watch your peers think through the activities.

Your grade for in class participation will be derived from the instructors' observation of your engagement during your week as discussion leader and a self-assessment of your engagement across the remaining class sessions. **The self-assessment is due by 5pm on December 11.**

4. Extended Case Study

To give you an extended opportunity to practice applying the rationales behind the governance approaches we learn about to real world scenarios, **teams of 3-4 students will prepare a written analysis of a current environmental governance case.** These short reports will be published online as a database of environmental governance case studies.

To help you develop your final written product, there will be several interim assignments:

1. *Individual case proposals:* You will find a potential case study and prepare a short (30 second) pitch for your fellow students. Slides should be circulated by 11am on Monday November 2, and proposals will be presented in class on November 3. Project ideas that get the most votes will then be used for the group assignments.
2. *Outline and key words:* Your team will submit a case study outline, as well as suggested key words for the publication website, on November 17.
3. *First draft:* Teams will submit a first draft on December 1.
4. *Peer feedback:* You will provide comments on one team's draft by December 8.
5. *Final draft:* Final versions of the case studies are due December 15.
6. *Team reflection:* To encourage equitable sharing of responsibility in writing the case study and to provide an opportunity for learning, students will complete a team reflection to provide feedback to their teammates. Your and your teammates' comments will inform part of your final grade for the case study.

More details about each of these steps will be provided later in the quarter.

5. Mid-Term Exam

The midterm exam will be held between November 3 & 4. The exam will be a standard 80 minutes, but students can take it at your convenience at any point during the two-day window. It will consist of short answer essay questions, and will focus on theoretical concepts from weeks 0-4. The exam will be open book and open note.

6. Final Exam

The final exam on December 15 will consist of essay questions that enable you to practice using theoretical frameworks to critique an actual environmental governance scenario. The exam may draw on all material covered during the quarter. The exam is open book and open note.

Grading Breakdown (ABCD/F or P/NP)

Incoming Student Survey	5%
Weekly Discussion Posts (9 total)	10%
In-class Participation	10%
Case Study Individual Slide + Presentation	5%
Case Study Draft	10%
Case Study Team Feedback	10%
Case Study Final Report	20%
Mid-Term Exam	15%
Final Exam	15%

Graduate Students

In addition to the above assignments, graduate students will complete a 10-page research paper on a governance-related topic of your choice. The topic should be selected in consultation with Prof. Ulibarri. Final papers are due December 15.

Course Outline & Readings

The reading list may be updated during the quarter to reflect student interests. Please use Canvas for the most up-to-date version.

Week	Date	Topic	Readings	Assignments
<i>Introduction to the challenges and players in environmental governance</i>				

0	10/1	What is environmental governance?		
1	10/6	Understanding environmental problems, defining success	Young, OR. (2013). <i>On Environmental Governance: Sustainability, Efficiency, and Equity</i> . Boulder: Paradigm Publishers. Chapter 1.	Weekly reading post Incoming survey due 10/9, 9am
		Stakeholders 1: Community (resource users & locals)	Twyman, C. (2009). Natural resource use and livelihoods in Botswana's Wildlife Management Areas. <i>Applied Geography</i> 21(1): 45-68	
2	10/13	Stakeholders 2: Government	Emison, GA. (1996). From Compelling to Catalyzing: The Federal Government's Changing Role in Environmental Protection. <i>William & Mary Environmental Law & Policy Review</i> 20:233	Weekly reading post
		Stakeholders 3: Businesses, NGOs	Gemmill, B, and Bamidele-Izu, A. (2002). The role of NGOs and civil society in global environmental governance. <i>Global environmental governance: Options and opportunities</i> , 77-100.	
Evaluating Governance Institutions and Tools				
3	10/20	Regulation overview, Command & control	Taylor, C, Pollard, S, Rocks, S and Angus, A. (2012). Selecting Policy Instruments for Better Environmental Regulation: A Critique and Future Research Agenda. <i>Environmental Policy and Governance</i> 22: 268-292	Weekly reading post
		Private property & markets	Libecap, G. (2009). The tragedy of the commons: property rights and markets as solutions to resource and environmental problems. <i>Australian Journal of Agricultural and Resource Economics</i> , 53 (1): 129-144	
4	10/27	More on incentives	Fung, A, and O'Rourke, D. (2000). Reinventing Environmental Regulation from the Grassroots Up: Explaining and Expanding the Success of the Toxics Release Inventory. <i>Environmental Management</i> 25(2): 115-27.	Weekly reading post
		Matching tools to problems	Graham, S et al. (2018). Opportunities for better use of collective action theory in research	

			and governance for invasive species management. <i>Conservation Biology</i> 33(2): 275-287.	
5	11/3	Case Study Presentations		Individual slide due Monday 11am
	11/3 or 11/4	MIDTERM EXAM		
<i>New Directions in Environmental Governance</i>				
6	11/10	Community based management	Risien, JM and Tilt, B. (2009). A Comparative Study of Community-based Sea Turtle Management in Palau: Key Factors for Successful Implementation. <i>Conservation and Society</i> 6(3): 225-237	Weekly reading post
		Polycentricity	McCord, P., Dell'Angelo, J., Baldwin, E., & Evans, T. (2016). Polycentric Transformation in Kenyan Water Governance: A Dynamic Analysis of Institutional and Social-Ecological Change. <i>Policy Studies Journal</i> .	
7	11/17	Public participation	Reed, MS. (2008.) Stakeholder participation for environmental management: A literature review. <i>Biological Conservation</i> , 141(10): 2417-2431	Case Study Outline due Weekly reading post
		Collaboration	Ulibarri, N. 2015. Tracing Process to Performance of Collaborative Governance: A Comparative Case Study of Federal Hydropower Licensing. <i>Policy Studies Journal</i> , 43 (2): 283–308.	
8	11/24	Adaptive management	Chaffin, BC, et al. (2016). A tale of two rain gardens: Barriers and bridges to adaptive management of urban stormwater in Cleveland, Ohio. <i>Journal of Environmental Management</i> , 183: 431-441	Weekly reading post
		Turkey eating holidays		
9	12/1	Ecosystem-based management	Layzer, JA. (2012). The Purpose and Politics of Ecosystem-Based Management. In MP Weinstein and RE Turner (eds.), <i>Sustainability Science: The Emerging Paradigm and the Urban Environment</i> ^{USEP} , 177-197	Case Study First Draft due Weekly reading post

		Sustainability science	Cash, DW, et al. (2003). Knowledge systems for sustainable development. <i>Proceedings of the National Academy of Sciences</i> , 100(14): 8086-8091	
10	12/8	Putting it all together	Young, OR. (2013). <i>On Environmental Governance: Sustainability, Efficiency, and Equity</i> . Boulder: Paradigm Publishers. Chapter 7.	Case Study Feedback due Weekly reading post Participation survey due 12/11 at 4pm
11	12/15	FINAL EXAM (10:30-12:30)		Final Case Studies due 5pm Team reflection due 5pm

Course Policies

DROPS must be submitted by 5PM of week 2 using WebReg system.

ADDS must be submitted by 5PM of week 3 using WebReg system.

CHANGE must be submitted by 5PM of week 2 using WebReg system. From week 3 through 6, you must use the Student Access system to submit a request for a grade option change. No exceptions will be considered after week 6.

Students with Disabilities

If you anticipate needing any type of an academic accommodation in this course or have questions about physical access, please discuss this with me during the first week of class AND please register with the Disability Services Center (<http://www.disability.uci.edu/>). In order to receive academic accommodation, I will need formal notification from the Disability Services Center during the first two weeks of the quarter of the type of academic accommodations to which your disability entitles you.