ENVIRONMENTAL GOVERNANCE

UPPP 145
Course Code 53005
Fall 2021
Tuesdays & Thursdays 12:30-1:50pm

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Office Hours XXX

TA: XXX

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 is taught in a hybrid fashion, and will include a mixture of pre-recorded lectures and one weekly in-person class session. In-person sessions will be held weekly on Thursday, with three exceptions:

- In Week 5, for your case study pitch presentations, the class will be divided in two, with half of the students attending in-person on Tuesday and half attending on Thursday.
- In Week 7, class will be held on Tuesday because Thursday is Veteran's Day.
- There is no in-person session the week of Thanksgiving.

In preparation for each in-person 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).

Course Requirements and Assignments

Unless noted otherwise, all assignments are due at the start of class (12:30pm) 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 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 5pm on Friday, October 1.**

2. Weekly Discussion Posts

To begin engaging with the readings and lecture material before class, 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 **at the start of class each week**.

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.

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

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 (45 second) pitch for your fellow students. Slides should be circulated by noon on Monday October 25, and proposals will be presented in class on Tuesday or Thursday of Week

5. 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 9.
3. *First draft*: Teams will submit a first draft on November 23.
4. *Peer feedback*: You will provide comments on one team's draft by December 2.
5. *Final draft:* Final versions of the case studies are due December 9.
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 12pm Tuesday and 5pm Thursday of Week 5. The exam will be a standard 80 minutes, but students can take it at their convenience online at any point during the three-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 10 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 (8 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 Monday, December 6.

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. Unless otherwise noted, all assignments are due at the start of class on the date listed.

Week	Date	Topics	Readings	Assignments
Introduction to the challenges and players in environmental governance				
0	9/23	What is environmental governance?		
1	9/30	Understanding environmental problems, defining success Stakeholders 1: Community (resource users & locals)	• Young, OR. (2013). *On Environmental Governance: Sustainability, Efficiency, and Equity*. Boulder: Paradigm Publishers. Chapter 1. • Twyman, C. (2009). Natural resource use and livelihoods in Botswana's Wildlife Management Areas. *Applied Geography* 21(1): 45-68	Weekly reading post Incoming survey due 10/1, 5pm
2	10/7	Stakeholders 2: Government Stakeholders 3: Businesses, NGOs	• Emison, GA. (1996). From Compelling to Catalyzing: The Federal Government's Changing Role in Environmental Protection. *William & Mary Environmental Law & Policy Review* 20:233 • Gemmill, B, and Bamidele-Izu, A. (2002). The role of NGOs and civil society in global environmental governance. *Global environmental governance: Options and opportunities*, 77-100.	Weekly reading post
Evaluating Governance Institutions and Tools				
3	10/14	Command & control regulations Private property & markets	• Taylor, C, Pollard, S, Rocks, S and Angus, A. (2012). Selecting Policy Instruments for Better Environmental Regulation: A Critique and Future Research Agenda. *Environmental Policy and Governance* 22: 268-292 • Libecap, G. (2009). The tragedy of the commons: property rights and markets as solutions to resource and environmental problems. *Australian Journal of Agricultural and Resource Economics*, 53 (1): 129-144	Weekly reading post
4	10/21	More on incentives Matching tools to problems	• Fung, A, and O'Rourke, D. (2000). Reinventing Environmental Regulation from the Grassroots	Weekly reading post

			Up: Explaining and Expanding the Success of the Toxics Release Inventory. *Environmental Management* 25(2): 115–27. • Graham, S et al. (2018). Opportunities for better use of collective action theory in research and governance for invasive species management. *Conservation Biology* 33(2): 275-287.	
5	10/26 or 10/28	Case Study Pitch Presentations		Individual slide due Monday at noon MIDTERM EXAM due Thursday 5pm
New Directions in Environmental Governance				
6	11/4	Community based management Polycentricity	• Risien, JM and Tilt, B. (2009). A Comparative Study of Community-based Sea Turtle Management in Palau: Key Factors for Successful Implementation. *Conservation and Society* 6(3): 225-237. • 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. *Policy Studies Journal.*	Weekly reading post
7	11/9 (Tues)	Public participation Collaboration	• Reed, MS. (2008.) Stakeholder participation for environmental management: A literature review. *Biological Conservation*, 141(10): 2417-2431 • Ulibarri, N. 2015. Tracing Process to Performance of Collaborative Governance: A Comparative Case Study of Federal Hydropower Licensing. *Policy Studies Journal*, 43 (2): 283–308.	Case Study Outline due Weekly reading post
8	11/18	Adaptive management Ecosystem-based management	• Chaffin, BC, et al. (2016). A tale of two rain gardens: Barriers and bridges to adaptive management of urban stormwater in Cleveland, Ohio. *Journal of Environmental Management*, 183: 431-441. • Layzer, JA. (2012). The Purpose and Politics of	Weekly reading post

			Ecosystem-Based Management. In MP Weinstein and RE Turner (eds.), *Sustainability Science: The Emerging Paradigm and the Urban Environment*, 177-197	
9	11/25	Thanksgiving (no class)		Case Study First Draft due November 23 5pm
10	12/2	Sustainability science Putting it all together	• Cash, DW, et al. (2003). Knowledge systems for sustainable development. *Proceedings of the National Academy of Sciences*, 100(14): 8086-8091. • Young, OR. (2013). *On Environmental Governance: Sustainability, Efficiency, and Equity*. Boulder: Paradigm Publishers. Chapter 7.	Weekly reading post Case Study Feedback due Participation survey due at 5pm
11	12/10	FINAL EXAM 10:30am-12:30pm		Final Case Studies and Team reflection due December 9 at noon

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.

COVID-19 Policies

A complete statement of UCI's COVID-related policies can be found at https://sites.uci.edu/learnanywhere/f21-guidelines/.

Attending class meetings is important, however, **if you think that you might have a contagious illness (COVID-19 or anything else), please do not attend class**. Videos of the in-class sessions will be posted after class to the Canvas website. If you are worried about missing too many classes, please let the teaching team know.

When you come to class:

- You must have completed the daily symptom check
- You must comply with UCI's Executive Directive on face coverings

Please keep in mind that UCI leadership is actively monitoring campus and community COVID-19 case rates and is in regular consultation with local public health authorities. Should conditions worsen or if new state or local public health orders are issued, this course may switch from hybrid to fully remote.