

Department/Program: Political Science

Year: Winter 2010

Course Title: Poli 351 (001), Environmental Politics and Policy

Course Schedule: Monday, Wednesday 4:00-5:30pm (16:00-17:30)

Location(s): Chemistry C126

Instructor: Dr. Raul Pacheco-Vega

Buchanan C, Room 311

Phone 604-827-5127

Office hours: M, W 2:30-3:30, or by appointment

E-mail address: pachecoh@interchange.ubc.ca

Course website: As the course progresses, content will move to <https://blogs.ubc.ca/poli351/>

<http://www.raulpacheco.org>

<http://www.politics.ubc.ca/index.php?id=12810>

Course Description:

This course will provide the student with an overview of the many facets of the politics of environmental problems. The focus will be on the domestic level of environmental politics, as POLI 375A (Global Environmental Politics) examines the global dimensions. However, we will use some cross-national comparisons to illuminate particular issues. Environmental problems require cooperative behaviour by every actor involved in the social-political-ecological system. Protecting our environment isn't only a governmental responsibility. Industry and civil society must also share these duties in protecting the global biosphere. This conceptual paradigm (the need for collaboration amongst industry, government and civil society) is used as a framework throughout the course. We will examine current issues such as the politics of climate change in Canada, science and risk, environmental justice, toxics pollution, the oil tar sands and water security. The course has no formal pre-requisites, although POLI 350A (Public Policy) and POLI 375A are very useful complements.

The course has a number of learning objectives:

- to introduce you to various concepts from the environmental policy literature (e.g., sustainability, risk, corporate social responsibility, environmental policy instruments);
- to analyse environmental policymaking in the context of political science theories concerning the impact of ideas, institutions, and interests;
- to give you more in depth knowledge of particular environmental controversies (e.g., climate change, water security, toxic chemicals);
- to allow you to build analytical models to reflect and understand human/environment interactions
- to provide opportunities for you to practise and improve your written and oral communication, policy analysis and research skills.

Understanding environmental policy requires familiarity with both abstract concepts and substantive issues. The course is designed to combine these two elements by using case studies to illustrate concepts and generate class discussion.

The focus of the course will be on domestic environmental politics and policy, primarily within Canada but with examples from and comparisons to other industrialized and developing countries. We will consider the impact of international factors on domestic policy, but will not focus on international relations concerning the environment per se.

Format of the course: Two 1 hour, 20 minute lectures per week. My teaching combines both seminar-style (in-class discussion) and lectures. I expect that all students will participate in class, either in person (*viva voce*) or in the online forums.

Required Reading:

In keeping with the spirit of the course, I have made this course as paper-less as possible. The syllabus contains a listing of required readings (journal articles, for the most part). You are required to have done the reading by the beginning of the first lecture of the week (e.g. by Monday – or Wednesday if there is at any point, no lecture on Monday). You are also responsible for downloading your own readings. If you require any assistance using UBC's Online Journals do let me know and I will put you in touch with a librarian or suggest resources.

I treat third year university courses as a prelude for graduate coursework and post-graduation work life. I strive to build my students' research, policy analytical and critical thinking skills. Therefore, I insist that you examine the readings with a critical eye. Could the author have explored the topic in more detail? What is missing from the analysis? If you were to do the research shown in the article, what would you have done differently? These are useful questions to ask oneself.

The Mug-Shot

It is almost impossible to know all of you by name if I don't have a visual reference. Thus, I will ask you to provide me with a 'mug-shot' card by the end of the second class (e.g. by Wednesday evening). You can do it either electronically or in an index card. Your mug shot should include at least clear, recent picture and your name. You may also include the rationale why you're taking the course and any other relevant information that allows me to learn a bit about who you are. Please also bring a 'placeholder' card with your first name in large letters so that I can see it from the front of the classroom. The placeholder will only be necessary for the first couple of weeks, I presume. If you e-mail me your "mug-shot", please send it to raul.pachecovega@gmail.com – my UBC email doesn't have enough storage for large-sized files!

Course Assignments, Due dates and Grading:

I will be grading four elements of coursework as per the description below. Each element is associated with a component or skill I want you to learn/hone.

Knowledge component (mid-term examination)

The course provides an overview of the theory of environmental policy making and analysis. For the knowledge component, I will schedule a 1.5 hour closed-book examination shortly after the mid-term period. This examination will take place on **Monday November 8th, at 4:00pm**. This examination is NOT intended to test whether you can memorize facts or dates, it assesses whether you understand the basic underlying concepts of environmental policy and politics.

Policy-analysis component (policy briefing)

The course intends to build your policy-analytical skills. To this end, you are required to write a 3,000 words MAXIMUM memorandum examining a policy issue within the Canadian environmental landscape. For example, you may want to assess whether implementing Extended Producer Responsibility (EPR) policies in the Metro Vancouver area is feasible. Your memo should outline to the decision-maker what the issues are, the policy alternatives as per the objectives of implementing said policy is and the potential outcomes. This policy briefing should be submitted to me by midnight of **Monday November 22nd**.

Research skills component (research paper)

The course intends to hone your research skills. You are thus required to write a 5,000 words MAXIMUM research paper on a Canadian environmental politics issue. For example, you may want to analyze the state of the literature on electronic waste in Canada. Or you may want to explore how environmental non-governmental organizations in British Columbia differ in their lobbying strategies to those of Alberta. Your paper should use journal articles, books and book chapters BEYOND those assigned in class. Students often ask me “how many sources should I use?”. My answer to that is – as many as you may need to ensure you've surveyed the field. This research paper should be submitted to me by midnight of **Wednesday December 8th**.

Can you use the same topic for both your research paper and your policy briefing?

Of course. But bear in mind that both papers serve completely different purposes, are targeted at entirely different audiences. While the body of literature you may explore for your research paper may inform your policy briefing. Even the language in policy memos and in research papers is different. But you may have some economies of scale by focusing your paper and your briefing on similar/related topics.

Public speaking/discussion/critical thinking skills (Participation)

When I first started teaching, I only lectured. For a couple of years, I ran my courses entirely seminar-style, with some lecturing here and there. This year, I have built-in online participation as a result of feedback I received in the previous year's student evaluations. Participating in class builds your self-confidence in public speaking. It also allows your fellow students to learn from your own view of the issues. I encourage everyone to speak during class and strive to make my classroom a comfortable and safe place for students to share their opinions/thoughts. For those of you who are not as comfortable speaking up in class, you should participate in the online forums. I will provide more information about these forums in the weeks to come.

Summary of coursework requirements:

- Policy briefing 30%
- Research paper 30%
- Mid-term 25%
- Participation 15%

Students should note that grades on written work will be based on clarity of presentation as well as content. I will provide more information on written assignments in the weeks to come. Alas, given the size of my classes, I regret that I cannot read drafts of written assignments. I will, however, comment on your papers/policy briefings should you decide to blog them.

Attendance:

As stated in the UBC Academic Calendar, “*Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.*”

In other words, regular attendance at lectures is expected. I will know if you missed class, whether you tell me or not. In evaluating examinations and assignments, I will assume that students are familiar not only with assigned reading but also with all material discussed in class. Since I try to use an interactive lecturing style, your fellow students will make many insightful remarks, for which you are also responsible. You should not assume that “getting the powerpoint notes” is a substitute for attending lectures. **Students who have tried to rely on PowerPoint® notes alone in the past have been very disappointed with their marks in the course!**

I normally make announcements concerning deadlines, assignments, simulations and the like at the beginning of class. Similarly, handouts concerning assignments and simulations are distributed at the beginning of lectures. If you miss class or arrive late, it is your responsibility to catch up on such information. Students who cannot attend class also remain responsible for the content of lectures. It is the student's responsibility to catch up on notes and readings, though if the content still remains unclear, do not hesitate to come and see me.

Correspondence via e-mail:

I will respond to student emails sent to my email account, pachecoh@interchange.ubc.ca. If you send me files, I would appreciate have them sent to raul.pachecovega@gmail.com. I usually take between 24 to 48 hours to respond to email. If I haven't responded to your note in 72 hours, feel free to send me a gentle reminder. Please make sure that you begin the Subject heading with the key **[POLI-351]**. That allows me to sort out which messages are specific to the class. If you don't include such heading, there is a chance that my spam filter may block Hotmail, Yahoo or GMail addresses. To prevent this, please clearly mark your email subjects. If there's an assignment due date or an exam coming up, you'll need to figure out your questions early enough to make sure my response is timely. I won't be responding to students' last-minute messages the night or a few hours before an assignment is due!

Please check the course website and with fellow students concerning recent announcements before sending me an email query. If you have a more substantive question or a personal matter you wish to discuss, please come and see me during office hours or make an appointment to see me at another time if you have a conflict during office hours.

Finally, in sending me email, **please don't forget that I'm your professor**. I'd appreciate if you would treat email correspondence as you would any other written work you submit to me, including proper salutations. In other words, use actual sentences, punctuation, and proper grammar (within reason of course – we all make a spelling error here and there in our email messages). And don't forget to sign your name, which is often far from obvious from email addresses!

Course Withdrawal:

Last date for withdrawal without a W on your transcript: **September 21, 2010**

Last date for withdrawal with a W instead of an F on your transcript: **October 15, 2010**

Academic Accommodation:

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments should not assume they will receive accommodation though they are welcome to approach me individually.

Late assignments:

Late assignments will be penalized **2% per weekday**. The date a paper will be considered received will be the later of the date that I receive a hard copy and the date an identical version is submitted to Turnitin (I will provide more information about how to submit your papers to TurnItIn in the weeks to come).

I only accept assignments during class and regularly scheduled office hours. Given that, you should thus bear in mind that there can be up to 5 days between opportunities to submit your paper (ie., from Wednesday class till Monday class). Penalties will accrue during work days. **I do not grant deadline extensions for reasons related to academic workload.** However, if you encounter medical or personal problems, please contact me **before the deadline**. Academic concessions are discussed on the 2010/11 UBC Calendar.

Scaling:

Marks in this course may be scaled (see Calendar, under Grading Practices). If scaling is required, it will be carried out after each assignment, so that students will know where they stand going into the final examination. If scaling is done on the final examination, students will be informed if they ask to review their examination according to the usual policy. **My grading scheme is attached.**

Academic Integrity:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty.

Plagiarism is using someone else's words or ideas without giving them due credit. Students should be aware that even if material is widely available via the internet it is still plagiarism to cut and paste it into their work without appropriate attribution. If the words are those of the original source, it is not enough to just cite the source. You must indicate with quotation marks which words were drawn from that source. Students should also note that it is not sufficient to merely change a word or two in each sentence. If a reasonable person reading both your text and the original text would recognize the sentence, paragraph, or passage as originating from the original source, it is still plagiarism.

Plagiarism is considered the ultimate academic offense; as such, the penalties for plagiarism are severe. Students who plagiarize may face expulsion from the university. Further information on what plagiarism is and how to avoid it is available on the Faculty of Arts' web page at <http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html> . It is your responsibility to familiarize yourself with this material. However, if after reading it you are still not sure what you should cite and how, do not hesitate to ask me for clarification.

All students will be required to submit term papers in electronic form to a service to which UBC subscribes called TurnItIn. This is a service that checks textual material for originality. You will not receive credit for your essay unless it is submitted to TurnItIn. I will create the Vista (UBC) assignment so you can submit them as the deadline for submission approaches. The same late penalty day will apply to submitting your paper to TurnItIn as for the hard copy (2% per day). This does *not* mean that a student who has not yet handed in either their hard copy or electronic copy to TurnItIn will incur a double penalty of 6% per day (2% per hard copy + 2% for TurnItIn). However, the late penalty will be assessed based on that last one submitted.

Students should retain a copy of all rough notes and research (for both term papers and the simulation group work), submitted assignments (in case of loss), and all their marked assignments until their mark is finalized or until an application for Review of Assigned Standing has been processed (whichever is later). Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Tutoring:

Students are encouraged to read and edit each other's work. Editing a peer's writing is not only useful to your fellow student but is also one of the best ways to improve one's own writing. However, the papers you submit must be your own original work, and also must not have been submitted whole or in part in any other course. In accordance with university regulations and academic conventions, you must do the research and write the papers yourself.

Class Schedule and Required Readings

September 8: Course Overview

September 13: Points to Intervene in a System: Systems Thinking in Environmental Politics.

Meadows, Donella (1999) "Leverage Points: Places To Intervene In a System" The Sustainability Institute.

http://www.sustainer.org/pubs/Leverage_Points.pdf

September 15: Environment as a public good. Collective action and the tragedy of the commons.

Hardin, G. (1968). "The Tragedy of the Commons." Science 162: 1243-1248.

<http://www.physics.ohio-state.edu/~wilkins/sciandsoc/tragedy.pdf>

Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., and D. Policansky. 1999. "Revisiting the Commons: Local Lessons, Global Challenges," Science 284 (5412): 278-282.

http://isites.harvard.edu/fs/docs/icb.topic209735.files/Revisiting_the_Commons.pdf

September 20: The landscape of Canadian environmental politics.

Macdonald, D. (2009) "The Government of Canada's Search for Environmental Legitimacy: 1971-2008" International Journal of Canadian Studies 39-40:191-210

<http://www.erudit.org/revue/ijcs/2009/v/n39-40/040829ar.pdf>

September 22: Canadian case studies in environmental politics. The Walkerton water pollution case.

Snider, L. (2003) "Captured by Neo-Liberalism: Regulation and Risk in Walkerton, Ontario" Risk Management 5(2):27-36

September 27: Ideas, interests and institutions I: The policy regime framework.

Hoberg, G. (2002). **Policy Cycles and Policy Regimes: A Framework For Studying Policy Change.** In Search of Sustainability: British Columbia Forest Policy in the 1990s. B. Cashore, G. Hoberg, M. Howlett, J. Rayner and J. Wilson. Vancouver, Canada, UBC Press: 1-30. Chapter 1. *(I will provide a link to the PDF version of this chapter).*

Poteete, A. R. (2003). "Ideas, Interests, and Institutions: Challenging the Property Rights Paradigm in Botswana." Governance 16(4): 527-557.

September 29: No regularly scheduled class. Time allotted to online research skills workshops.

October 4th: Ideas, interests and institutions II: Interests in environmental politics.

Sprinz, D. and Vaahoranta, T. (1994) "The Interest-Based Explanation of International Environmental Policy" International Organization 48(1):77-105

October 6th: Ideas, interests and institutions III: Institutions in environmental politics.

Kato, J. (1996). "Review Article: Institutions and Rationality in Politics - Three Varieties of Neo-Institutionalists." British Journal of Political Science 26(4): 553-582.

October 11th: No class (statutory holiday)

October 13th: Ideas, interests and institutions IV: Ideas in environmental politics

Harrison, K. (2002). "Ideas and Environmental Standard-Setting: A Comparative Study of Regulation of the Pulp and Paper Industry." *Governance* 15(1): 65-96.

October 18th: US-Canada bi-lateral relations in regards to the environment

VanNijnatten, D. (2003) "Analyzing the Canada-U.S. Environmental Relationship A Multi-Faceted Approach." *American Review of Canadian Studies*

October 20th: North American (Canada/US/Mexico) environmental politics.

Betsill, M. (2007) "Regional Governance of Global Climate Change: The North American Commission for Environmental Cooperation" *Global Environmental Politics* 7(2):11-27

Pacheco-Vega, Raul; Weibust, Inger and Fox, Jonathan (2010) "Using the Citizen Submissions on Enforcement Matters (CSEM) to the North American Commission on Environmental Cooperation (NACEC): Preliminary results of a field-based examination". In: Ismael Barajas, Noé Arón Fuentes-Flores, Román Villicaña, Jorge Schiavon-Uriegas, Blanca Torres-Ramírez and José Luis Valdés-Ugalde (Eds.) *Senderos de integración silenciosa en América del Norte*. UNAM-PIERAN, El Colegio de México. In press. (*I will provide a PDF version of this book chapter*)

October 25th: The policy process I: Agenda-setting/decision-making

Kamieniecki, S. (2000). "Testing Alternative Theories of Agenda Setting: Forest Policy Change in British Columbia, Canada." *Policy Studies Journal* 28(1): 176-189.

Pralle, S. (2006) "The 'Mouse That Roared': Agenda Setting in Canadian Pesticides Politics". *Policy Studies Journal* 34(2):171-194

October 27th: The policy process II: Instrument design/instrument choice

Hoberg, G. and K. Harrison (1994). "It's Not Easy Being Green: The Politics of Canada's Green Plan." *Canadian Public Policy* 20(2): 119-137.

Schneider, A. and H. Ingram (1990). "Behavioral Assumptions of Policy Tools." *Journal of Politics* 52(2): 510-529.

November 1st: The policy process III: Implementation and evaluation

Howlett, M. (2001) "Beyond Legalism: Policy Ideas, Implementation Styles and Emulation-Based Convergence in Canadian and U.S. Environmental Policy." *Journal of Public Policy* 20:305-329.

Mason, M. (2000) "Evaluating Participative Capacity-building in Environmental Policy: Provincial Fish Protection and Parks Management in British Columbia, Canada" 21(2):77-98

November 3rd : Environmental policy analysis. Class discussion and recap (no reading assigned)

November 8th: Mid-term knowledge assessment (no lecture, but students are expected to sit the examination).

November 10th Environmental policy instruments I. Regulation

Pacheco, R. and P. N. Nemetz (2001). Business-not-as-usual: Alternative policy instruments for environmental management. 5th IRE Annual Workshop: Addressing the Knowledge Crisis in Water and Energy: Linking Local and Global Communities, Vancouver, B.C., Institute for Resources and Environment, UBC. (*I will make this paper available online on my website*)

Harrison, K. and Hoberg, G. (1991) "It's Not Easy Being Green: The Politics of Canada's Green Plan" Canadian Public Policy 20(2):119-137

November 15th: Environmental policy instruments II. Economic instruments

Khanna, M. (2001) "Non-mandatory Approaches to Environmental Protection" Journal of Economic Surveys 15(3), p. 291-324

November 17th: Environmental policy instruments III. Voluntary instruments

Harrison, K. (1998). "Talking with the Donkey: Cooperative Approaches to Environmental Protection." Journal of Industrial Ecology 2(3): 51-72.

November 22nd: The politics of business and the environment. Corporate environmental strategy I: Industry responses to environmental challenges.

Khanna, M. and W. R. Q. Anton (2002). "What is Driving Corporate Environmentalism: Opportunity or Threat?" Corporate Environmental Strategy 9(4): 409-417.

[ASSIGNMENT DUE – November 22nd, policy briefing]

November 24th: Corporate environmental strategy II: ISO 14001 and environmental management systems.

Potoski, M. and A. Prakash (2004). "Regulatory Convergence in Nongovernmental Regimes? Cross-national Adoption of ISO 14001 Certifications." The Journal of Politics 66(3): 895-905.

November 29th: Civil society and environment: Non-governmental strategies to face environmental challenges

Pacheco-Vega, R. (2005). Democracy by Proxy: Environmental NGOs and Policy Change in Mexico. Environmental Issues in Latin America and the Caribbean. A. Romero and S. West. Dordrecht, The Netherlands, Springer Publishers. Pp. 231-249. (Available online on my website)

De-Shalit, A. (2001). "Ten Commandments of How to Fail in an Environmental Campaign." Environmental Politics 10(1): 111-137.

December 1st: Environmental perception, values and attitudes: Beyond environmental politics – how environmental sociology and psychology interact with politics

Bazerman, M. and A. J. Hoffman (1999). "Sources of Environmentally Destructive Behavior: Individual, Organizational and Institutional Perspectives." Research in Organizational Behavior 21: 39-79.
<http://webuser.bus.umich.edu/ajhoff/1999%20ROB%20Ind,%20Org%20and%20Inst.pdf>

McCright, A. M. and R. E. Dunlap (2003). "Defeating Kyoto: The Conservative Movement's Impact on U.S. Climate Change Policy." *Social Problems* 50(3): 348-373.

[ASSIGNMENT DUE – December 8th, 2010 – Research paper]

Dr. Raul Pacheco-Vega's Grading Scheme (Consistent with Faculty of Arts)

80% to 100% (A- to A+)

Exceptional performance:

Work at this level should show very strong evidence of original thinking, great ability to connect ideas and arguments, extremely good grasp of the subject matter, superior ability to critically evaluate and analyze material and very solid synthesis abilities, consistently strong and accurate use of the literature to make points while maintaining a critical and analytical stance, excellent organization of written material. Work at this level has no spelling or grammar mistakes.

68% to 79% (B- to B+)

Competent performance:

Work at this level should show consistent evidence of original thinking, good ability to connect ideas and arguments, good grasp of the subject matter, critically evaluate and analyze and synthesize material, reasonable understanding of the material and some ability use of the literature to make points while maintaining an analytical stance, good organization of written material. Work at this level has very few grammar or spelling mistakes.

50% to 67% (D to C+)

Adequate performance:

Work at this level should show adequate understanding of the subject matter, some ability to connect ideas although may have problems to make a solid argument, reasonable grasp of the subject matter, some evidence of critical thinking and original thought, good but not solid understanding of the material and some ability use of the literature to make points, should be able to develop solutions and/or argumentation, reasonable organization of written material. Work at this level has some grammar or spelling mistakes, may lack style or vigor.

00% to 49% (F)

Inadequate performance:

Work at this level consistently shows no original thinking, lacks ability to connect ideas and arguments, has little or no grasp of the subject matter, does not evaluate and analyze/synthesize material correctly, has a poor understanding of the material and written material is poorly organized. Work at this level has many grammar or spelling mistakes.