PPD 568: Environmental Governance and Sustainability: Themes and Approaches (2 units)

Fall 2016
Wednesdays 4:00-5:50PM
Location: RGL103

Instructor: Dan Mazmanian (mazmania@usc.edu)
Office: Lewis Hall 201A
Office Hours: Wednesdays 2:30-3:30 p.m. and by appointment

Course Description
This course provides an introduction to critical issues of environmental policy and governance in looking toward a more sustainable future. It is one of the core classes in the Certificate in Sustainable Policy and Planning.

The course is organized into three components:
- Key issues and dimensions of environmental governance
- Approaches and ‘policy tools’ in addressing issues of environmental protection and sustainability
- Implementation of National Climate Change Commitments (“Accords”) by the signature nations at COP21, the twenty-first convening of the Conference of Parties (COP), in Paris in December of 2015

The course is organized in seminar-format, with presentations and discussion and the expectation of active student participation.

Learning Objectives
- An understanding of the governing and environmental policy issues relevant to the transformation underway toward a more sustainable future
- Appreciation of the ethical, policy, and social implications of the transformation
- Knowledge of specific examples of policy “tools” and national approaches
- Development of team-based presentational skills

Course Requirements and Performance Evaluation
- Class attendance. Every student is expected to attend all class sessions.
- Weekly questions and comments. Every student is to have completed the assigned readings in advance of class, providing weekly reading questions and concerns via Blackboard (unless otherwise indicated), and participate in class discussion and in-class activities.
- Two Team projects. Each student is required to participate in two team presentation, one on a “policy tool” and another on a selected nation’s commitments to reduce it’s green-house gas emissions per the COP21 accords.
- Two short papers. Each student is required to write a short reflective paper and an application of a policy tool paper.
• Form and style: All written assignments must be double-spaced, and written in plain and concise prose as described in Strunk and White's *Elements of Style*.

**Required Reading**
- Frank Biermann, *EARTH SYSTEM GOVERNANCE: WORLD POLITICS IN THE NTHROPOCENE* (MIT Press, 2014)
- All assigned articles and reports indicated in the weekly class schedule

**Recommended Reading for those unfamiliar with US Environmental Policy**

**Course Assignments and Grading**

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<th>ASSIGNMENT</th>
<th>LENGTH</th>
<th>DUE DATE</th>
<th>% OF GRADE</th>
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<tr>
<td>Short paper #1: “Reflections on Holdren” What does he argue? Do you concur, why or why not? What do you consider credible evidence on climate change and its potential effects?</td>
<td>4-5 double-spaced pages</td>
<td>September 2nd (Friday) no later than 5:00pm Submit via turnitin</td>
<td>20%</td>
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<td>Short paper #2: Critique of Frank Biermann, <em>EARTH SYSTEM GOVERNANCE</em></td>
<td>4-5 double-spaced pages</td>
<td>Week 15 Wednesday, Dec. 14th, no later than 5:00pm</td>
<td>20%</td>
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<td>Policy tools team report: a. Team meeting with professor b. Team presentation and handout</td>
<td>Pwpt presentation in class with 1 page exec. summary handout for the class</td>
<td>In class presentation weeks 5-8</td>
<td>20%</td>
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<tr>
<td>COP21 Accord team report: a. Team meeting with professor b. Team presentation and handout</td>
<td>Pwpt presentation in class with 1 page exec. summary handout for the class</td>
<td>In class presentation weeks 10-13</td>
<td>20%</td>
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<td>Weekly questions on reading and in-class participation</td>
<td>n/a</td>
<td>every week</td>
<td>20%</td>
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Weekly Reading Assignment
Students are expected to come to class having read all of the assigned reading. Each student is required to submit via “turn-it-in” in Blackboard, two (2) questions or critical issues raised by the readings for the week that can help focus the class discussion. Questions and issues must be submitted in advance of the class, specifically, by 9am Monday morning of class.

Two Short Paper, double-spaced, 4-5 pages
(1) Reflections on Holdren
(2) Critique of Biermann, Earth System Governance

Team Presentation on Policy Tools
Each student participates in a 2-4 person team that is responsible for researching the theory (the logic or rationale) behind a different policy tool or approach, the extent and assessment of its utilization in practice. The team will present its findings to the class and lead the class in discussion of the approach.

Team Presentation on COP21
Each student participates in a 2-4 person team that is responsible for researching a selected nation’s COP21 greenhouse gas reduction commitment and its commitment to a new (post-Kyoto) international climate change policy. The team presents its findings to the class and leads the class in discussion of the commitment.

Academic Conduct
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.
Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:
http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html,
(213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX)
ability@usc.edu/

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Weekly Schedule

Part A: Issues of Environmental Governance and Policy in the Context of Climate Change

Week 1 (Aug. 24) Global Challenges of Environmental Governance and Sustainability

Reading:
- Andrew Holland, “Preventing Tomorrow’s Climate WARS”,

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• http://www.nature.com/scientificamerican/journal/v314/n6/full/scientificamerican0616-60.html

Reminder, “Reflections on Holdren”, paper due Friday, September 2nd by 5pm

Week 2 (Aug. 31) The Evolution of Environmental Governance: from tragedy of the commons to regulation to sustainable development

Reading:

Week 3 (Sept. 7) The Nexus of Equity, Environment, and Sustainable Economic Development (the 3-Es)

Reading:
• Manuel Pastor (2014). “A measure of justice: environmental equity and the sustainable city.” Ch. 12, Mazmanian & Blanco. BB

Selection of teams for in-class presentation and discussion of 2nd generation approaches for weeks 5-8

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<th>Team Research Approaches</th>
<th>Other Approaches</th>
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<td>• Market based incentives</td>
<td>• Government R&amp;D</td>
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<td>• Voluntary compliance</td>
<td>• Capacity building (public and private sector)</td>
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<td>• Citizen empowerment and participation</td>
<td>• Risk and product labeling</td>
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Part B: 2nd Generation Policy Tools and Approaches: Issues and Presentations

Week 4 (Sept. 14) 2nd Generation Approaches and Policy Tools
Reading:

Wk. 5 (Sept. 21) Team Presentation: Market-based Incentives
Reading:

Wk. 6 (Sept. 28) Team Presentation: Voluntary Compliance
Reading:

Wk. 7 (Oct. 5) Team Presentation: Citizen Empowerment and Information Disclosure
Reading:
- Dan Mazmanian & Jeannie Nienaber (1979). “The Total Immersion Approach to Open Planning,” Ch. 6, CAN ORGANIZATIONS CHANGE?: BB

Note: Ph.D. candidate Ryan Merrill will be guest lecturer

Wk. 8 (Oct. 12) Team Presentation: Sustainable Planning
Reading:

To Do: Selection of teams for in-class presentation and discussion of COP21 national climate change accord commitments and energy policy for the following nations (weeks 10-13): US & CA, China, Japan, Brazil, India, EU, Germany

Part C: Multi-National Governance: Challenges, Accords, Team Presentations

Wk. 9 (Oct. 19) Multi-national Accords and Challenges of Global Governance
Reading:

Wk. 10 (Oct. 26) Team Presentations: Climate Change Accords and Energy Policy - U.S. & California (3 student team)
Reading:

Wk. 11 (Nov. 2) Team Presentation: Climate Change Accords and Energy Policy - China and Japan

Reading:

Wk. 12 (Nov. 9) Team Presentations: Climate Change Accords and Energy Policy – Brazil and India

Reading:
- Frank Biermann (2014). EARTH SYSTEM GOVERNANCE: WORLD POLITICS IN THE NTHROPOCENE, MIT Press, Chapters 1-4

Wk. 13 (Nov. 16) Team Presentation: Climate Change Accords and Energy Policy - EU and Germany

Readings:
- Frank Biermann (2014). EARTH SYSTEM GOVERNANCE: WORLD POLITICS IN THE NTHROPOCENE, MIT Press, Chapters 5-8

Note: Thanksgiving Break (No class meeting November 23rd)

Wk. 14 (Nov. 30) Discussion of Earth Systems Governance and the Future of Climate Change Policy

Reading:

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REMINDER: 2nd Short Paper, due Wednesday, Dec. 14th, by 5:00pm (in lieu of an in-class final exam)

9-5-16