

NRE 563: International Environmental Policy
University of Michigan- Winter 2015

Instructor: Arun Agrawal, 4032 Dana, Phone: 734 647 5948, Email: arunagra@umich.edu
Office Hours: Wednesday 12:00-1:30 and by appointment

Graduate Student Instructor: James Erbaugh, Email: jerbaugh@umich.edu
Office Hours: Tuesdays from 3-4 pm and Fridays from 10-11 am; Room 4024 Dana and by appointment

Schedule

The class will meet Tuesday and Thursday from 11:30-1:00 each week except for the week of the winter break for the university on March 3 and 5. We will have a Saturday presentation of the course capstone case assignment on April 11. Lunch and coffee will be served. We will also meet once or twice during the semester as a course for a potluck dinner.

Introduction

The goal of the course is to introduce students to international environmental policy and governance of sustainability using a case-based approach. This lecture/seminar course is designed for SNRE MS students and any other graduate students with an interest in the applied field of environmental policy and governance. The course responds to the need for more engaged learning for professional graduate students. The course is built around five cases and a series of lectures on key international environmental policy and governance issues. It aims to encourage learning through discussion of case materials, relevant concepts/theories, and practical assignments aimed to strengthen communication and presentation skills.

The course will be of interest to students interested in locating themselves in the position of different decision makers. Students are expected to read assigned materials closely, particularly the case materials and the background readings. You will work both independently and as part of teams, and should expect to submit all written assignments on time. The course does not require large amounts of readings, but it does require close reading of materials. Each case will illustrate concepts and theories for which additional readings will be assigned – both as required and as recommended readings.

Note that a case based approach is good for some things, not for others. The case method is an inefficient transmitter of knowledge. Development of technical skills, deep familiarity with theoretical approaches, intensive knowledge of a field are not the strong points of a case approach, although they can certainly be married to it. Instead, application of concepts, techniques, and theories, immersion into a context, imaginative and innovative thinking, and development of management and integrative skills are the strengths of a case-oriented instructional approach.

Course Expectations

The course constitutes 4 learning modules, built mostly around a case-based instructional approach

1. Learning through case studies; Agents and decisionmakers in international conservation and environmental policy; Collective action dilemmas, and mechanisms to address them for achieving sustainable development and conservation goals. The key learning goals are to develop familiarity with decision makers and agents of environmental governance, a general sense about their incentives and motivations, and knowledge of the basic mechanisms through which environmental governance has been practiced. A brief introduction to the case approach is also part of this module.
2. Four cases highlighting decision dilemmas and evaluation of possible solutions. The key learning goals are to help immerse you in the context of the decision maker and case, to strengthen the ability of identify decision dilemmas and their potential solutions, to think systematically about making choices among available options, and to defend your choice/ recommendation for addressing a decision problem. Learning how to apply concepts and theories for a more in-depth analysis of a give case situation is also a major goal of this learning module.
3. A series of lectures on key international environmental policy and governance issues. These issues include water governance, agriculture and food security, sustainable development goals, natural resource curse issues, and climate change and emissions reduction. Issue-based lectures will be interspersed with the themes underpinning the cases in the course.
4. Presentation of cases and radio broadcasts prepared by student teams: Learning about how to analyse a case by taking on the writing of a case as part of team is the main learning goal of this module. Much of this will occur through in-person meetings of the student teams with the instructor, and apart from the final presentations, the work on this module will occur outside the classroom.

Course Requirements and Grades

1. Class Participation (10%):
Participate in case and class discussions. Ask questions. This is a case-based class. Discussions are its life-blood. Give of your ideas and intellect generously.
2. Memos (10%): Write three page-long (single spaced) memos on selected background readings over the course of the semester.

Memos should not aim to summarize the argument or to provide a synopsis of the key points of the selected reading. A short paragraph at the beginning should suffice for the

summary of the key message of the reading. Focus instead of reflecting on the main points or on applying/connecting the main points of the background reading to the case at hand (or to an earlier case you have read). The dates below and readings assigned for those dates are available to select.

Memo dates: January 20, 22, 27; February 3, 10, 12, 19, 16; March 12, 19, 26; and April 7; Please post the memos in Drop Box on CTools.

3. Case analyses (30%): (Case presentations 10%, written case analyses 20%)

By end of two weeks of classes - four class sessions - select three of the four assigned cases for your group presentations (15 minutes maximum per presentation). Self-organize into teams of three to four students for case study analysis and presentations. The presentations should be built around the template for case analyses.

In general, case analyses should follow the following template of addressing five key questions:

1. Who is (are) the key decision makers and what is (are) the objective(s) of the identified decision maker?
2. What is the decision problem?
3. What are the available alternatives (for solving/addressing the decision problem)?
4. On what criteria are the alternatives to be evaluated? How are the criteria weighted?
5. Based on the evaluation along the identified criteria, what is the recommendation for the decision maker? Provide a short justification of the recommendation.

You should aim for the written analysis to be about 1,000 words, and no longer than 1,500 words. Prize systematic thinking and brevity more than detailed elaborations.

Dates for case analysis presentations: Feb. 6, 18, 27, March 18, 27; April 8.

4. Case study writeup (40%)

Complete one case study over the course of the semester. Write up to be completed in close consultation with course instructors. One component of the writeup of the case will be a radio broadcast (10%) via **"It's Hot in Here."** All final cases to be presented to class on a Saturday in early April. I recommend that you complete the final case study draft as soon as possible after the presentation and submit it by April 22.

BUT the official due date for all final case study drafts is the final examination day of the final exam period: Thursday April 30 before 3:30 PM.

5. Class Twitter account (15%)

Maintain and manage the Twitter account for the course. All students will be expected to tweet actively using the course twitter account. This component will have a collective (extra points – 5%) as well as an individual part (10%). The collective grade will depend on the total number of followers that the account gets by the end of the semester (On

the scheduled date of the final examination). The individual part of the grade will depend on your individual tweets – number of tweets and times retweeted or favorited. The course twitter account, blogsite, and email accounts for public communications are as follows: Twitter Handle: envgovernance; Twitter Password: IEG2015course; Email Address: int_env_gov@outlook.com; Email Password: IEG2015course!; Blog URL: <http://intenvgov.wordpress.com>

NOTE: Your tweets should focus on course themes and materials. I understand that you can game the system. I will rely on you to be sincere in managing the account.

NRE 563: Syllabus at a Glance

Class time	Lesson content	Activities
Week 1.1 Jan 8	Introduction, the case method and the introductory case	-Read assigned two page case, introduction
Week 2.1 Jan 13	Environmental governance: goals and actors	-Lecture, no readings, discussion
Week 2.2 Jan 15,	Reading a case	-Lecture, readings, discussion
Week 3.1 Jan 20	Environmental governance: Collective action	-Lecture, readings, discussion
Wee. 3.2 Jan 22	Environmental governance: Mechanisms	-Lecture, readings, discussion
Week 4.1 Jan 27	International environmental agreements	-Lecture, readings, discussion
Week 4.2 Jan 29	Case 1: Drinking water, drylands	-Case discussion
Week 5.1 Feb. 3	Case 1: Drinking water, drylands	-Lecture, readings
Week 5.2 Feb 5	Case 1: Drinking water, drylands	-Presentations
Week 6.1 Feb 10	Agriculture, food, security	-Lecture, readings, discussion
Week 6.2 Feb. 12	MDGs vs SDG: Domestic and International policy concerns	-Lecture, readings, discussion
Week 7.1 Feb. 17	Case 2: Cambodia HIV/AIDS	-Case discussion
Week 7.2 Feb. 19	Case 2: Cambodia HIV/AIDS	-Lecture, readings
Week 8.1 Feb. 24	Case 2: Cambodia HIV/AIDS	-Presentations
Week 8.2 Feb. 26	Dutch disease/Resource curse	Lecture, readings, discussion
March 3 and 5 Winter Break, no classes		
Week 9.1 Mar. 10	Case 3: Royal Dutch/Shell	-Case discussion
Week 9.2 Mar. 12	Case 3: Royal Dutch/Shell	-Lecture, readings
Week 10.1 Mar. 17	Case 3: Royal Dutch/Shell	-Presentations
Week 10.2 Mar 19	Climate change and governance	-Lecture, readings, discussion
Week 11.1 Mar 24	Case 4: Asociación Civil Labor	-Case discussion
Week 11.2 Mar 26	Case 4: Asociación Civil Labor	-Lecture, readings
Week 12.1 Mar 31	Case 4: Asociación Civil Labor	-Presentations
Week 12.2 April 2	Case 5: Madre de Dios	-Case discussion
Week 13.1 April 7	Case 5: Madre de Dios	-Lecture, readings
Week 13.2 April 9	Biodiversity and protected areas	-Lecture, readings
Week 13.3 April 11	Student case presentations	Saturday presentations
Week 14.1 and 14.2	Finalize case studies	
Memo dates: January 20, 22, 27; February 3, 10, 12, 19, 16; March 12, 19, 26; and April 7 Case analysis presentation dates: Feb. 5, 24, March 12, 26. PICK 3 Memo and Case Dates		