

Natural Resource and Environmental Policy
ESPM 3241W/5241 (3 credits)
Syllabus for Spring 2017

Course Meeting Times & Location

Course meets from 10:15-11:30 AM Tuesday & Thursday in Green Hall 110, St. Paul Campus. Please note that students are also responsible for checking the course website via Moodle regularly. <https://moodle.umn.edu>. Regular use of Moodle is required for this class.

Instructor:

Forrest Fleischman

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Office Hours: 11:30-12:30, Tuesday & Thursday, and by appointment in Green Hall, room 101D

Teaching Assistants:

Marissa Schmitz

NRSM Graduate Student

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Adrienne Strubb

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Office Hours: 10-12 AM, Wednesday, and by appointment in Green Hall 320

Required Texts and Readings:

Most Course Readings are available via the course website on Moodle and/or through University library resources. In addition to these readings, this course requires three textbooks, two of which are freely available electronically. You are responsible for obtaining a copy of Graham and Hand (2017) either through the bookstore or through other booksellers.

1. Steinberg, P. F. (2015). *Who Rules the Earth? How Social Rules Shape Our Planet and Our Lives*. Oxford: Oxford University Press. (note that this book is freely available electronically through the University Library system
<http://site.ebrary.com.ezp3.lib.umn.edu/lib/uminnnesota/detail.action?docID=10997337>)
2. The Sierra Club. (2016). *The Sierra Club Movement Organizing Manual 2016*. Retrieved from https://drive.google.com/file/d/0B_SyQm-xMDSpWFZKTUc4aGk0eWdKSkNfenBHb0U1dkZKRE8w/view
3. Graham, B., & Hand, C. (2017). *America, the owner's manual : you can fight City Hall--and win*. Thousand Oaks, CA: Sage

Course Goal and description:

The goal of this course is to enable future natural resource and environmental professionals to participate effectively in the crafting of more effective solutions to environmental and social problems.

In this course, you will learn how to engage in the policy process in order to change rules and practices that determine how society makes decisions about natural resources and the environment. In order to do this, you must understand how and why policies are made, who makes them, and how you can get a seat at that decision-making table. You must be able to communicate your ideas about policy effectively, and you must be able to craft policy solutions and political strategies that actually work.

This course is built around the idea that the best way to learn is by doing. While the course will contain conventional components, such as lectures, readings, and assignments, the bulk of your work in this class will be built around a team-based project in which you will work to change a policy. Reflecting the importance I place in learning by doing, your evaluations in this class will be weighted towards demonstrating your effectiveness in crafting policy solutions – through writing and through the documented activities of your team-based project. Smaller assignments throughout the term will provide you training in how to achieve the larger goals of the class, while a final paper documenting what you did in your team project will serve as a final evaluation of the development of your abilities. There will be no final exam in this class.

Grading Rubric:

Your grade in this course will be based on the following assignments:

30 daily quizzes (you can drop the 5 lowest grades) 25 – 10 points each for 250

10 in-class activities (you can drop the 2 lowest grades) 8 10 points each for 80

8 small assignments (you can drop the 2 lowest grades) 6 10 points each for 60

6 team essays 40 points each

3 individual essays 40 points each

1 final individual essay 250

Total: 1000 points

A: More than 930 points

A-: 900-929.999 points

B+: 870-899.999 points

B: 830-869.999 points

B-: 800-829.999 points

C+: 770-799.999 points

C: 730-769.999 points

C-: 700-729.999 points

D+: 670-699.999 points

D: 600-669.999 points

F: Less than 600 points

Grad students:

Those enrolled in the graduate section of this course (5241) will be responsible for an additional research essay assignment, which will be worth 250 points (20 points for proposal, 30 points for outline/first draft, 200 points for final draft), so that graduate students will have 1250 total points. Because of this greater number of points, grades will be assigned based on the percentage of points, following the same pattern as above.

Course Policies:

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please

see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

As this course is an interactive class, and we will be using computers and other electronic devices to work together in class. Students are expected to use these devices responsibly in the classroom. This means that while electronic devices should be used for course-related activities, they should not be used for other activities (e.g. such as working on other classes, communicating with friends, or reading) during class time. Students who are observed using devices inappropriately during class time may be asked to share their personal communications with the class, have their device confiscated for the duration of the class period, and if the behavior repeats, will be receive a penalty in their grade. The University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please

reference: <http://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct

Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/education/instructorresp>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic

dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>.

In the context of this course, we will be doing a large amount of team work. Assignments are designated either as team or as individual assignments. It is important that students work individually on individual assignments, however teamwork is obviously permitted on team assignments. We will spend time in class learning more about how issues of plagiarism and academic integrity apply to this class.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/education/makeupwork>.

Late Work:

If extenuating circumstances make it difficult for a student to complete an assignment in a timely fashion, students must contact the instructor via email (ffleisch@umn.edu) at the earliest possible time (at least 24 hours before the due date) if they wish to make alternate arrangements. Such arrangements will be made at the instructor's discretion, except as indicated above under "makeup work for legitimate absences." Students handing in material within 24 hours after the due date will receive 50% of their grade. Work will not be accepted after 24 hours, except as described above.

Regrade policy

Grading writing is inherently a subjective exercise, and with 125 students enrolled in this class, it is inevitable that some mistakes will be made. The Professor, Forrest Fleischman, is the final authority in determining grades, and will review all grading by the teaching assistants prior to releasing the grades to students. If students believe that a mistake has been made in grading, they must contact Dr. Fleischman via email within 72 hours after the release of their grades, and provide a detailed written note explaining the mistake. Dr. Fleischman will respond to all such inquiries by revisiting the grading of that assignment. Note that regrades can result in lower grades if Dr. Fleischman discovers a mistake in the opposite direction.

Writing

This class meets the University of Minnesota's guidelines for a writing intensive course (<http://undergrad.umn.edu/cwb/definition.html>). Writing is a challenging skill to master, and we will work together to improve your writing. All of the writing in this class will take a "policy memo" format, and we will discuss what this means in class. Writing well takes practice (it also helps to read good writing, which we will do in this class). Students are strongly encouraged to obtain support for their writing from the Center for Writing: <http://writing.umn.edu/sws/>

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms

and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

Grading and Transcripts

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: <http://policy.umn.edu/education/gradingtranscripts>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents

Policy: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents

Policy: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - [612.626.1333](tel:612.626.1333)) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, **can** often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: (UM Twin Cities - <https://diversity.umn.edu/disability/>) or e-mail (UM Twin Cities - drc@umn.edu) with questions.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Course outline:

List of class sessions:

Week 1: Introduction

1. Tuesday, January 17: Course Introduction. Policy change brainstorm. Prof organizes CATME survey after class.

- Dolsak and Prakash (2016)
- The Sierra Club (2016), chp. 1
- Steinberg (2015), chp. 1

Optional Further reading:

Skocpol (2013a, 2013b); Layzer (2012); Shellenberger and Nordhaus (2004)

2. Thursday, January 19: What are institutions? What are actors?

- Steinberg (2015) chp. 2
- Graham and Hand (2017), Preface & Prologue

Optional Further reading:

Douglass C. North (1990); Douglass C. North, Wallis, and Weingast (2009); E. Ostrom (2005); Sabatier and Weible (2014); Putnam (2000); Schlozman, Verba, and Brady (2012) (Williamson, 1975)

Small Assignment 1 CATME teammaker survey due Weds January 18 at 5 pm
Team essay 1 (team problem statement) due Friday at noon.

Week 2: Why do we need environmental policy?

3. Tuesday, January 24 Externalities & public goods

- Lee, Freudenburg, and Howarth (2013), Chp. 13
- Steinberg (2015), Chp. 4
- Briske et al. (2017) <https://www.khanacademy.org/economics-finance-domain/microeconomics/consumer-producer-surplus/externalities-topic/v/negative-externalities>

Optional further reading:

The best recent introductory summary of economic thinking on the environment is core project (2015) (see <http://www.core-econ.org/ebook/>, especially chapter 18). See also Weimer and Vining (2011); Bromley (1991); Coase (1960); Ellickson (1986); Gowdy, Hall, Klitgaard, and Krall (2010); Stiglitz (1988)

4. Thursday, January 26 common pool goods, distribution

- McKean (2000)
- Martinez-Alier (2013)

Optional Further reading:

Anderies and Janssen (2013); Cox, Arnold, and Villamayor Tomás (2010); Dietz, Ostrom, and Stern (2003); (Fleischman et al., 2014); Gibson, McKean, and Ostrom (2000); E. Ostrom (1990, 1992); E. Ostrom et al. (2002); E. Ostrom, Gardner, and Walker (1994); V. Ostrom and Ostrom (1977); Poteete, Janssen, and Ostrom (2010); Schlager and Ostrom (1992)

Small Assignment 2 Plagiarism quiz due Monday January 23rd at noon

<https://www.indiana.edu/~academy/firstPrinciples/index.html>

Small Assignment 3, CATME team evaluation due Monday January 23rd at noon

Week 3: What kinds of policies might we use? (1)

5. Tuesday, January 31 Types of policies (intro)
 - Hardin (1968)
 - Salzman (2013)
 - Bastos Lima, Visseren-Hamakers, Braña-Varela, and Gupta (2017)
<https://www.khanacademy.org/economics-finance-domain/microeconomics/consumer-producer-surplus/environmental-regulation/a/the-economics-of-pollution-cnx>

Optional Further reading:

Chakraborty, Ghosh, Sachdeva, and Joshi ; Richards (2000) Weimer and Vining (2011)

6. Thursday, February 2 Markets & prescriptive regulations
 - Woodward, Stronza, Shapiro-Garza, and Fitzgerald (2014)
 - Votteler (1998)
 - Steinberg (2015), Chp. 5

Team essay 2: Revision to team problems statement due Wednesday, February 1 at noon
Small Assignment 4: CATME team evaluation due Thursday February 2 at noon.

Week 4: What kinds of policies might we use? (2)

7. Tuesday, February 7 community based management
 - Agrawal (1996)
 - E. Ostrom (1990), chp. 4
 - Steinberg (2015), chp. 8

See further readings for class #4

8. Thursday, February 9 Changing the decision-making rules
 - Rochon and Mazmanian (1993)
 - Steinberg (2015), chp 10
 - Heberlein (1974)

Optional further reading:

Kashwan (2015); Knight (1992); Moe (1990) Sabatier and Weible (2014); Sabel, Fung, and Karkkainen (1999)

Individual Essay 1, individual solution proposal due Friday February 10th at noon.

Week 5: How do we change policies?

9. Tuesday, February 14 Introduction to strategies
 - Graham and Hand (2017) Introduction
 - The Sierra Club (2016), Chps. 2-3
 - Steinberg (2015), chp. 3, 11
10. Thursday, February 16 Approaches to changing policy
 - Rothman (2001)
 - Hyman (1990)
 - Heberlein (2012)

Team essay 3, group solution proposal due Friday February 17th at noon

Week 6. Background Research

11. Tuesday, February 21 Research strategies
 - Graham and Hand (2017), chp 2
 - Bernard (2011)
12. Thursday, February 23 Identifying key decision-makers & stakeholders
 - Graham and Hand (2017), chp 3-5, 7
 - The Sierra Club (2016), chps. 5-7 (including section at end of chp. 7 on diversity)

Small assignment 5, CATME team evaluation due Monday February 20th at noon
GRADUATE STUDENTS ONLY: Topic proposal due Friday February 24th at noon.

Week 7. Planning & Communication

13. Tuesday, February 28 Strategic planning
 - The Sierra Club (2016), Chp. 4, 8-10
 - Graham and Hand (2017), chp 6, 9
14. Thursday, March 2 Communication
 - Graham and Hand, chp. 8
 - Capitolreader.com (2004)

Individual essay 2: Individual strategy proposal, due Friday March 3rd at noon

Week 8. Communication

15. Tuesday, March 7 Science communication
 - Olson (2009) (selection)
 - Fernández (2016)
16. Thursday, March 9 wrap up of first half of course

Team essay 4, team strategy proposal due Friday March 10th at noon
Small Assignment 6, CATME team evaluation due Friday March 10th at 5 pm

Spring Break!

Week 9. Collaboration

17. Tuesday, March 21 Collaboration
 - Graham and Hand, chp 7
 - Innes and Booher (2010) chp 4
 - Gregory et al. (2012) chp 1
18. Thursday, March 23 Community & participation
 - Agrawal and Gibson (1999)
 - Fleischman and Rodriguez-Solorzano (in review)

GRADUATE STUDENTS ONLY: First draft of research essay due Friday, March 24th, at Noon.

Week 10. Conflict

19. Tuesday, March 28 Conflict 1

- Machiavelli (1961) (selection)
20. Thursday, March 30 Conflict 2
- Alinsky (1971) (selection)

Week 11. Conflict & the law

21. Tuesday, April 4 Litigation 1
- Houck (2010) chp 1
 - Steinberg Chp. 6
22. Thursday, April 6 Litigation 2
- Nie (2008)
 - Steinberg Chp. 7

Optional further reading: Wilkinson and Anderson (1985)

Team essay 5, group progress memo due Friday April 7th at noon

Week 12. Government

23. Tuesday, April 11 Public officials as change agents
- O'Leary (1994, 2009)
24. Thursday, April 13 Public officials and the public
- Fleischman (2014); Fleischman and Briske (2016);Fleischman (In Press)

Optional Further reading: Koontz (2002); Meier and O'Toole (2006); Thomas (2003)

Small assignment 7, CATME team evaluation due Monday April 10th at noon

Week 13. Tactics

25. Tuesday, April 18 Civil disobedience 1
- Thoreau
26. Thursday, April 20 Campaigns
- Gandhi (1950) selections

Optional Further Reading: Bhavnani and Jha (2014); Branch (1988, 1998, 2006); Fischer (1954); Gandhi (1927, 1950, 1988); Guha (2014); Skaria (2016)

Week 14. When you win or lose

27. Tuesday, April 25 Civil disobedience 3
- Sharp (2010)

Optional further reading: See many other books by Sharp: <http://www.aeinstein.org/free-resources/free-publications/english/>

28. Thursday, April 27 Evaluation
- Graham and Hand (2017) chp 10

Optional further reading: Maxwell (2004); Shadish, Cook, and Campbell (2002); Weimer and Vining (2011)

Graduate Student Research Essay due Friday April 28th at Noon.

Week 15. Wrap up

29. Tuesday, May 2 Semester wrap-up

30. Thursday, May 4 Semester wrap-up

Team essay 6, team report on action taken, due 11:59 PM on May 5th

Small Assignment 8, CATME team evaluation, due 11:59 PM on May 5th

Final Individual essay, Individual reflection & recommendation, due 11:59 PM on May 5th

Works Cited (includes both required and optional readings)

- Agrawal, A. (1996). The community vs. the market and the state: Forest use in Uttarakhand in the Indian Himalayas. *Journal of Agricultural and Environmental Ethics*, 9(1), 1-15. doi:10.1007/BF01965667
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- Anderies, J. M., & Janssen, M. A. (2013). *Sustaining the Commons* (1.0 ed.). Tempe, AZ: Center for the Study of Institutional Diversity, Arizona State University.
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- Chakraborty, A., Ghosh, A., Sachdeva, K., & Joshi, P. K. Characterizing fragmentation trends of the Himalayan forests in the Kumaon region of Uttarakhand, India. *Ecological Informatics*. doi:<http://dx.doi.org/10.1016/j.ecoinf.2016.12.006>
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- Cox, M., Arnold, G., & Villamayor Tomás, S. (2010). A Review of Design Principles for Community-based Natural Resource Management. *Ecology and Society*, 15(4), 38.
- Dietz, T., Ostrom, E., & Stern, P. C. (2003). The Struggle to Govern the Commons. *Science*, 302(5652), 1907-1912. doi:10.1126/science.1091015
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