

YALE-NUS PROGRAM IN ENVIRONMENTAL STUDIES

YID2201: Theory and Practice of Environmental Policymaking 2016-2017, Semester Two (January – April 20167)

Instructor: Michael Maniates

Monday and Thursday, 1300 – 1415, CR18

Office: Cendana 02-04J

Consultation hours: Monday and Thursdays, 3:00 – 4:30 p.m., and by appointment. Go to <http://tinyurl.com/maniateshours> or <http://michaelmaniates.com> to sign up

- ✚ Email: michael.maniates@yale-nus.edu.sg
- ✚ WordPress site: <http://tinyurl.com/twopiers>
- ✚ Canvas site is active for submission of assignments

This module aspires to enhance your ability to think analytically, creatively, and even revolutionarily about the creation and implementation of environmental policy in multiple settings at varied scales.

TPEP is one of several 2000-level courses in the YNC environmental studies program. Each of these 2000-level modules provides students with a heightened understanding of *how ES scholars and practitioners think about the world from particular disciplinary/interdisciplinary vantage points*. Think of this course as getting into the skin of the “policy people” that inhabit or contribute to the field of environmental studies. For environmental studies majors, this course can also inform the organization of your area of specialization or your choice of a study-away venue.

Workload

Expect to devote ~ 10 hours a week, on average, to this course, including time in class. Some weeks will be heavier and some will be lighter. Please see me if you are spending more than ~ 10 hours a week so that we may discuss how you can streamline your approach.

Core Texts/Sources

- Primary text: Deborah Stone’s *Policy Paradox* (3rd edition).
- Supplementary texts: Paul Steinberg’s *Who Rules the Earth?* and Professor Cairney’s website at <https://paulcairney.wordpress.com/1000-words/>, with chapters of his book *Understanding Public Policy* available as supplementary reading.
- Case study materials and other readings at our WordPress site at <http://tinyurl.com/twopiers>

Assessment

Discussion.....	20%
Trial run take-home exam question (distributed and due in Week 3.....	5%
Take-home exam #1 (distributed week 5, due week 6)	25%
Take-home exam #2 (distributed week 11, due week 13)	25%
Final “dropped in the middle of xxx” paper (due during final exam week)	25%

- Trial-run exam question: A low-stakes, high-information mini-exam.
- Take-home exams: Solely focused on course material; you will see several questions, with some choice among questions. Impossibly large questions and impossibly tight word limits. Total length 2,500 – 3,000 words for each exam.
- Final paper: “You’ve been dropped into locale X with the following environmental problems: Z, Y, and Q. How do you proceed?” ~ 2,000 words. Everything in the course should be leading up to and preparing you for this question.
- Discussion: Participation within and report out from your discussion groups. Periodic peer assessments – all confidential – will occur, together with feedback from Prof. Maniates in weeks four and twelve.
 - An **A** grade for class participation is awarded when students regularly *initiate* discussion. This means coming to class thoroughly familiar with the assigned reading and, therefore, prepared to raise questions, to open discussion, to identify topics of interest in the reading, and to engage other students in the discussion. (Obviously, this does not mean monopolizing a discussion, or shutting others out, or talking for its own sake rather than to make a point about the topic under discussion.)
 - A **B** grade for class participation is awarded to students who participate regularly and productively in class discussion, who are prepared, and who are willing to engage. **B** discussants differ from **A** students in that the latter are self-starters who do not rely on the instructor's questions to set the agenda for discussion.
 - A **C** grade for class participation is awarded to those who participate on a regular basis, though less frequently than the **B** student. **C** discussants will be prepared for class, but their contributions will indicate that less thought has been given to assigned materials.
 - A **D** grade for class participation is given to those who contribute only infrequently to the discussion and whose contributions do not appear to arise from thoughtful consideration of the assignments.
 - An **F** grade results from non-participation in class discussion. Of course, participation is impossible if the putative participant is not in class. Frequent absences mandate **F** grades.

Academic Integrity

You may confer with others as your brainstorm and study, but your work must be your own. Where you use supporting evidence, provide enough information that allows the reader (in the class) to identify your sources. Please review material at <http://library.yale-nus.edu.sg/plagiarism/> and <http://studentlife.yale-nus.edu.sg/policies/academic-regulations/academic-integrity/>

Late Submissions

Most work may be submitted late at a cost of a 10% deduction of the assignment grade per 24 hours of lateness.

Accommodations for students with disabilities

If you have specific physical, psychiatric, or other learning disabilities that require special accommodations, please let me know early in the semester so that your learning needs may be appropriately met.

Important Schedule Information

- We will normally meet on Monday and Thursdays from 1300 – 1415
- Class is cancelled because of a public holiday on 30 January
- Professor Maniates is out of the country on Monday 27 February. A make-up class will occur on Monday, 17 April at 1300 (first day of reading week).

Other Important Dates

Trial Run Exam: released 23 January/due 27 January (11:59 p.m. via Canvas)

Take Home Exam #1: released 6 February/due 19 February (11:59 p.m. via Canvas)

Take Home Exam #2: released 27 March/due 9 April (11:59 p.m. via Canvas)

Final Application: released 13 April/due 28 April (11:59 p.m. via Canvas)

Course Structure (see WordPress site for detailed reading list)

- I. Beginning Theory
 - a. Challenges
 - b. Fundamentals
 - c. Consolidation
 - d. Barriers
 - e. Policy Paradox
- II. Cases
 - a. Ozone
 - b. Plastic Bags
 - c. Less Work More Happiness
 - d. Bicycles
 - e. Energiewende
 - f. U'wa and Occidental Oil
- III. Paradox Revisited
- IV. Final Scenario

Discussion Guidelines¹

1. Come to class with things to say – this implies careful reading and reflection beforehand.
2. Another version of # 1: Make notes as you read, and as you reflect on discussion. Draw on these notes while in class.
3. Aim to contribute to discussion at least once a class meeting.
4. Don't go more than two class meetings without saying something.
5. The name of the game is quality, not quantity. Too many less-than-useful contributions are worse than saying too little.
6. Listen carefully to what others are saying. Don't dominate. Forget this, and you won't do well. That's because...
7. ...good discussion is like a free-flowing conversation with friends that you value and respect. It is not "sequential opinion expression." It's characterized by building on what others have said and drawing your colleagues out with your comments.
8. Therefore, a promising contribution might begin with "I want to second what Joe said, but also add the following..." or "I see Kathy's point, but another way to look at it is..." or "to build on Morgan's ideas a bit more..."
9. Try not to focus on the professor when you're talking. Address the entire class.
10. Questions for the group are often a provocative way of framing discussion. For example, "it seems to me that Gatto hates public school teachers, and here's why – did others read him the same way?"
Indeed, asking good questions is usually more valuable than offering good answers.
11. As others are talking, resist the urge to rehearse in your own mind what you're going to say next. You'll miss nuances that you'll need for discussion, and for your papers.
12. Tolerate Silence. People need time to think. Tolerate Silence.
13. Try to organize your thoughts before speaking. Sometimes jotting a few notes down helps. Thinking aloud is occasionally OK, but too much of it detracts from your ability to communicate your ideas. Resist saying the first thing that pops into your mind.
14. Be cognizant of gender dynamics.
15. Don't be so damn polite. We won't be. It's not personal. If someone says something with which you disagree, or that makes you uncomfortable (personally or intellectually), you owe it to them to say so. You'd expect nothing less.
16. Nevertheless, don't confuse effective seminar discussion with knock-down, drag-out debating. Your aim isn't to score points. ***It's to help the entire group*** explore the material and respectively identify areas of agreement and disagreement, and domains of "truth" and "ambiguity." This is the primary criterion I'll use when assessing your discussion performance.
17. Wherever possible, draw from and refer to course material. Demonstrate your command of the material.

¹ Source: FS 101 Syllabus, Allegheny College, Fall 2010, "College is the Answer, But what was the Question?", M. Maniates, which in turn was informed by prior syllabi by Professor Benjamin Slote (English), Professor Terrance Bensel