

# YALE-NUS PROGRAMME IN ENVIRONMENTAL STUDIES

**YID 2201: Theory and Practice of Environmental Policymaking**  
Academic Year 2018-2019, Semester One (August – November 2018)

**Monday and Thursday, 1300 – 1415, CR12**

**Facilitator: Michael Maniates**

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Consultation hours: Monday 3:00 – 4:30 p.m., Friday 11:00 a.m. – 12:15 p.m., and by appointment

Go to <http://tinyurl.com/maniateshours> to schedule a time

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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 offers students a heightened understanding of how ES scholars and practitioners think about the world from particular multi-disciplinary 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. Students majoring in environmental studies may find this module to be a useful foundation for their area of specialization.

## Core Texts/Sources

- Primary text: Deborah Stone’s *Policy Paradox* (3<sup>rd</sup> edition).
- Supplementary texts: 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/tpep2018>

## Assessment

Discussion.....	20%
Trial run take-home exam question (distributed and due in Week 3).....	5%
Take-home exam #1 (distributed early week 5, due Monday after 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 choice among some questions. Impossibly large questions and ridiculously 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.

## Assessment, continued

- Discussion: This is a significant part of the module, and it will take hard work to excel. You will receive confidential assessment of your discussion performance twice during the term, based on the following criteria:
  - 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.

## 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. See me if you are spending more than ~ 10 hours a week so that we may discuss how you can streamline your approach.

## Course policies and procedures

- Attendance: I have no attendance policy in this course. If you miss a class, you miss whatever material we covered that day. Consult with other members of the seminar to learn what you've missed. I am available, within reason, to fill in remaining gaps.
- Late submissions: You may obtain extra time to submit assignments at the cost of 10% of the assignment grade per 24 hours of extension. Extensions at this cost are granted automatically.
- Tardiness: I will aim to start promptly at 1:00 p.m. and end promptly at 2:15 p.m. Please endeavor to be settled in nicely by 1:00 p.m.

## Course policies and procedures, continued

- Laptops: You'll need your laptop in class to access readings, but laptops in seminar also can be distracting, to others and to you. I occasionally may ask you to close your laptop. Please don't be offended if I do.
- Interim evaluation: I want this course to be useful to you. To that end, anonymous evaluations will be conducted at the end of weeks three and eight, with results reported back to the class.
- Academic integrity: This would be an unfortunate moment for you to run afoul of our shared understandings of academic integrity. Please see the Yale-NUS "avoiding plagiarism" website at <http://library.yale-nus.edu.sg/avoiding-plagiarism/> Please review the Cornell University Plagiarism Tutorial on this page. Also consider perusing <https://studentlife.yale-nus.edu.sg/policies/academic-integrity/>

## Accommodations for students with disabilities

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

## Health and wellness

If you are experiencing undue stress or feel you might benefit from private counseling, please contact the Yale-NUS Health and Wellness Centre. The wellness centre also offers a wide range of enriching workshops and events. Additionally, consider reaching out to your Vice Rector. For this and other kinds of support, see <https://studentlife.yale-nus.edu.sg/wellness/>

## Course Structure (see <http://tinyurl.com/tpep2018> for reading list)

- I. Beginning Theory
  - a. Challenges
  - b. Fundamentals I
  - c. Fundamental II
  - d. Barriers (and Paradox?)
- II. Cases + Theory
  - a. Ozone
  - b. Plastic Bags
  - c. Less Work More Happiness
  - d. Bicycles
  - e. Energiewende
  - f. TBD
- III. Paradox Revisited
- IV. Final Take-Home Scenario

## Discussion Guidelines\*

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.

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\* 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 Slotte (English), Professor Terrance Bensef (Environmental Studies)