ENV 1002H
Environmental Policy
Winter Term 2019
Tuesday, 12-2PM, SS 1083

Instructor: Prof. Jessica Green
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Office: Sidney Smith, 3031
Office Hours, Tuesdays, 3-5PM
(please sign up on Quercus)

Course Description
This course will provide an introduction to the study of public policy, from the perspective of political science. It begins from the premise that policymaking is an inherently political process, and seeks to demonstrate the ways in which policies are a reflection of power, values and interest groups. The course will be divided into three parts. First, we discuss basic concepts that underpin environmental policy: What is the distinction between market and polis? What are the goals of environmental policy? What are the obstacles to collective action? Second, we will examine the mechanics of policymaking: how the policymaking process works, and what types of instruments are available to protect and manage the environment. Finally, the last portion of the class will be devoted to examining cases of national and international environmental policy.

Course Format
The class will be a mixture of lecture and discussion. As it will not be a straight lecture format class, I expect that you will come to class: a) having completed the readings and b) prepared with questions to discuss.

Learning Objectives
By the end of this class, you should be able to identify the major actors and components of the policymaking process. You should be able to apply these theoretical concepts to specific cases of environmental policymaking in Canada and beyond.

Readings
There are no assigned textbooks for the course. You may wish to purchase a used copy of John Kingdon’s book *Agendas, Alternatives and Public Policies*, but it is not required. All readings will either be available: on reserve at the library (R), in the Readings Module on Quercus (Quercus), or electronically through the UofT library website (UofT-e).

I reserve the right to amend the readings.

Course Assignments, Due Dates and Grading

Participation: 10%

- I expect that you will attend and actively participate in class. I recognize that some students are less comfortable speaking in public. I encourage you to speak the first day
of class; after that, it gets easier. If you remain deeply uncomfortable speaking, please schedule a time to meet with me so we can discuss alternative forms of participation.

Student Presentation: 15%
- Each student will be responsible for presenting one of the readings for 5-7 minutes. This will include a brief summary of the main arguments, accompanied by no more than 5 powerpoint slides. The final slide should feature 2-3 discussion questions. These are to be emailed to me no later than 9AM on Tuesday morning. The readings eligible for presentations are denoted with an SP on the syllabus.

Policy Memos: 50% (25% each)
- After Reading Week, each session focuses on a particular policy area. The questions listed at the beginning of each week will serve as the question for the policy memo. There are six weeks; you can pick any two on which to do your memos. Re-writes are NOT permitted. I will provide further information on how to write a policy memo in the Assignments Module on Quercus.

Take home final: 25%
- This will be open book and open note, but a timed exam. You will have 48 hours to complete it once I circulate it by email. Due 8 April by 9AM

Policies and Expectations
- In this course, you can expect that I will strive to be fair, respectful, responsive and open-minded.

- In return, I ask you to respectful of your classmates and of me, be prepared and on time for class, and meet deadlines for assignments.

- I expect that everyone will attend and participate actively in class. Active participation includes both contributing your ideas (questions, comments, analyses, insights) and listening to the contributions of others (without distraction).

- No laptops. The only exception is if you have permission from Accessibility Services. Here’s why: “Experimental tests of immediate retention of class material have also found that Internet browsing impairs performance. Moreover, recent research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing.” Psychological Science, DOI: 10.1177/0956797614524581.

- I prefer that you bring hard copies of the readings to class, though I do not require it.

- No texting. It’s disrespectful to me and your fellow classmates. Also, when you think you’re being sneaky texting in your lap, you’re not. Consider this as 2 hours of internet free existence.

- If you are too tired to stay awake in class, please go home and nap.

- You are expected to come to class, and I may make announcements in class that are not posted on Quercus. If you miss class, it is your responsibility to ensure that you find the information you
have missed. I also encourage you not to ask me questions such as “did I miss anything important?” – I tend to think everything I share during class is important.

• **Students with Disabilities:** Students with disabilities who require special arrangements should contact the Student Accessibility Services at (416) 978 8060; accessibility.services@utoronto.ca. Some students find that they must wait to contact and secure approval from Accessibility Services; in these cases, you should still contact me in advance, to let me know you might require accommodations for assignments.

**Attendance**
Simply coming to class will not earn you full marks; I expect that you will attend class having completed all of the readings, with questions for the class. I will take attendance on an unannounced basis. You are allowed one “freebie” absence. After that, absences will negatively affect your participation grade. More than five unexcused absences will result in failing the class.

**Quercus**
Readings denoted Quercus will be available in the Readings module for the course. Please do not contact me if you are experiencing technical difficulties with Quercus. Consult the Help menus, especially the one for students. You may also contact: lme.migration@utoronto.ca

All assignments, unless otherwise specified, should be submitted through Quercus.

**Deadlines and Late Penalties**
All deadlines are final. For each day an assignment is late, there will be a 3% reduction in your grade. I may make exceptions under extenuating circumstances, such as illness or family emergency. However, these will require documentation, and will be made at my discretion. If there are other issues that you think may affect your ability to turn in assignments on time, I suggest you contact me as early as possible. Do not ask me for an extension the night before an assignment is due; I will not grant it.

**Email and Communication**
I will hold weekly office hours on Tuesdays, and I will be very glad to meet with you at those times to discuss readings, lectures, assignments, essays, and more. You must sign up for office hours using the course calendar on Quercus by 8PM on Monday.

I have also listed my email address in the contact information at the start of the syllabus; however, please consider several things when reaching out to me by email:

• Please check (and double-check) that the answer to your query is not in the syllabus before you contact me with questions.
• I will do my best to respond to your messages, but please don’t expect a rapid response. I will not be responding daily to emails about the class, and will not check my email on evenings and weekends. As such, please plan ahead if you need to reach out to me.
• If you write to request an extension or accommodation the night before an assignment is due, I am unlikely to accommodate your needs or offer assistance.
• Please treat emails as a professional form of communication; I expect proper grammar, sentences, and greetings and sign-offs in your messages, and you can expect the same from me. Please include a greeting, and please address me as Prof. Green.
Legal

Please read the policy on academic integrity. Plagiarism results in failure in the class. Academic dishonesty is a serious offense that can result in loss of credit, suspension, and possibly expulsion from the university. All suspected cases of academic dishonesty will be reported to the Department.

If you have questions about what constitutes plagiarism, please consult this page from the Writing center. You can also make an appointment with me to discuss any questions.

Plagiarism includes:
- copying sentences or fragments from any source without quotes and references
- not citing a source used in your papers
- citing internet information without proper citation
- presenting someone else’s work as your own
- inadvertently copying verbatim from any source.
8 Jan: Introduction
Questions: What are the two main spheres of society, and how do they differ? Why is this relevant to policymaking?

15 Jan: Goals and Challenges of Policymaking
Questions: What is an equitable policy? What are the tensions between equity and efficiency? What are the challenges to collective action?
- Federalist paper #10. Available here.

22 Jan: The Policymaking Process
Questions: Why do some issues gain traction and others not? What is the role of public opinion?

29 Jan: Regulation vs. Markets
Questions: What does “regulation” entail? What are the different ways that governments can craft regulations to change behavior?
- Bennear, Lori S. and Cary Coglianese. 2013. “Flexible Approaches to Environmental Regulation” in Michael Kraft and Sheldon Kameniecki eds. The Oxford Handbook of US Environmental Policy UoT-e (SP)

5 Feb: Global Policymaking: A primer
Questions: How can states cooperate internationally to address international and global environmental problems?
- Charter of the United Nations, Chapters 1&2. Peruse others as you wish
  **We will also take some time to discuss how to write a policy memo in class**

12 Feb: Global forestry policy
Questions: Can a national problem be managed through international policy?

19 Feb: NO CLASS: Reading Week
26 Feb: Global climate policy
Memo 1: As the director of Greenpeace’s International Climate Division, you have to decide on priorities for the next round of negotiations. Select a policy that you think has the potential to be most effective in advancing climate policy. Provide two reasons that you think it’s a critical policy, and two strategies for promoting its adoption.


5 Mar: Canada’s climate policy
Memo 2: In his fight over carbon pricing in Saskatchewan, Premier Scott Moe has decided to throw Trudeau a bone. As his climate adviser, you are tasked with proposing one mitigation policy that balances political feasibility with actual impact. Propose one policy to Moe, providing at least three reasons for your choice.

- Pan Canadian Framework on Clean Growth and Climate Change. Read introduction, and skim the rest. Available here
- Skim Canada’s revised Nationally Determined Contribution and read Climate Action Tracker’s analysis of it
- Read the Pembina Institute’s brief on oil sands

12 Mar: Carbon pricing
Memo 3: Should there be a federal carbon price? If so, what should be the key elements of design? If not, why not?

- A primer on carbon pricing (very short)
19 Mar: Ontario climate policy
Memo 4: Should Ontario reinstitute a feed-in-tariff to stimulate the adoption of renewable energy? If yes, please provide describe two potential obstacles to this policies and strategies for overcoming them. If no, please explain why, and propose an alternative approach.

**Guest Speaker: Keith Stewart, Greenpeace Canada**
- Read Ford’s new climate change plan.

26 Mar: Transition to clean energy: the politics

2 Apr: Review