

Environmental Policy Making in Developing Countries
EVPP 337 – Section 006: Spring 2015
Regional focus: Latin America and Caribbean (LAC)

Instructor: Vivek Prasad, PhD

Course Meets: Tuesday, 7:20 – 10:00 pm, Robinson Hall B205

To Contact Instructor

Office: DK 3026 (temporary, will let you know the permanent one)
Office hours: Tuesday: 6:00-7:00 pm or by appointment
E-Mail: vprasad1@gmu.edu (preferred), **similarly, you use your GMU email to communicate with me**
Department Main Office: GMU Environmental Science and Policy Department: DK 3005 Telephone: 703-993-1043

Course Prerequisite:

60 or more credit hours. If you do not meet the course prerequisite, please contact your academic advisor.

Course Objectives:

The primary objective of this course is to provide an overview of environmental policy making in developing nations. In doing so, we have to understand the distinctive characteristics of developing countries that may advance or limit their ability for sound environmental decision/policy making, including their economic structure, governance, cultural history, demographics, urbanization, and other factors. We will review the fundamentals of environmental science and the origins of environmental policies, and we will also become familiar with international initiatives relevant to both environment and development policies in the developing world. We will also cover the basic rationales for environmental policy-making, major types of approaches for environmental policy-making, policy making stages, and how a good policy analyst would approach each stage of environmental policy analysis, including problem definition, policy alternatives formulation and comparison, as well as policy impact assessment. EVPP 337- Section 006 will focus on Latin America and Caribbean (LAC) region and will include case studies from that region wherever possible.

Course objectives include:

1. Providing students with substantive information and understanding about environmental issues and policy, policy making, and policy implementation in developing nations;
2. Fostering critical thinking; and

3. Promoting effective oral and written communication.

Critical thinking is the independent analysis of the issues. Students are expected to ask questions such as: Is this statement or analysis true? How do I know it is true? Are there other factors involved? Is the author basing this statement on faith, opinion, scientific method, or what? Given the facts, do I reach the same conclusion? What criteria are appropriate here? The simple acceptance and repetition of previously written or spoken material is not critical thinking. To be successful in this course a student must *use* and *demonstrate* critical thinking in written work, presentations, and class participation.

Writing Intensive Course Requirement

As part of the university's commitment to student writers in all undergraduate programs, at least one upper-division course in each major has been designated as fulfilling the "writing intensive" (WI) requirement. While other courses in the major may require written projects, teachers of the designated WI courses will devote class time to instruction on how to complete assignments successfully, assign and grade a minimum of 3500 words, provide constructive feedback on drafts, and allow revision of at least one graded assignment. See the description of each major for the specific course or courses that fulfill the WI requirement.

Source: <http://provost.gmu.edu/gened/general-education-requirements/>

For more information about the University's writing-intensive requirement, please visit http://wac.gmu.edu/program/wi_requirement

To fulfill the requirement of the writing intensive, students must submit:

- Assignment 1: draft 1000-words due **Feb 10th 2015**
- Assignment 1: draft 1800-word, due **March 24th 2015**
- Assignment 1: Final 2500-word, due **April 28th 2015**
- Assignment 2: 1000 words, due **Feb 24th**

Grading

<i>Deliverable</i>	<i>Percent of Final Course Grade</i>
Mid-term Exam March 31st	15%
In-class closed-book (15%)	
Assignment 1: draft 1000-words	10%
Assignment 1: draft 1800- words	15%
Assignment 1: 2500 words	20%
Assignment 2: 1000-words	10%
Assignment 1: presentation	15%
Class participation	15%

Comment [GG1]: Syllabus contains WI statement.

Comment [GG2]: Syllabus describes that the instructor will provide feedback on writing.

Comment [GG3]: Students are required to write at least 2 assignments and at least 3,500 words.

Comment [GG4]: Syllabus describes grading criteria for all major writing assignments.

Grading Scale

A+	97 - 100%	C+	77 - 79%
A	93 - 96%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D	60 - 69%
B	83 - 86%		
B-	80 - 82%	F	<60%

Academic Integrity (Plagiarism)

All written and presented work submitted for this class must be original; i.e., it must be your work and your work alone. You must not simply cut-and-paste the work of others into your work, nor should you simply paraphrase existing work. You must use quotations and proper cite the source of the text. I don't allow students to reuse their own work from previous semester (s), please discuss with me if you have any concern or question on this. Be warned: Plagiarism (defined below) will not be tolerated. Plagiarism is a GMU Honor Code violation that will have a serious impact on your academic record. See more information on GMU's Honor System and Code regarding plagiarism at <http://oai.gmu.edu/the-mason-honor-code-2/>

Plagiarism includes the following:

1. Presenting as one's own the words, work, or opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, arrangement of material, or pattern of thought of someone else without proper acknowledgment.

The University has made software available to the faculty to use for scanning student submissions and it will be used in this class. Contact your instructor if you have any uncertainty regarding the use of other sources before you submit any written assignment.

Submission Dates

The date and time for submitting case studies and country profile, will be clearly stated, either in the class syllabus or by announcement in class and via e-mail should changes to the syllabus schedule be required. Unless you have cleared with me in advance any late submission, to include an *in extremis* reason for the late submission, **assignments received after the due date and time will not be accepted.** Bottom line: communicate with me as early as possible if you are having difficulty meeting a deadline.

Attendance and Absence from Class

Attendance at class meetings is required and is essential for a high grade for class participation. You must take notes of all material presented or discussed in class. Students must contact the instructor prior to any planned absence (for example, religious holidays, see <http://ulife.gmu.edu/calendar/religious-holiday-calendar/>) and they should make every effort to inform the instructor if unforeseen circumstances require missing the scheduled class. Absence from class without prior notification will result in a lower grade for class participation. Students missing class are responsible for obtaining notes from others in the class. **More than three unexplained absences will result in an F for this course.**

Students with Disabilities

Students with Disabilities

Differently abled students should approach the instructor or the course coordinator through the Disability Resource Center (DRC) at 703-993-2474.

Where to Get Help

Students encountering difficulties in the course can either approach the instructor or the Counseling Center at (703) 993-2380 <http://caps.gmu.edu/psychologicalservices/>

Few important resources:

University Catalog: <http://catalog.gmu.edu/>

University Policies: <http://universitypolicy.gmu.edu/>

Learning Services: <http://caps.gmu.edu/learningservices/>

Writing Center: <http://writingcenter.gmu.edu/>

GMU Libraries: <http://library.gmu.edu/>

University Career Services: <http://careers.gmu.edu/>

Writing center: <http://writingcenter.gmu.edu/>

Assignments:

Reading Assignments

No text book is required for this class. Many of the assigned readings will be posted on the class web site (Blackboard). Readings from some journals will be available via the GMU library's e-journal and for these assignments the instructor will provide a full citation for class members to locate the article/paper on line. In-class discussion of the reading assignments will include answering these questions:

1. *Who are the authors?*
2. *Where is this published? Is this peer-reviewed? An opinion piece?*
3. *What are the key points? 3-5, or more*

4. *Why did they write this?*
5. *Why was this reading assigned?*

Blackboard link: <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>

Class Participation

Most classes will have a group discussion period over issues/questions provided by the instructor and based on the reading assignments. Class members are expected to briefly share with the class what they have learned from the reading assignments. Class participation is evaluated on the basis of preparation for and contribution to the class discussion. Respect and attentiveness to the other students and the instructor are essential. **Texting, use of cell phone, and non-course related use of laptops are NOT allowed. Recording lectures by any electronic device is NOT allowed.**

Mid-term Exam

This will be an in-class closed-book exam. In class exam will have multiple-choice questions. Instructor will explain and will post the guidance on the Blackboard.

Writing Assignment 1: Environmental problem identification, analysis and policy making (2500 words)

This writing assignment is modeled on a general process of environmental problem identification, analysis and policy making. The two main segments of this assignment are: 1) Environmental problem identification and analysis, and 2) policy making. Students are required to draw from class lectures, class discussion, conduct independent research (literature) and finally write a 2500 words paper. This paper will evolve over the semester. The purpose of this assignment is to have you internalize the concept of policy making and apply the concept into a real-world case. A detailed rubric and guidance is attached as annex 1.

Comment [GG5]: Syllabus describes all major writing assignments.

Writing Assignment 2: Best practices case study (1000 words): In policy making we draw policy recommendations from real world examples. Generally, these examples are successful policy recommendation or success stories. Often, they are referred as “best practices.” Researching and writing on best practices is an integral part of policy making and policy advocacy process. The Assignment 2 is about writing a best practice case study. The Assignment 2 is a separate 1000 words writing assignment but will supplement and feed into the assignment 1. A detailed rubric and guidance is attached as annex 1.

Presentation

Students will make presentations to the class on their Assignment 1. Each presentation will be followed by a question and answer (Q&A) session. Presentation and question and answer session length will be determined by class size, but at a minimum the length will be ten and five minutes respectively. Presentations may include the use of slides; but note, students are cautioned against relying too much on slide presentation software. The

instructor will serve as moderator for the presentations. Class participation grades will reflect each student's preparation for the Q&A session, and as the presentations are scheduled near the end of the semester, engagement in the Q&A session can improve a student's class participation grade.

General Written Assignment Guidelines

Written assignments will be graded on the basis of content, to include: substance, i.e., knowledge of the subject and selected topic; analysis and application of critical thinking to the subject; case study organization; adequacy of references; adherence to instructions in the syllabus; writing style; and the correct use of written English. All written assignments will be submitted to Blackboard before class on the due date.

Other required written assignment guidelines:

- Text will be double-spaced, 12 pt, Times New Roman
- Reference List will be single spaced
- Pages numbered in lower right corner
- No covers, folders, or title pages
- Put your name, course & section, semester, assignment, and date, in a single-spaced block in upper right corner of first page
- Submit the required word count
- Write in the third person; i.e., no "I" or "you" in your text

Feedback will be provided on the case study drafts. These formative comments will require a response in the subsequent written assignment and failure to respond to comments will have a negative impact on the subsequent assignment's grade. Shoddy work will not be evaluated and will be graded as a late/missing assignment; i.e., an F. There are no opportunities to resubmit work for a higher grade. The grading process will be discussed further in class.

Comment [GG6]: Syllabus describes that the instructor will provide feedback on writing.

Class Schedule and Assignments

Date	EVPP 337 004: Topic & Reading Assignments	Due
20-Jan	Course Overview and Writing Assignment Guidelines	
27-Jan	Environmental Science and Policy Issues <ol style="list-style-type: none"> 1. Living Planet Report 2008 2. A reading on global thinking : 3. Environment, economic growth and government in developing countries, (1998). In Desai, U., <i>Ecological policy and politics in developing countries</i>, pp. 1-12 (Blackboard as: Desai.pdf) <p><i>LAC-related</i></p> <ol style="list-style-type: none"> 1. Instructor's presentation 2. Watch: Mexico City (2001): http://www.youtube.com/watch?v=ONUxYewyDdo 	
03-Feb	Environmental Policy Making <ol style="list-style-type: none"> 1. How public policy is made, Theodoulou, S. (1995). In Theodoulou, S. and Cahn, M. eds., <i>Public policy, the essential readings</i>, pp.86-96 (Blackboard as: Theodoulou.pdf) 2. Agenda setting. Kingdon, J. (1995). In Theodoulou, S. and Cahn, M. eds., <i>Public policy, the essential readings</i>, pp. 105-113 (Blackboard as: D-Agenda_Kingdon_1995.pdf) 3. Up and down with ecology: the "issue-attention cycle", Anthony Downs. 1998. pp. 1-8. Available at http://cstpr.colorado.edu/students/envs_5720/downs_1972.pdf <p><i>LAC-related reading:</i> DRIVING FORCES AND PRESSURES FOR ENVIRONMENTAL CHANGE ENV Environmental outlook 2010 (posted on Blackboard)</p>	

Date	EVPP 337 004: Topic & Reading Assignments	Due
10-Feb	<p>Sustainable development</p> <ol style="list-style-type: none"> 1. What is sustainable development? by Jennifer Elliot 2. Equity, Inequality and Human Development in a post-2015 framework http://hdr.undp.org/sites/default/files/equity_inequality_human_development_in_post-2015_framework.pdf <p>LAC related :</p> <p>Watch: The Power of Community - How Cuba Survived Peak Oil</p>	Assignment 1:1000-words due
17-Feb	<p>Natural Resource-based conflicts and development</p> <ol style="list-style-type: none"> 1. The tragedy of the commons. Hardin, G. (1968). <i>Science</i>, 162(3859), pp.1243-1248 (Blackboard as: H–Hardin_1968.pdf) 2. Our Common Future, Chapter 11: Peace, Security, Development, and the Environment 3. Vicious circles. Ascher, W. and R. Healy. (1990). In <i>Natural resource policy making in developing countries</i>, pp. 17-30. (Blackboard as: K–Ascher_Healy_Ch2.pdf) <p><i>LAC-related reading:</i></p> <ol style="list-style-type: none"> 1. Watch: Banking on Disaster Or Shark Loves the Amazon 2. Indigenous health in Latin America and the Caribbean (Blackboard) 	
24-Feb	<p>Climate Change</p> <ol style="list-style-type: none"> 1. IPCC Summary for Policy Makers 2014 <p><i>LAC-related readings:</i></p> <ol style="list-style-type: none"> 1. Social Implications of Climate Change in Latin America and the Caribbean The World Bank. 2. How can market mechanisms for forest environmental services help the poor? Preliminary lessons from Latin America. M Grieg-Gran, I Porras, S Wunder - World development, 2005 – Elsevier <p>All posted on the Blackboard</p>	Assignment 2: 1000 words due

Date	EVPP 337 004: Topic & Reading Assignments	Due
03-March	<p>Air Pollution, Water Scarcity and Sanitation</p> <ol style="list-style-type: none"> 1. Moe and Rheingans (2006) Global challenges in water, sanitation and health <i>Journal of Water and Health</i> 04.Suppl 2. Megacities and Atmospheric Pollution, Molina, M. and L. Molina, (2004), pp. 648-653. <i>Journal of Air and Waste Management Association</i>, V. 54. Available at http://www.tandfonline.com/doi/pdf/10.1080/10473289.2004.10470936 3. Indoor air pollution and health in developing countries, Ezzati, M. (2005). <i>The Lancet</i> 366 (9480), July 9, 2005, pp. 104–106. <p><i>LAC-related reading/video:</i></p> <ol style="list-style-type: none"> 1. Air Quality: Environment. Outlook 2010 (posted on Blackboard) <p>Watch: Mexico City Air Pollution http://www.youtube.com/watch?v=QxxboHJ7N30</p> <ol style="list-style-type: none"> 2. Water Scarcity in Latin America and the Caribbean :Myths and Reality <p>All posted on the Blackboard</p>	
10-March	No class	

Date	EVPP 337 004: Topic & Reading Assignments	Due
17-March	<p>Deforestation and Biodiversity Loss</p> <ol style="list-style-type: none"> Biodiversity Loss Threatens Human Well-Being, Diaz, S., Fargione, J., Chapin, F., and D. Tilman. (2006). <i>PLoS Biol</i> 4(8), pp. 1300 -1305. Available at http://www.plosbiology.org/article/info%3Adoi%2F10.1371%2Fjournal.pbio.0040277 <p><i>LAC-related readings:</i></p> <ol style="list-style-type: none"> Chronicling Latin America's deforestation, leaf by leaf http://www.smartplanet.com/blog/global-observer/chronicling-latin-americas-deforestation-leaf-by-leaf/6918 Reduced Emissions from Deforestation and Degradation (REDD) in South America http://cmsdata.iucn.org/downloads/redd_in_south_america_english.pdf Brazil- Conservation of the Amazon Documentary: The Fight for Amazonia. Al Jazeera http://www.aljazeera.com/programmes/fightforamazonia/ 	
24-March	<p>Environment, poverty and Indigenous people (special topic of LAC)</p> <p>Indigenous People and Environmental Politics Annual Review of Anthropology Vol. 35: 191-208 (Volume publication date October 2006)</p> <p><i>LAC-related readings</i> TBD</p>	Assignment 1: 1800-words due

Date	EVPP 337 004: Topic & Reading Assignments	Due
31-March	<p>Evidence-Based Policy Making</p> <ol style="list-style-type: none"> Evidence-based policy: principles and requirements by Brian Head. Evidence-Based Policymaking: What is it? How does it work? What relevance for developing countries? By ODI <p><i>LAC-related reading:</i></p> <p>Liverman, Diana M., and Silvina Vilas. "Neoliberalism and the Environment in Latin America." <i>Annual Review of Environment and Resources</i> 31 (November 2006): 327–363.</p>	Mid-term
07-April	<p>Best Practice in Policy Making</p> <ol style="list-style-type: none"> Resources to be provided by instructor 	
14- April	Course review	
21-April Last class	Students' Presentations	
28- April	Students' Presentations	Assignment 1: final submission

Comment [GG7]: Syllabus indicates required draft deadline and revision deadline, with sufficient time for thoughtful feedback and for student revision.

Important note: Instructor has right to modify the syllabus, add and change readings, if required.

Annex:

Assignment 1: Environmental problem identification, analysis, and policy making (final paper 2500 words) Words below are in approximate, please apply +/- 5% rule.			
components	First draft (1000 words)	Second Draft (1800 words)	Final draft (2500 words)
1	<p>Introduction of the case study (prefer a country from LAC, otherwise, a developing country from any other region, please consult instructor before you choose a country).</p> <p>What made you to choose this country over other developing countries?</p> <p>200 words</p>	<p>Introduction of the case study (country) 200 words</p>	<p>Introduction of the case study (country) 200 words</p>
2	<p>What is the MOST important environmental problem?</p> <p>100 words</p>	<p>What is the MOST important environmental problem? Was/is this problem part of agenda-setting in the country?</p> <p>100 words</p>	<p>What is the MOST important environmental problem? Was/is this problem part of agenda-setting in the country?</p> <p>100 words</p> <p>100 words</p>
3	<p>Provide an analysis, why do you think the problem you identified is the MOST important. You can identify more than one environmental problem and provide a comparative analysis. 400 words</p>	<p>Provide an analysis, why do you think the problem you identified is the MOST important. You can identify more than one environmental problem and provide a comparative analysis. The analysis should be evidence-based.</p> <p>Hint: instructor will</p>	<p>Provide an analysis, why do you think the problem you identified is the MOST important. You can identify more than one environmental problem and provide a comparative analysis. The analysis should be evidence-based. 800 words</p>

Comment [GG8]: Syllabus describes grading criteria for major writing assignments.

		lecture on comparative analysis and evidence-based (policy making). 600 words	
4	Provide two to three tentative solutions (policy recommendation) to address the environmental problem you have suggested. 200 words	Provide two to three policy recommendations to address the environmental problem you have suggested. 200 words	Provide two to three policy recommendations to address the environmental problem you have suggested. 200 words
5	Conclusion 100 words	What is the basis of your policy recommendation? If this policy recommendation has worked in past, in the same country or other, please provide a 1000 words analysis as a “ best practices ” example. See Assignment 2. Hint: draw from instructor’s lectures on best practices. (600 words)	What is the basis of your policy recommendation? Draw from the best-practices and provide an assessment of your policy recommendation . Assessment would be based on environmental, economic, social and cultural, and political tools/considerations . Hint: draw from instructor’s lectures You may frame your argument by discussing what are the constraints/risk to your policy recommendation and how would you remove/minimize risk those constraints/risks to make them acceptable policy makers. Hint: draw from instructor’s lectures on policy making (900 words)
6		Conclusion (100 words)	Conclusion (200 words)
7	References (minimum 6) 3 must be peer	References (minimum 9) 4 must be peer	References (minimum 15) 6 must be peer reviewed journals

	reviewed journals	reviewed journals	
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Assignment 2: Best practices case study (1000 words)

The “best practices” is the **evidence** and basis of your policy recommendation. This provides an analysis and information to **policy makers** that the recommendation you are proposing in your assignment 1 has worked. You may choose best practices from **local to global examples**, prefer from developing countries. **Scale** (geographical size and population) of the Best practices **should be close to your case study** of the assignment 1. You may take small-scale best practices if it is very effective.

Comment [GG9]: Syllabus describes any specific strategies and conventions necessary for student success for this assignment.

Example: You are recommending “organic agriculture” to Brazil to solve their current agricultural production and associated environmental challenges. Please provide an evidence/best practices where “organic agriculture” has worked. Considering scale, you may take India as an example to provide that “organic agriculture” has worked to solve/solving their agriculture related environmental problem.

Structure of the Best practices case study (1000 words):

1. **What is the best practice/s** (50 words)
2. **Origin/history** of the best practices in the **context and place**. **Why** this was adopted in the very first place? You may give information on environmental problem and agenda setting, if any. (150 words)
3. **Why** it was successful? **Provide environmental, economic, social, and political** (stakeholder arrangement) reasons. (300 words)
4. What was the **role of community, government, NGOs, and private** sectors (choose what is applicable in your context). (200 words)
5. **What lesson/s** we should learn from this case study to apply in the case study (assignment 1). When you apply lessons from this best practice to your assignment 1, please make sure to **contextualize** to your case study of the assignment 1, there might not be one-on-one relation between your assignment 1 case study and the best practices case study. (300 words)