

ECOL 4880/6880: Environmental & Natural Resource Policy Fall 2023

*Odum School of Ecology
University of Georgia*

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Class Schedule: Tuesdays/Thursdays: 12:45 PM to 2:00 PM

Class Location: Poultry Science 136

Office Hours: available by appointment

COURSE DESCRIPTION

Advanced topics related to environmental governance and natural resource issues. Current research related to environmental policy instruments, natural resource use, and environmental institutions will be covered in a setting focusing heavily on discussions and presentations. Highlights interactions between society, the economy, politics, and the environment in the U.S. and in non-U.S. settings.

STUDENT LEARNING OBJECTIVES

- Students will demonstrate broad knowledge related to environmental policy and politics, especially the institutional analysis literature.
- Students will complete regular exercises to demonstrate the ability to rigorously analyze sustainability science research on environmental policy and politics.
- Students will develop and improve their command of theoretical concepts to conceptually frame and communicate policy research.

COURSE MATERIALS

Having a copy of the following books might serve you well, as we will draw several readings from them. **Both books are available for free via UGA Library as e-books.**

- *Anderson, Terry L., and Gary D. Libecap. Environmental Markets: A Property Rights Approach. Cambridge University Press, 2014.*
- Keohane, N. O. & Olmstead, S. M. (2016). *Markets and the Environment (Second Edition)*. Washington, D.C.: Island Press.

In addition to the required textbooks, additional reading is posted in a folder in the eLearning Commons (eLC). Students can access online information about our class at <http://elc.uga.edu>. Graduate students should become familiar with searching for journal articles and books using the library's holdings and electronic databases. Many journals are free to you through your status as a student at the University of Georgia, and you should make use of these resources.

Please note the following about the readings listed in the schedule:

- "One-star readings" (*) are required for undergraduate and graduate students.
- "Two-star readings" (**) are required for graduate students, and optional for undergraduate students.

In a typical class week, there will be two one-star readings and two two-star reading. This means that at a bare minimum, undergraduate students should be prepared to read two articles or chapters (or equivalent) in a typical week, and graduate students should be prepared to read

three articles or chapters (or equivalent) in a typical week.

Additionally, each student will complete one book review for this class (see Assessment and Grading). Students are not required to buy these books (especially since some of them are available for free through the UGA library), but all books listed for the book review assignment should be available through the usual online retailers.

COURSE PHILOSOPHY

I recognize that students will be coming to the class from a variety of academic and technical backgrounds, which I think is an asset; however, some students may not catch on to the ideas of social science and policy research as quickly as others. Given the small class size, we will make the most of each other's knowledge and skills by encouraging classroom discussions.

ASSESSMENT & GRADING

Undergraduate		Graduate	
Course Components	Points	Course Components	Points
Participation	15	Participation	15
Case study memo 1	10	Reading discussant 1	5
Case study memo 2	10	Reading discussant 2	5
Case study presentations	10	Book review	10
Book review	10	Book presentation	10
Book presentation	10	Peer feedback	5
Peer feedback	5	Project presentation	15
Final exam	30	Final Project	35

Participation (15pts.): Throughout the course, students will be expected to actively engage in discussion during class sessions. Because this is a seminar-style class, participation is central. Both the quality and quantity of participation will be graded. A rubric for the evaluation of participation will be available on eLC. Each student must also formulate 4-5 questions based on the assigned one-star reading prior to the class. These questions must be submitted by 9am on the scheduled class day. For example, questions related to Chapter 4 from the Keohane & Olmstead textbook are expected to be submitted by 9 am on August 31. Engaging in this discussion will also count towards participation points.

Case study memos (10 pts. each, undergraduate only): At the beginning of the semester, each undergraduate student will sign up for two class periods in which to find and write about a real-world example that demonstrates some of the course concepts from the previous week. **These will be due on eLC on Monday of the assigned week (by noon).** For example, if a student is assigned to turn in a case study during week 9, they will choose a case study that relates to the theme from week 8 ("Participation"), and turn it in on eLC on the Monday of week 9 (Monday, October 17th by noon). Common sources for the case study memos will be news stories, executive orders, EPA programs, documentary films, etc. Writeups will be no longer than 1-2 pages, double-spaced. A spreadsheet will be available on eLC for students to sign up. Students must sign up on the spreadsheet by end of day on August 25.

Case study presentations (10 pts., undergraduate only): Each undergraduate student will be assigned to present one of their two case study memos to the class on the day that the memo is due. Students should plan to present their case study for about 20 minutes during class.

Reading discussant (10 pts. each, graduate only): At the beginning of the semester, each graduate student will sign up for two class periods in which to serve as a discussant for a two-star

reading (see Course Materials and Course Schedule). Discussants will be responsible for reading the reading in its entirety, and for turning in a short memo (no longer than 1-2 pages, double-spaced) on eLC. Unless stated otherwise, Tuesday assignments will be due on Mondays at noon of the assigned week and Thursday assignments will be due on Wednesdays at noon of the assigned week. They will lead a discussion on the reading for about 20-25 minutes during class. For example, if a student is assigned as a reading discussant for one of the readings on Tuesday, October 10th, they would turn in their memo on eLC by noon on Monday, October 9th, and present it during class on Tuesday, October 10th. Further guidelines on the memos/presentation will be given during the first week of class.

Book review (10 pts): Students can work either individually or in groups of 2 to complete a book review for this course. Early in the course, each student will be given a chance to sign up to write their book review on one of the following books. Students must discuss with me and receive an approval from me if they wish to review a different book.

- Agarwal, B. (2010). *Gender and green governance: the political economy of women's presence within and beyond community forestry*. Oxford: Oxford University Press.
- Brown, V. F. (2017). *The extinction market: Wildlife trafficking and how to counter it*. Oxford: Oxford University Press.
- Downey, L. (2015). *Inequality, democracy, and the environment*. New York, NY: New York University Press.
- Green, J. F. (2013). *Rethinking Private Authority: Agents and Entrepreneurs in Global Environmental Governance*. Princeton, NJ: Princeton University Press.
- Harrison, J. L. (2011). *Pesticide drift and the pursuit of environmental justice*. Cambridge, MA: MIT Press.
- Kashwan, P. (2017). *Democracy in the woods: Environmental conservation and social justice in India, Tanzania, and Mexico*. Oxford: Oxford University Press.
- Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: Cambridge University Press.
- Stokes, L. C. (2020). *Short circuiting policy: Interest groups and the battle over clean energy and climate policy in the American States*. Oxford: Oxford University Press.

All these books are available from the university library. Most of them are available as e-books. For the book review assignment, you will read your assigned book in its entirety and write a short (no more than four pages, double-spaced) book review. This book review has a flexible deadline. Students can turn in the book review at any time throughout the semester, as long as it is received by the last day of class (Thursday, December 8th at 11:59 PM EST). Guidelines on the book review assignment will be provided early in the course.

Book presentation (10 pts): Students will give (15–20 minutes) presentations of the book they review. The presentation should seek to summarize the issue covered in the book, demonstrate how the book relates to the ideas covered in class, and raise interesting issues related to environmental policy that haven't been covered so far in class.

Final Project (30 pts. graduate only) Graduate students will work either individually or in groups of 2 to conduct a final project. Students will be given a variety of options for the project (e.g. a policy analysis paper, an empirical data analysis, a grant proposal, a comprehensive literature review, etc.). Students who conduct the project as a group will be graded as a group. The final project has a flexible deadline. Students can turn in the project at any time throughout the semester, as long as it is received by the last day of class, Thursday, November 30 at 11:59 PM EST). Further guidelines on the project will be provided early in the course.

Peer feedback (5 pts.) Students must provide feedback for the book review presentations of 3

students/ groups. Students working in groups must also provide feedback on their teammate's work. Additionally, students must review the paper presentations of 2 other graduate students/groups. Peer feedbacks have a flexible deadline. Students can turn in the feedback at any time up until Thursday, the last day of class, Thursday, November 30 at 11:59 PM EST).

Project presentations (15 pts. graduate only): Students will give 15-20 minute, verbal presentations of their project and their key findings. Students who conduct the project as a group will deliver the talk as a group, and everyone in the group will be given the same grade on the talk. Students will submit a short outline of their presentation on eLC at least seven days prior to the presentation. Presentations will be given on the last day of class, Thursday, November 30.

Take-home final (35 pts., undergraduate only): The take-home final will be due by Thursday, December 7th at 5:00 PM. You will be given the take-home final on Monday, December 4th at 9:00AM. You can choose when you want to work on it. It will not be timed per se, but it will not be accepted if turned in after 5:00 PM on December 7th. You will be given only 1 attempt. Exam will include a combination of multiple choice and essay questions. eLC will disable Email, Instant Messages, and Alerts within Brightspace. You are allowed to refer to your handwritten notes and the textbook.

GRADING SCALE

Students will be evaluated using a point system, with 100 points possible for the class. Note, the grade "A" indicates "outstanding" achievement. The following scale will be used to assign letter grades in this class:

100 – 94 points A	86.9 – 83 points B	75.9 – 70 points C
93.9 – 90 points A-	82.9 – 80 points B-	69.9 – 60 points D
89.9 – 87 points B+	79.9 – 76 points C+	59.9 – 0 points F

All grades will be posted in a timely manner in eLC. Students are encouraged to frequently check their progress during the semester. Students have two weeks after a grade is posted to meet with me regarding grading issues. After two weeks, the grade WILL NOT be changed.

Should you wish to discuss your grade, you must set up an appointment to meet with me either in-person or by Zoom. I am not able to discuss grades by email.

INSTRUCTOR'S CLASSROOM POLICIES

Policies on Due Dates and Late Work:

- A.** Due dates are posted in this syllabus (see "Course Components").
- B.** Unless stated otherwise, all posted deadline are final. Unless the student gets prior approval from me, following penalties will be applied to the assignment grade: -10% if turned in less than 1 hour late, -20% if turned in 1-24 hours late, and -50% if turned in more than 24 hours late.
- C.** The following penalties will be applied to the take-home final grade if this final is turned in late: -10% if turned in less than 1 hour late, -20% if turned in 1-24 hours late, and not accepted at all if turned in more than 24 hours late.
- D.** No work turned in after 5pm on December 8th will be graded.

Exceptions to these policies can sometimes be made under extreme circumstances (e.g. illness, etc.), but this may cause difficulties for both the student and the instructor, and could result in an “incomplete” grade in some circumstances.

Class Preparation and Discussion: Complete the reading assigned before each class meeting and be prepared for discussion. Make sure everyone has an opportunity for input. We are interested in each person’s contribution, so please understand if I ask for brevity or a conclusion to a chain of discussion. Your dedication each week will be necessary for gaining the knowledge and tools necessary for the writing assignments and presentation. Finally, you are expected to practice professional decorum and respect in the classroom.

Lecture Protocols: Recording or distribution of class sessions (video or audio) is prohibited. If a student wishes to record, they must first gain approval from the instructor and other students that may be included in the recording. Students that require recording for purposes of special accommodation must have relevant written accommodations from the UGA Disability Resource Center. Please see the [DRC guidelines](#) for more information.

Freedom of expression is welcome, but decorum must be professional and respectful. In accordance with UGA [here](#), expressive activities must not disrupt the class.

Preferred Name and Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Academic Honesty: As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Plagiarism: Our capacity to learn and synthesize knowledge within the public administration profession depends upon our ability to build on the foundation of existing knowledge and research. Recognizing and documenting the work of others is critical for all students, but especially for graduate students. When writing, students must take great care in how they reference ideas and information sources. **Never use someone else’s words or ideas in your writing without proper attribution. Never use AI tools like ChatGPT without proper attribution. Using tools like ChatGPT may warrant additional assessment of the student’s work.** Serious penalties exist for academic misconduct and plagiarism. Students should read and be familiar with the following resources:

o UGA Academic Honesty Policy: Plagiarism
https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/

o UGA Libraries Research Guide: Writing and Citing
<http://www.libs.uga.edu/researchguide/writing/index.html>

Mental Health and Wellness Resources: If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

Electronic Devices: Silence all phones and other electronic noise-making devices while you are in the classroom. Save text messages and emails for the break or after class. Laptop computers or tablets may be used for taking notes, but students must refrain from participating in any online activities during class.

Attendance and Accommodations: Attendance is not required, but it is necessary to receive credit for in-class discussion. To receive full credit for in-class discussion, you will need to attend 13 of the 15 classes (this does not include the presentation day on December 2). You are responsible for staying up to date on class content and assignments. If you fall ill, please communicate with the instructor so that we can make appropriate accommodations. If health concerns develop and you require an accommodation, please reach out to the instructor and/or the Disability Resource Center (DRC) on campus, as appropriate. The DRC can be reached at drc@uga.edu or 706.542.8719.

Communication with the Instructor: Throughout the semester, you can reach me by email, and can expect me to return correspondence in a timely manner (at most 48 hours, not including weekends).

Disabilities and Accommodations: If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>

Syllabus and Schedule Changes: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. The instructor will communicate changes in writing through your UGA email account.

Other Logistics:

- Please go [here](#) to learn more information on the confidentiality of student records.
- Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies. For information on incompletes, please go to [here](#); for withdrawals go [here](#).

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appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).

If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Additional resources can be accessed through the UGA App.

COURSE SCHEDULE

Week	Day	Date	Topic	Readings*
1	Thurs	8/17	Introduction	
2	Tues	8/22	Environment and the commons	<p>One star: *Anderson, T.L. and Libecap, G.D., 2014. Chapter 1: Who owns the environment? <i>In Environmental markets: a property rights approach</i>. Cambridge University Press.</p> <p>*Anderies, M and Janssen, M. 2016. Chapter 1: Why Study the Commons? <i>In Sustaining the Commons</i>. https://sustainingthecommons.org/wp-content/uploads/2019/06/Sustaining-the-Commons-v2.0.pdf</p>
	Thurs	8/24	Sustainable environmental governance - I	<p>One star: *Keohane, N. O. & Olmstead, S. M. (2016). Chapter 2: Economic Efficiency and Environmental Protection <i>In Markets and the Environment</i> (pp. 11-34). Washington, D.C.: Island Press.</p> <p>Two star: **Anderson, T.L. and Libecap, G.D., 2014. Chapter 2: Is government the solution? <i>In Environmental markets: A property rights approach</i>. Cambridge University Press.</p>
3	Tues	8/29	Environmental economics - I	<p>One star: *Keohane, N. O. & Olmstead, S. M. (2016). Chapter 3: The Benefits and Costs of Environmental Protection <i>In Markets and the Environment</i> (pp. 35-68). Washington, D.C.: Island Press.</p> <p>Two star: ** Hahn, R. W., & Dudley, P. M. (2007). How well does the US Government do benefit-cost analysis?. <i>Review of Environmental Economics and Policy</i>.</p>
	Thurs	8/31	Environmental economics - II	<p>One star: *Keohane, N. O. & Olmstead, S. M. (2016). Chapter 4: The Efficiency of Markets <i>In Markets and</i></p>

				<p><i>the Environment</i> (pp. 69-80). Washington, D.C.: Island Press.</p> <p>Two star: **Wegner, G., & Pascual, U. (2011). Cost-benefit analysis in the context of ecosystem services for human well-being: A multidisciplinary critique. <i>Global Environmental Change</i>, 21(2), 492-504. doi:https://doi.org/10.1016/j.gloenvcha.2010.12.008</p>
4	Tues	9/5	Environmental economics - III	<p>One star: *Keohane, N. O. & Olmstead, S. M. (2016). Chapter 5: Market Failures in the Environmental Realm In <i>Markets and the Environment</i> (pp. 80-98). Washington, D.C.: Island Press.</p> <p>Two-star: **Goulder, L.H. and Parry, I.W., 2008. Instrument choice in environmental policy. Review of environmental economics and policy.</p>
	Thurs	9/7	Pollution control - I	<p>One-star: *Keohane, N. O. & Olmstead, S. M. (2016). Chapter 6: Managing Stocks: Natural Resources as Capital Assets In <i>Markets and the Environment</i> (pp. 139-169). Washington, D.C.: Island Press.</p> <p>Two-star: **Olmstead, S., & A Zheng, J., 2019. Chapter 2: Survey of approaches used to control water pollution In <i>Policy Instruments for Water Pollution Control in Developing Countries</i>. Washington, D.C.: World Bank Publications, pp. 5-24.</p>
5	Tues	9/12	Pollution control - II	<p>One star: *Keohane, N. O. & Olmstead, S. M. (2016). Chapter 6: Managing Stocks: Natural Resources as Capital Assets In <i>Markets and the Environment</i> (pp. 139-169). Washington, D.C.: Island Press</p> <p>Two star: **Banzhaf, H.S., Fitzgerald, T. and Schnier, K., 2013. Nonregulatory approaches to the environment: Coasean and Pigouvian perspectives. Review of Environmental Economics and Policy.</p>
	Thurs	9/14	Market-based approaches	<p>One star: *Keohane, N. O. & Olmstead, S. M. (2016). Chapter 10: Market-Based Instruments in Practice In <i>Markets and the Environment</i>.</p> <p>Two star: **Stavins, R. N. (2003). Experience with market-based environmental policy instruments. In <i>Handbook of environmental economics</i> (Vol. 1, pp. 355-435). Elsevier.</p>

6	Tues	9/19	Property Rights Approaches	<p>One star: *Depres, C., Grolleau, G., & Mzoughi, N. (2008). Contracting for environmental property rights: the case of Vittel. <i>Economica</i>, 75(299), 412-434.</p> <p>Two star: ** Bosch, H. J., & Gupta, J. (2023). The tension between state ownership and private quasi-property rights in water. <i>Wiley Interdisciplinary Reviews: Water</i>, 10(1), e1621.</p>
	Thurs	9/21	Collective action approaches	<p>One star: *Bastakoti, R.C., Shivakoti, G.P. & Lebel, L. Local Irrigation Management Institutions Mediate Changes Driven by External Policy and Market Pressures in Nepal and Thailand. <i>Environmental Management</i> 46, 411–423 (2010). https://doi.org/10.1007/s00267-010-9544-9</p> <p>Two star: **Lam, W.F., Ostrom, E. Analyzing the dynamic complexity of development interventions: lessons from an irrigation experiment in Nepal. <i>Policy Sci</i> 43, 1–25 (2010). https://doi.org/10.1007/s11077-009-9082-6</p>
7	Tues	9/26	Water Governance - I	<p>One star: *Walsh, R., & Ward, A. S. (2022). An overview of the evolving jurisdictional scope of the US Clean Water Act for hydrologists. <i>Wiley Interdisciplinary Reviews: Water</i>, 9(5), e1603.</p> <p>Two star: **_Keiser, D. A., Kling, C. L., & Shapiro, J. S. (2019). The low but uncertain measured benefits of US water quality policy. <i>Proceedings of the National Academy of Sciences</i>, 116(12), 5262-5269.</p>
	Thurs	9/28	Water Governance - II	<p>One star: * Bleed & Babbit. (2015). Chapter III: Nebraska’s Legal and Institutional Framework and the Evolution of the NRDs <i>In Nebraska’s Natural Resources Districts: An Assessment of a Large-Scale Locally Controlled Water Governance Framework</i></p> <p>Two star: **Keiser, D. A., Olmstead, S. M., Boyle, K. J., Flatt, V. B., Keeler, B. L., Phaneuf, D. J., ... & Shimshack, J. P. (2022). The Evolution of the “Waters of the United States” and the Role of Economics. <i>Review of Environmental Economics and Policy</i>, 16(1), 146-152.</p>
8	Tues	10/3	Agricultural Policy	<p>One star: * Jules Pretty , Craig Brett , David Gee , Rachel Hine , Chris Mason , James Morison , Matthew Rayment , Gert Van Der Bijl & Thomas Dobbs (2001) Policy Challenges and Priorities for Internalizing the Externalities of Modern Agriculture, <i>Journal of Environmental Planning and Management</i>, 44:2, 263-283, DOI: 10.1080/09640560123782</p> <p>Two-star:</p>

	Thurs	10/5	Inequality	<p>** Lehrer, N. (2020). US farm bills and the ‘national interest’: An historical research paper. <i>Renewable Agriculture and Food Systems</i>, 35(4), 358-366. doi:10.1017/S1742170518000285</p> <p>One star: **Konisky, D. M., Reenock, C., & Conley, S. (2021). Environmental injustice in Clean Water Act enforcement: racial and income disparities in inspection time. <i>Environmental Research Letters</i>, 16(8), 084020.</p> <p>Two-star: **Méndez-Barrientos, L. E., DeVincentis, A., Rudnick, J., Dahlquist-Willard, R., Lowry, B., & Gould, K. (2020). Farmer participation and institutional capture in common-pool resource governance reforms. The case of groundwater management in California. <i>Society & Natural Resources</i>, 33(12), 1486-1507</p>
9	Tues	10/10	Policy Process	<p>One-star: *Weible, C.M., Heikkila, T., deLeon, P. et al. Understanding and influencing the policy process. <i>Policy Sci</i> 45, 1–21 (2012). https://doi.org/10.1007/s11077-011-9143-5</p> <p>Two-star: ** Koski, C., Siddiki, S., Sadiq, A. A., & Carboni, J. (2018). Representation in collaborative governance: A case study of a food policy council. <i>The American Review of Public Administration</i>, 48(4), 359-373.</p>
	Thurs	10/12	Policy Implementation	<p>One star: *Koontz, T. M., & Newig, J. (2014). From planning to implementation: Top-down and bottom-up approaches for collaborative watershed management. <i>Policy Studies Journal</i>, 42(3), 416-442.</p> <p>Two star: **Johns, C., & VanNijnatten, D. (2023). Embracing Complexity in Policy Implementation Research: A Comparative Analysis of Water Policy Implementation in the Great Lakes and Rio-Grande/Bravo Regions. <i>Journal of Comparative Policy Analysis: Research and Practice</i>, 25(1), 19-41.</p>
10	Tues	10/17	Politics of environmental policy – I	<p>One star: *Mildenberger, M. (2021). The development of climate institutions in the United States. <i>Environmental Politics</i>, 1-22. doi:10.1080/09644016.2021.1947445</p> <p>Two star: **Kopas, J., Urpelainen, J., & York, E. A. (2021). Greasing the Wheels: the Politics of Environmental Clearances in India. <i>Studies in Comparative International Development</i>. doi:10.1007/s12116-021-09325-w</p>

	Thurs	10/19	Book review work	-
11	Tues	10/24	Politics of environmental policy - II	<p>One star: *Andersson, K. P., Gibson, C. C., & Lehoucq, F. (2004). The Politics of Decentralized Natural Resource Governance. <i>PS: Political Science & Politics</i>, 37(3), 421-426. doi:10.1017/S1049096504004597</p> <p>Two star: **Hughes, S., Miller Runfola, D., & Cormier, B. (2018). Issue Proximity and Policy Response in Local Governments. <i>Review of Policy Research</i>, 35(2), 192-212. doi:https://doi.org/10.1111/ropr.12285</p>
	Thurs	10/26	Knowledge and policy	<p>One star: *Timothy Tear, et al. (October 2005) "How Much is Enough? The Recurrent Problem of Setting Measurable Objectives in Conservation" <i>Bioscience</i> 55(10):835-849. **"Stalking the American Lobster" <i>The Atlantic Monthly</i> (April 2002), pp. 62-81.</p> <p>Two star: Sarah Schuman. 2011. "Navigating the Knowledge Interface: Fishers and Biologists under Co-management in Chile" <i>Society and Natural Resources</i> 24:11</p>
12	Tues	10/31	Book review presentations	-
	Thurs	11/2	Book review presentations	-
13	Tues	11/7	Sustainable resource governance	<p>One star: **Keohane, N. O. & Olmstead, S. M. (2016). Chapter 11: Sustainability and Economic Growth In <i>Markets and the Environment</i> (pp. 231-253). Washington, D.C.: Island Press.</p> <p>Two star: **Costanza, R. (2020). Ecological economics in 2049: Getting beyond the argument culture to the world we all want. <i>Ecological Economics</i>, 168, 106484.</p>
	Thurs	11/9	International environmental problems	<p>One-star: *Aklin, M., & Mildemberger, M. (2020). Prisoners of the Wrong Dilemma: Why Distributive Conflict, Not Collective Action, Characterizes the Politics of Climate Change. <i>Global Environmental Politics</i>, 20(4), 4-27. doi:10.1162/glep_a_00578</p> <p>*Keohane, R. O., & Victor, D. G. (2016). Cooperation and discord in global climate policy. <i>Nature Climate Change</i>, 6(6), 570-575. doi:10.1038/nclimate2937</p> <p>Two-star: **Mitchell, R. B., Andonova, L. B., Axelrod, M., Balsiger, J., Bernauer, T., Green, J. F., . . . Morin, J.-F. (2020). What We Know (and Could Know) About International Environmental Agreements. <i>Global</i></p>

				<i>Environmental Politics, 20(1), 103-121.</i>
14	Tues	11/14	Fishing Game	-
	Thurs	11/16	Fishing Game	One-star: *Bleed & Babbit. (2015). Chapter IV: Assessment of Nebraska's Local Natural Resources District Governance System <i>In</i> Nebraska's Natural Resources Districts: An Assessment of a Large-Scale Locally Controlled Water Governance Framework
15	Tues	11/21	Project work	-
	Thurs	11/23	<i>Thanksgiving break</i>	-
16	Tues	11/28	Final paper presentations	-
	Thurs	11/30	Final paper presentations/Synthesis of what we've learned	-

* Readings are to be done before the class period indicated.