

School of Government

PUBL 307
Environmental policy and governance

Trimester 1, 2016

COURSE OUTLINE

Names and Contact Details

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Prescription

This course examines a wide range of environmental, biodiversity and sustainability challenges from policy and governance perspectives, with illustrations from New Zealand and overseas.

Course Learning Objectives

1. Analyse key debates surrounding environmental problems including those related to the limits to growth and sustainable development (Session 1)
2. Assess the institutional constraints and opportunities for environmental policy integration across policy domains and coordination across multi-level governance scales (from local to global); (sessions 1, 2, 3)
3. Compare and contrast theoretical approaches to examine and structure wicked environmental problems in multi-stakeholder settings (sessions 4, 5, 6, 7)
4. Investigate and understand how to manage inputs from science and public participation in environmental policy design and implementation (sessions 5, 6, 7)
5. Critically assess the applicability of key frameworks and theories of policy instruments and governance, to design and implement interventions aimed at mitigating, preventing and adapting to environmental problems (sessions 8, 9, 10, 11, 12).

Course Content

Session 1 (3 March)

Topics

- Environmental problems and broader sustainability challenges.
- Conceptualizations of sustainability.
- Environmental policy objectives and goals.
- Governance for sustainability.

Empirical readings

1. Steffen, W. et al. (2015). “Planetary Boundaries: Guiding human development on a changing planet”. *Science*, 347(6223).
2. Griggs, D., et al (2013). Policy: sustainable development goals for people and planet. *Nature* 495, 305–307.

Theoretical readings

3. Baker, S. (2006). “The concept of sustainable development”. *Sustainable Development*. Routledge.
4. Zeijl-Rozema, A., R. Cörvers and R. Kemp. (2008). “Governance for sustainable development: a framework”. Paper for Amsterdam Conference on “Earth System Governance: theories and strategies for sustainability”, 24-26 May 2007.

Session 2 (10 March)

Topics:

- Environmental Policy Integration instruments (integration of environmental considerations across policy domains and governmental levels). The challenge of achieving environmental policy coherence across policy domains

Theoretical readings:

1. Lafferty, W. and E. Hovden. (2003). 'Environmental policy integration: towards an analytical framework', *Environmental Politics*, 12(3): 1-22.
2. Jordan A, Lenschow A (eds). 2008. *Innovation in Environmental Policy? Integrating the Environment for Sustainability*. Elgar: Cheltenham. Only pages: 24-39; 55-62; 93-109.
3. Dalal-Clayton, B. and B. Sadler. (1999). “Strategic Environmental Assessment: A Rapidly Evolving Approach”, in *Environmental Planning Issues* No 18. International Institute for Environment and Development. London. Pp. 1-5.
4. Sadler, B. (1996). Chapter 2 “Environmental Assessment in perspective: pp. 10-23, in *Environmental Assessment in a changing world: Evaluation Practice to improve performance*. Canada. Available at https://www.ceaa-acee.gc.ca/Content/2/B/7/2B7834CA-7D9A-410B-A4ED-FF78AB625BDB/iaia8_e.pdf

(Supplementary) Empirical reading:

5. UNEP-WTO. (2005). *Making tourism more sustainable – a guide for policy-makers*. Chapter 3 “Structures and Strategies, pp 49-58. Madrid

Session 3 (17 March)

Topics

- New Zealand: legal and policy frameworks; public authorities

Empirical readings:

1. Miller, C. (2011). *Implementing Sustainability: the New Zealand Experience*. Chapter 2: “Implementing sustainability by legislation: institutions and processes”. Pp. 23-46. Routledge.
2. Resource Management Act – Sections 5, 6, 7. Schedule 4 (mainly section 2, 6, 7 there)
3. Taylor, P. and J. Yates. “Background paper on environmental sustainability in New Zealand.” Paper submitted to the Parliamentary Commissioner for the Environment. (no date; archived; see pdf in Blackboard).
4. Armstrong, B. (2014). “Time for a more eco-centric approach to Resource Management in New Zealand”, in *Resource Management Journal*. August 2014. Pp. 7-16. Available at www.rmla.org.nz.
5. Wallace, P. (2016). “Unnatural divides: Species protection in a fragmented legal landscape”, in Special Issue Governing human – nature relationships for the future of Policy Quarterly February 2016, Guest Editor Valentina Dinica. Wellington. Institute of Governance and Policy Studies. (see pdf in Blackboard).

Session 4 (31 March)

- **1 hour in class test: 25% of final grade (the first hour)**

Topics:

- Types of environmental policy problems
- The ‘problem tree approach’.

Theoretical readings:

1. Hisschemöller, M. and R. Hoppe. (1996). “Coping with Intractable Controversies: The Case for Problem Structuring in Policy Design and Analysis”, in *Knowledge and Policy* 8:40-60

Session 5 (7 April) and 6 (14 April)

Topics:

- The role of science and scientific uncertainties in environmental policy processes
- The precautionary policy-making principle

Theoretical readings:

1. Elliott K.C., and D.B. Resnik. (2014). “Science, policy and the transparency of values”, in *Environmental Health perspectives* 122(7): 647-650.
2. Wynne, B. (1992). “Uncertainty and environmental learning - Reconceiving science and policy in the preventive paradigm”, in *Global Environmental Change* June pp 111-127.
3. Fischer, F. (2000). “Science and politics in environmental regulation: The politicization of expertise”, in *Citizens, Experts and the Environment: The Politics of Local Knowledge*, pp.89-108. Duke University Press. USA.
4. O’Riordan, T. and A. Jordan. (1995). “The precautionary principle in contemporary environmental politics”, in *Environmental Values* 4(3), 191-212.

(Note: up to 4 more articles will be listed later, through Blackboard upload and announcement, in relation to the ongoing design of assignment 2).

Session 7 (21 April)

Topic:

- The governance principle of public participation in environmental policy / organizational decisions

Theoretical readings:

1. Dietz, T.D. and P.C. Stern. (2008). Section: “Justification for and problems with public participation” (pp 46-66) in *Public Participation in Environmental Assessment and Decision-making. National Research Council*. The National Academy Press. Washington
2. Dinica, V. (2016). “Public engagement and sustainability: an analytical framework and approaches in New Zealand’s protected areas”. Working Paper for the Institute for Governance and Policy Studies. Wellington (see Blackboard).

Empirical readings:

3. Miller, C. (2011). *Implementing Sustainability: the New Zealand Experience*. Chapter 6: “Tangata Whenua and the Resource Management Act”. Pp. 146-162. Routledge.
4. Society for Environmental Defence (no date). Chapter 12: “Opportunities for public involvement” in *Public participation in New Zealand*. (see Blackboard)
5. The 1991 Resource Management Act - Sections 39 to 41C; 47 to 52; and 95 to 104

Session 8 (5 May)

Topics

- Monitoring the state of the environment: frameworks and indicators

Theoretical readings

1. United Nations. (2007). Chapter 5: —A word on indicator frameworks, in *Indicators of Sustainable Development: Guidelines and Methodologies*. New York. (Pp. 39-45).
2. OECD. (1993). Chapter 1 —Terminology and framework, in *Core Set of Indicators for Environmental Performance Reviews. A synthesis report by the Group on the State of the Environment*. Paris. (Pp. 1-15).

Sessions 9 (12 May), 10 (19 May), 11 (26 May), 12 (2 June)

Topics:

- Changing (individual and organizational) behaviours through environmental policy instruments and conflict resolution mechanisms – including:
 - Environmental policy strategies: design approaches
 - The polluter/user pays policy-making principle

Theoretical readings

1. Vedung, E. (1998). “Policy instruments: typologies and instruments”, in *Carrots Sticks and Sermons – Policy Instruments and Their Evaluation*, Eds. M.L. Belemans-Videc, C.L. Rist and E. Vedung. Transaction Publishers. (Pp. 21-55).
2. Dinica, V. (2015). Understanding the role of behavioral change mechanisms in water resource conflicts - lessons from The Netherlands. *International Journal of Sustainable Society (IJSSoc)*.
3. Gunningham, N. (2007). “Reconfiguring environmental regulation: Next-generation policy instruments”, in *Industrial Innovation and Environmental Regulation: Developing Workable Solutions* edited by S. Parto and B. Herbert-Copley. United Nations University Press.
4. Bressers H., D. Huitema. (1999). “Economic instruments for environmental protection: can we trust the magic carpet?”. *International Political Science Review* 20(2):175-196.

5. Storey, M., G. Boyd, J. Dowd. (1999). Chapter “Voluntary agreements with industry”, in *Voluntary Approaches in Environmental Policy*. Kluwer.
6. Aseem Prakash and Matthew Potoski. 2006. Collective Action through Voluntary Environmental Programs. *Policy Studies Journal*. 35(4): 773-792.
7. Griskevicius V., S.M. Cantu and M. van Vugt. (2012). “The evolutionary bases for Sustainable Behaviour: Implications for marketing, Social Policy and Social Entrepreneurship”, in *Journal of Public Policy and Marketing* 31(1): 115-128

Empirical readings

8. UNEP-WTO. (2005). *Making tourism more sustainable – a guide for policy-makers*. Chapter 5 “Instruments for More Sustainable Tourism”. Pp. 71 – 123. Madrid.
9. Gupta, S., D.A. Tirpak, N. Burger, J. Gupta, N. Höhne, A. I. Boncheva, G.M. Kanoan, C. Kolstad, J.A. Kruger, A. Michaelowa, S. Murase, J. Pershing, T. Saijo. (2007). —Policies, Instruments and Co-operative arrangements, in *Climate Change 2007: Mitigation. Contribution of Working Group III to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change* [B. Metz, O.R. Davidson, P.R. Bosch, R. Dave, L.A. Meyer (eds)], Cambridge University Press. (pp. 753-768).
10. Gunningham, N. and M.D. Young. (1997). “Toward Optimal Environmental Policy: The Case of Biodiversity Conservation”, *Ecology Law Quarterly* 24(2):243-298.
11. Kuschel, G., R. Nicoll, G. Hill. (2013). “Nobody Likes being told what to do: Air Quality Regulation and Compliance in New Zealand” in *Resource Management Journal* April, 2013. Pp. 17-21 and 27. Available at www.rmla.org.nz.
12. Davies, A.R. (2009). “Clean and Green? A governance analysis of wastes management in New Zealand”, in *Journal of Environmental Planning and Management* 52(2):157-176.
13. Hinchey, L. and L. Cooney. (2013). “Five years on: a review of the wastes minimization act”, in *Resource Management Journal* April, 2013. Pp. 17-20 and 27. Available at www.rmla.org.nz.

(Note: up to 3 more articles may be recommended later, through Blackboard upload and announcement, depending on your needs).

Trimester Dates

Teaching Period: Monday 29th February – Friday 3rd June

Study Period: Monday 6th June – Thursday 9th June

Examination Period: Friday 10th June – Wednesday 29th June (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11th March 2016.
2. The standard last date for withdrawal from this course is Friday 13th May 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an ‘*Application for Associate Dean’s Permission to Withdraw Late*’ including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks or [online](#).

Names and Contact Details

Dr. Valentina Dinica, Room RH 802, Level 8, Rutherford House, Pipitea Campus. Email: Valentina.Dinica@vuw.ac.nz. Students can contact me during normal office hours (9am-5pm) by e-mail. Appointments are available upon request, following email queries. For tutorial related matters and initial assignment related questions, please see the course tutor, Mr Simon Wright at Simon.Wright.vuw.ac.nz.

Class Times and Room Numbers

Lectures: Thursday 3.10 – 5.00 pm in Room FT77/306, (Fairlie Terrace 77, Level 3)

Tutorial: Fridays 12.40 - 13.30 in GPG05 (Pipitea; given that there are fewer than 20 students enrolled in this course, the School can only offer one tutorial).

Readings

Due to new instructions regarding copyright rules, we are no longer allowed to post any electronic full versions of copyrighted material on Blackboard. Academic articles should be downloaded through the library website. However, book chapters and other material not available through the library will still be posted on Blackboard.

Mandatory Course Requirements

To pass this course, students must submit or participate in at least two pieces of assessment for this course.

Expected Workload

This 20 point course requires students to spend no less than 16 hours per week of work (during the 12 teaching weeks), of which 3 hours related to lecture and tutorial attendance. Please consider the following option to allocate the 200 hours across different course related activities: 24 hours lectures; 12 hours tutorials; 70 hours for research and writing assignments and/or exam preparation; 82 hours reading and reflecting on papers in the Reader; 12 hours preparation for and reflections on tutorials. (This is not a prescription; just a suggestion on how you may go about planning your time). It is important that you pace yourself with regular committed work right from the beginning. Coasting along and then finding a pile of work is a route to stress.

Important notices:

1. Tutorials are not compulsory in PUBL 307 so it is essential that if you choose to attend, you turn up well-prepared and that you are willing to be a participant. Tutorials are not lectures and rely on your participation and discussion.

2. The assignment has a similar assessment status to an exam. This means that you are expected to engage in addressing the assignment questions ***independently***, by means of reflecting on the lectures, reading materials and collecting empirical data and other relevant information on your own. Tutors, (guest) lecturers and the coordinator should not be involved in addressing your assignment questions or checking your draft answers (just as during an exam one is not allowed to ask for confirmation of draft answers from the grader, before submitting the exam paper). Tutorial time can be used to clarify any reading and lecture content that you might find relevant for the assignment questions (but without going into unreasonable levels of detail on how individual questions should be answered for individual assignments).
3. In terms of engagement with tutors, please keep in mind that tutors have a limited time, contractually (two hours weekly per tutor), for replying emails related to lecture or tutorial content. This time has to be divided equally among students.

Therefore, in order to succeed in this course you need to take responsibility for your learning and do not rely exclusively on teaching and tutorials time, and emails/consultation with your tutor.

Assessment

The Assessment Handbook will apply to all VUW courses: see:

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Assessment items and workload per item	%	Time / deadline	Lectures	CLOs
Test – in class	25%	31 March 2016, 3.10-4.00 pm	1, 2, 3	1, 2
Essay (max 3,000 words)	35%	11 May 2016, 5.00 pm	4, 5, 6, 7	3, 4
Exam (3 hours)	40%	To be announced	8, 9, 10, 11, 12	3, 5

More information on assessments will be presented during lectures and posted timely on Blackboard.

General Notes for Assignments

Please submit your assignments through the “Turnitin Assignments” system on Blackboard (under “Course Tools). Extensions may only be granted to those who meet the University’s aegrotat rules, viz. medical certificate or personal bereavement, or critical personal circumstances involving the health of a close relative, or exceptional circumstances beyond the student’s control. Students should keep a copy of all submitted work.

If you cannot complete an assignment or sit a test or examination, refer to

www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Note 1: *Students are required to complete a statement to accompany each mandatory assignment and test submitted for assessment, attesting to the fact that the work is entirely their own. For each assignment mentioned in the above Table, students must fill-in, sign (or type your name in the allocated space) and submit the form that can be found on the last page of this Course Outline. The deadline for submitting the form is the same as the deadline for submitting the Assignment for which the form was signed. Please deliver your statements by email to sog-assignments@vuw.ac.nz or to the SoG Assignments Box on level 8 of Rutherford House Pipitea Campus.*

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Victoria Business School programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Penalties

The ability to plan for and meet deadlines is a core competency of both study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of 5% (of the assignment grade) for every day (whether weekday or work day) by which the assignment is late. No assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Wednesday after 1.00 pm, when it was due on Monday 9.00 am, you will get a mark of 50%. In this example the assignment will not be accepted if handed-in after Friday 5.00 pm.

A penalty applies also on the word count. A written assignment that exceeds the word limit by more than 200 words will be penalised by 5%, with further 5% deductions for any additional 300 words excess. For example if the word limit is 2200 words, but the handed-in assignment has 2700 words, the total word penalty will be 5% (given that 2400 words are 'penalty free'); if the assignment has 3100 words, the total word penalty will be 15%. Please note that the word count includes all footnotes, tables and figures, but excludes the reference list. Assignments must be provided in Word documents, no pdf, thanks.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your Course Coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the Course Coordinator.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Student feedback

Not available this year (new course).

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Communication of Additional Information

Additional information will be conveyed to students via email and Blackboard. The Course Coordinator is available to students by email and to meet by appointment.

NOTE: Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward for more information.

Link to general information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
