



PO/ES 315 - ENVIRONMENTAL POLICY
IES Abroad Freiburg

DESCRIPTION:

Environmental policy encompasses many different policy issues and levels. In this module, the focus lies across plastic waste, forest, biodiversity, and climate policy at a city, regional, national, EU and global level. These policy fields lend themselves to discussing the different characteristics and challenges of environmental policy and to identifying supportive and hindering relations between political subsystems.

Students will gain knowledge about environmental policy and developments, learn about different approaches in policy analysis and enrich their civic competence. As crosscutting issues, the course will look at the challenges of integrating knowledge into the policy-making process as well as participation in political decisions. Besides, time will be dedicated to the historical perspective in policy studies in order to broaden the awareness for long-term developments. The geographic emphasis lies on Germany, the European Union and other selected countries. Students will read different types of texts such as original research papers, reviews, policy briefs, reports and press releases. Students will be expected to consider their different structures and intentions.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: A background in policy analysis or environmental science is recommended but not required.

ADDITIONAL COST: none

METHOD OF PRESENTATION:

- Lectures, guest lectures
- Discussions
- Debates
- Group work
- Video clips
- Student presentations
- Excursions

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation – 10 %
- Midterm Exam – 30 %
- Student presentations – 20 %
- Term Paper – 40 %

Course Participation – 10 %

Students are expected to participate in debates with questions related to the readings and Students are required to complete all reading assignments and will be expected to demonstrate this through regularly assigned homework, pop quizzes, and/or insightful and relevant contributions to in-class discussion. All these components will count toward the class participation grade. Participation also applies to course-related trips, outings and/or special events in and around Freiburg. A rubric for participation is available in the appendix and on Moodle.

Midterm Exam – 30 %

The midterm will be a written exam based on the lectures and readings covered.



Student presentations – 20 %

Students will choose a relevant paper and present a summary and their critique of the paper, with reflection on the course content. Suggested papers are included as part of wider reading list below, but students may choose their own paper. Length 10 min. per presentation, followed by questions from fellow students and instructor.

Term Paper – 40 %

The term paper is an academic reflection. The aim of the academic reflection is to show that the student is familiar with policy analysis and can reflect on current issues in environmental policy.

The scope and content will be discussed at the beginning of the course, so that students can work on it during the entire course.

Students can choose their own topic for deeper and wider reflection, based on the content of the course.

Any material contained in the course can be used, but also additional secondary literature, press releases or websites, which should be provided as references.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Classify policy problems and "map" them
- Gain insights into different aspects of forest, biodiversity, climate and waste policy (problem perception, development of policy options, role of science and others)
- Familiarize themselves with different approaches of policy analysis and be able to apply simple basic methods of policy analysis independently
- Learn about historical aspects of policies as well as future scenarios
- Train their analytical, presentation, and discussion skills

Attendance Policy (see also the detailed version on Moodle ESS Academics page)

IES Abroad courses are designed to utilize the unique contribution of the instructor; the lecture/discussion format is regarded as the **primary mode of instruction**. Therefore, attendance is mandatory. Any unexcused absence will incur a penalty on your final course grade. Deductions from grades due to absences are based on contact hours (= 45 minutes). Any unexcused absence will result in a penalty on your final course grade (1 unexcused contact hour absence - 1%, 2nd unexcused contact hour absence -2%, 3rd unexcused contact hour absence – 3% and so on). Any student who misses more than 25% of a course (= more than 11 contact hours), whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course.

ESS courses may have entire course blocks that take place on one day in addition to longer field trips that count for several contact hours. In this case, the actual missed contact hours are added together, and the absences are sanctioned according to the rule above. If you are late for a planned field trip, you will generally not be able to join the trip, since the group needs to leave on time and cannot wait for one person. Punctuality is therefore essential here. If you miss a class, it is **your responsibility** to make up on everything that was covered in class. Tests/presentations missed during unexcused absences **cannot be made up**.

Arriving late for class: Punctuality is important for the planned course schedule. If you are late for class, the late time will be recorded and added up at the end of the course. You will receive a grade reduction based on the accumulated amount of missing contact hours (as outlined above; i.e., if you were late by 15 minutes on 3 days, your grade would be reduced by 1% for 1 missing contact hour).

LATE OR FAILURE SUBMISSION OF ASSIGNMENTS: Late submission of assignments or failure of submission of assignment results in the grade F of that particular assignment. This does not apply to late or non-submission due to illness with an excused absence.

Excused absence: Please call the IES Center before the start of your first class if you are ill and would like to be excused from your course, as outlined in the "Cell Phone and Attendance Policy" handed out during orientation. Student Affairs staff will decide whether your absence can be excused directly or whether a doctor's note is necessary. Absences due to religious observances and family emergencies may be excused at the discretion of the Center Director, with written approval. A petition for an excused absence due to a religious holiday needs to be submitted 2 weeks in advance. If permission is granted, the student needs to inform the Academic Dean, the Student Affairs Team and their instructors. Absences due to private travel or travel delays cannot be excused, even with advanced notice.

ACADEMIC INTEGRITY CODE:

Students are expected to abide by the IES Abroad Code of Academic Integrity. The detailed IES Abroad academic integrity code can be accessed on Moodle.

All work submitted by a student for academic credit should constitute the student's own original work. Regardless of the quality of work, plagiarism will result in a failing grade for the course and/or an academic review and possible expulsion from the program. Plagiarism may be broadly defined as “copying of materials from sources, without acknowledging having done so, claiming other’s ideas as one’s own without proper reference to them, buying materials such as essays/exams, and using AI-generated content without disclosure.”

As AI tools continue to evolve, learning how to use them responsibly is an important emerging skill. Some of our courses allow students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for some assignments and assessments. The instructor of each course will communicate whether GAI may be used in a course and provide specific guidelines and procedures for its appropriate use.

Updated information on your course and readings, including additional readings from journalistic articles, can be found on the Moodle platform at <https://moodle.iesabroad.org/login/index.php>

CONTENT:

	Content	Assignments and Readings
Week 1		
Day 1	Introduction: Course overview and requirements What’s the problem? “Waste plastics, “Biodiversity loss” and “climate” as policy problems	• IPCC 2021 (headline statements) • IPBS 2019 (bold text pp 10-19) • European Commission 2018 (skim read of section 2.1-2.3)
Day 2	What can we do? Overview of policy options	• OECD, <u>Database</u>. • Böcher, <u>A theoretical framework</u>, pp. 14-22. • Agrawala and Fankhauser, <u>Economic Aspects</u>
Day 3	What is policy analysis? Main concepts and analytical approaches	• Bernhardt, <u>The Effectiveness of Science-Policy Interactions</u>, pp. 108-123, 262-278. • Committee to Review the IPCC, <u>Climate change assessments</u>. • May, <u>Policy Maps and Political Feasibility</u>, pp. 127-152. • Sarewitz and Pielke, <u>The neglected heart of science policy</u>, pp. 5-16.

Day 4	Who is responsible? Understanding roles and responsibilities across the 'levels' of individual, city, region, country, EU and world organizations (including climate Frameworks and COPs, Waste and Plastic Pollution agreements)	European Commission, <u>COMMISSION STAFF WORKING DOCUMENT</u>.
Day 5	Case Study: Reusable Packaging Policy Focus in Freiburg, wider in Germany and the EU	
Week 2		
Day 1	What can we know? The role of science in environmental policy Case study focus on climate change and plastic pollution Analysis for Policy Decisions: Introduction to Environmental Cost Benefit Analysis Case study: waste management and plastic pollution	- Holmes and Clark, <u>Enhancing the use of science</u>, pp.702-711. - Rose, <u>Environmental Science and Policy</u>. - Storch and Winkel, <u>Coupling Climate Change and Forest Policy</u>, pp. 14-26. - UK Government, <u>Impact Assessment</u>, pp. 1-6, Section 2.2 & Section 3 up to pp. 17.
Day 2	Live online interview with environmental policymakers (1) Writing the legislation for the deposit-refund system Who are your stakeholders? The role of consultation in policy decisions. Case study: UK Marine Conservation Zones; UK forest policy Aarhus Convention Ecological protection through access to information	- The Guardian, <u>UK Government Forest Sell-Off</u>.¹ - Natural England and JNCC, <u>A Stakeholder-led process</u>.
Day 3	Midterm	MIDTERM – preparation required
Day 4	Field Trip Visit to an environmental policy institution	Further details provided in class and in Moodle.
Day 5		

¹ <https://www.theguardian.com/environment/2010/oct/29/uk-government-forest-sell-off>.
<https://www.theguardian.com/environment/2010/oct/24/forests-government-heritage-private-developers>.

Week 3		
Day 1	Student Presentations Live online interview with environmental policymakers (2)	STUDENT PRESENTATIONS – preparation required See below for suggested papers
Day 2	Forests, Forest Governance and the Forest-based bioeconomy	Hetemäki et al, Leading the way to a European circular bioeconomy strategy.
Day 3	Forest Ecolabels and certification Presentation of forest background, followed by field trip into forest Guest Lecture from Andrea Wanninger, PEFC Certifier <i>Andrea Wanninger is Chair of Applied Vegetation Ecology and PEFC Certifier (Programme for the Endorsement of Forest Certification)</i> BRING CLOTHES AND FOOTWEAR SUITABLE FOR GOING OUTSIDE IN ALL WEATHER Further Ecolabels The role of consumer choice	EU Ecolabels website.²
Day 4	Environmental Justice	- Martuzzi, Mitis and Forastiere, Inequalities, inequities, environmental justice in waste management and health, pp. 21–26. - IOM, Disaster risk reduction, climate change adaptation and environmental migration.
Day 5	Wrap-Up	

COURSE-RELATED TRIPS (possible destinations may include):

- Environmental Policy in Action:** Students will get the chance to visit an environmental policy institution and talk firsthand with those involved in the environmental policymaking process (full day trip).
- Certified Woodland:** As part of the learning on ecolabels and forests, students will visit a FSC- certified woodland with a local forest certifier (part day trip: morning only)
- St. Peter / Freiamt:** 0-energy villages with wind power and biomass plants

REQUIRED READINGS:

² https://environment.ec.europa.eu/topics/circular-economy/eu-ecolabel-home/product-groups-and-criteria_en.

- Bernhardt, J. The Effectiveness of Science-Policy Interactions: Case Studies on Climate Change Mitigation and Sustainable Development in Pan-European Forest Research and Politics. University of Hamburg: Dissertation, 2015, pp. 108-123, 262-278. URL: <https://ediss.sub.uni-hamburg.de/bitstream/ediss/6347/1/Dissertation.pdf>
- Committee to Review the IPCC³. Climate change assessments. Review of the processes and procedures of the IPCC. Executive Summary, 2010. URL: https://archive.ipcc.ch/pdf/IAC_report/IAC%20Report.pdf
- European Commission. COMMISSION STAFF WORKING DOCUMENT: Reducing Marine Litter: action on single use plastics and fishing gear. Accompanying the document: Proposal for a Directive of the European Parliament and of the Council on the reduction of the impact of certain plastic products on the environment, 2018. URL: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52018SC0254>
- IPBES⁴. Summary for policymakers of the global assessment report on biodiversity and ecosystem services of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services. Eds. S. Díaz et al. Bonn: IPBES secretariat, 2019. URL: <https://doi.org/10.5281/zenodo.3553579>
- IPCC. Summary for policymakers: Headline statements, 2021. URL: <https://www.ipcc.ch/report/ar6/wg1/#SPM>
- Martuzzi, M., Mitis, F. and Forastiere, F. "Inequalities, inequities, environmental justice in waste management and health," in European Journal of Public Health, 20/ 1 (2010), pp. 21–26.
- Natural England and JNCC⁵. A Stakeholder-led process - How were sea users and other interest groups involved in recommending Marine Conservation Zones?, 2012. URL: <http://publications.naturalengland.org.uk/file/2079543>
- OECD⁶. Database of Policy Instruments for the Environment, 2017. URL: <https://www.oecd.org/environment/indicators-modelling-outlooks/policy-instrument-database/>
- Royal Melbourne Institute of Technology. Writing an academic reflection, 2015. URL: https://elearning.rmit.edu.au/learninglab/sites/default/files/Writing_academic_reflection_accessible_2015.pdf
- UK Government. Impact Assessment for introducing a Deposit Refund System for Drinks Containers, 2021, pp. 1-6, Section 2.2 and Section 3 up to pp. 17. URL: https://consult.defra.gov.uk/environment/consultation-on-introducing-a-drs/supporting_documents/Impact%20Assessment.pdf

RECOMMENDED READINGS – Suggested Papers for Presentations:

Students can choose one of the below papers to present in the 3rd week of the course or choose one of their own. Scope and content of the presentation will be defined at the beginning of the course.

- Agrawala, S. and Fankhauser, S. Economic Aspects of Adaptation to Climate Change - Costs, benefits and policy instruments. OECD, 2008. URL: https://read.oecd-ilibrary.org/environment/economic-aspects-of-adaptation-to-climate-change_9789264046214-en#page9
- Böcher, M. "A theoretical framework for explaining the choice of instruments in environmental policy," in Forest Policy and Economics, 16 (2012), pp. 14-22.
- Downie, D. "Still no time for complacency: evaluating the ongoing success and continued challenge of global ozone policy," in Journal of Environmental Studies & Sciences, 5/2 (2015), pp. 187-194.
- European Commission. Assessment of measures to reduce marine litter from single use plastics. Final report and Annex. 2018. URL: <https://circabc.europa.eu/ui/group/6e9b7f79-da96-4a53-956f-e8f62c9d7fed/library/10fe4f5e-45cb-4604-8e8a-247d8d76f1f5/details?download=true>
- Hetemäki, L. et al. Leading the way to a European circular bioeconomy strategy. Joensuu: European Forest Institute/From Science to Policy 5, 2017. URL: <https://doi.org/10.36333/fs05>
- Holmes, J. and Clark, R. "Enhancing the use of science in environmental policy-making and regulation," in Environmental Science & Policy, 11/ 8 (2008), pp. 702-711. URL: <https://doi.org/10.1016/j.envsci.2008.08.004>

³ IPCC = Intergovernmental Panel on Climate Change

⁴ IPBES = Intergovernmental Platform on Biodiversity and Ecosystem Services

⁵ JNCC = Joint Nature Conservation Committee

⁶ OECD = Organisation for Economic Cooperation and Development

- IOM.⁷ Disaster risk reduction, climate change adaptation and environmental migration. A policy perspective. URL: https://publications.iom.int/system/files/pdf/ddr_cca_report.pdf
- May, P. "Policy Maps and Political Feasibility," in: Thinking like a policy analyst. Policy analysis as a clinical profession. Ed. Geva-May, I. New York: Palgrave Macmillan, 2005, pp. 127-152. URL: <https://staff.blog.ui.ac.id/wiku-a/files/2013/04/thinking-like-policy-analyst.pdf>
- Rose, D.C., Environmental Science and Policy, 2017. URL: <http://dx.doi.org/10.1016/j.envsci.2017.07.013>
- Sarewitz, D. and Pielke, R. A. "The neglected heart of science policy: reconciling supply of and demand for science," in Environmental Science and Policy, 10 (2007), pp. 5-16.
- Skjaerseth, J. B. "The 'successful' ozone-layer negotiations. Are there any lessons to be learned?," in Global Environmental Change, 2/4 (1992), pp. 292-300.
- Storch, S. and Winkel, G. "Coupling Climate Change and Forest Policy: A Multiple Streams Analysis of two German Case Studies," in Forest Policy and Economics, 36 (2013), pp. 14-26.
- Töller, A. "The Rise and Fall of Voluntary Agreements in German Environmental Policy," in German Policy Studies, 9/2 (2013), pp. 49-92.
- Impact Assessment for Packaging Targets – summary page: URL: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/82437/packaging-ia-120321.pdf
- Wurzel, R. "The Europeanisation of German environmental policy: From environmental leader to member state under pressure?," in FFU-report, 09 (2002).

Appendix:

Rubric for course participation:

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that they have been capable of relating the main ideas in the readings to the other information discussed in the course and with their own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. They respectfully state their reactions about other classmates' opinions and can contribute to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time, the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student can construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. They are respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography but in a superficial way. They try to construct over others' ideas, but commonly provide comments that indicate a lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.

⁷ IOM = International Organization for Migration

F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others' ideas.
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