Natural Resource and Environmental Policy
ESPM 3241W/5241 (3 credits)
Syllabus for Spring 2018

Course Meeting Times & Location
Course meets from 10:15-11:30 AM Tuesday & Thursday in Green Hall 110, St. Paul Campus. Please note that students are also responsible for checking the course website via Moodle regularly. https://moodle.umn.edu. Regular use of Moodle is required for this class.

Instructor:
Forrest Fleischman
Assistant Professor
Department of Forest Resources
ffleisch@umn.edu
Office Hours: 11:30-12:30, Tuesday & Thursday, and by appointment in Green Hall, room 101D

Teaching Assistants:
Marissa Schmitz
NRSM Graduate Student
marissa@umn.edu
Office Hours: 3-4 PM, Wednesday & 2-3 Thursday, and by appointment in Green Hall 209C

Adrienne Strubb
NRSM Graduate Student
strub038@umn.edu
Office Hours: 10-11 AM, Monday & Friday, and by appointment in Green Hall 320

Required Texts and Readings:
Most Course Readings are available via the course website on Moodle and/or through University library resources. In addition to these readings, this course requires three textbooks, two of which are freely available electronically. You are responsible for obtaining a copy of Graham and Hand (2017) either through the bookstore or through other booksellers.


Course Goal and description:
The goal of this course is to enable future natural resource and environmental professionals to participate effectively in the crafting of more effective solutions to environmental and social problems.
In this course, you will learn how to engage in the policy process in order to change rules and practices that determine how society makes decisions about natural resources and the environment. In order to do this, you must understand how and why policies are made, who makes them, and how you can get a seat at that decision-making table. You must be able to communicate your ideas about policy effectively, and you must be able to craft policy solutions and political strategies that actually work.

This course is built around the idea that the best way to learn is by doing. While the course will contain conventional components, such as lectures, readings, and assignments, the bulk of your work in this class will be built around a team-based project in which you will work to change a policy. Reflecting the importance I place in learning by doing, your evaluations in this class will be weighted towards demonstrating your effectiveness in crafting policy solutions – through writing and through the documented activities of your team-based project. Smaller assignments throughout the term will provide you training in how to achieve the larger goals of the class, while a final paper documenting what you did in your team project will serve as a final evaluation of the development of your abilities. There will be no final exam in this class.

You will have the following kinds of assignments in this class:

1. Individual essays. You will write these essays on your own, based on a specific grading rubric outlined in the assignment sheet. These are worth 40 points each.
2. Team essays. You will write these in your team. For the first three, the assignment will be similar to that assigned in the individual essay preceding it, giving you a chance to revise your work as part of a team. These are worth 60 points each – the additional 20 points compared to the individual essay are because in the team essay you will be evaluated on the feasibility & real accomplishments of your group.
3. Final essays: There will be a final team essay (worth 100 points) and individual essay (worth 150 points).
4. Daily quizzes. There will be a quiz for every single class period, which will be due at 8:30 AM prior to the start of that class.
5. Weekly in-class activities – will occur every week in class on Thursday, and will be worth the same amount as the quiz.
6. Small assignments – peer evaluations and other small assignments.

**Grading Rubric:**

Your grade in this course will be based on the following assignments:

- **Quiz grades:** 390 points
  - 29 daily quizzes (you can drop the 5 lowest grades) 24 @ 10 points each for 240
  - 15 weekly in-class activities (you can drop the 2 lowest grades) 13 @ 10 points each for 130
  - 6 small assignments (you can drop the 2 lowest grades) 4 @ 5 points each for 20

- **Essay grades:** 610 points
  - 4 team essays 60 points each
  - 3 individual essays 40 points each
  - 1 final team essay worth 100 points
  - 1 final individual essay worth 150 points

Total: 1000 points
A: More than 930 points
A-: 900-929.999 points
B+: 870-899.999 points
B: 830-869.999 points
B-: 800-829.999 points
C+: 770-799.999 points
C: 730-769.999 points
C-: 700-729.999 points
D+: 670-699.999 points
D: 600-669.999 points
F: Less than 600 points

Grad students:
Those enrolled in the graduate section of this course (5241) will be responsible for an additional research essay assignment, which will be worth 250 points (20 points for proposal, 30 points for outline/first draft, 200 points for final draft), so that graduate students will have 1250 total points. Because of this greater number of points, grades will be assigned based on the percentage of points, following the same pattern as above.

Course Policies:
Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
As this course is an interactive class, and we will be using computers and other electronic devices to work together in class. Students are expected to use these devices responsibly in the classroom. This means that while electronic devices should be used for course-related activities, they should not be used for other activities (e.g. such as working on other classes, communicating with friends, or reading) during class time. Students who are observed using devices inappropriately during class time may be asked to share their personal communications with the class, have their device confiscated for the duration of the class period, and if the behavior repeats, will be receive a penalty in their grade. The University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used.
in the classroom. For complete information, please reference: http://policy.umn.edu/education/studentresp.

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/education/instructorresp.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html.

In the context of this course, we will be doing a large amount of team work. Assignments are designated either as team or as individual assignments. It is important that students work individually on individual assignments, however teamwork is obviously permitted on team assignments. We will spend time in class learning more about how issues of plagiarism and academic integrity apply to this class.

Makeup Work for Legitimate Absences
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/education/makeupwork.

In this class there are a number of small assignments, such as weekly in-class activities, that cannot easily be replicated by students who missed that day’s class. Students who are absent from class on those days will be responsible for completing a makeup assignment. The makeup assignment will be the same for all such missed assignments. Every week in this syllabus contains a list of supplemental readings. Students who miss a class will be responsible for selecting one of those supplemental readings, reading it, and writing a 300-500 word memo describing the major things they learned from that reading. This one-page summary must be emailed as an attachment in .pdf, .rtf, .doc, or .docx format, to Professor Fleischman at ffleisch@umn.edu no later than 1 week after the student’s return to class, with the subject line as follows: “Makeup work for <student’s full name> for class period <missed class period date>”.
Note that separate assignments and emails must be sent for each missed assignment.
Late Work:
If extenuating circumstances make it difficult for a student to complete an assignment in a timely fashion, students must contact the instructor via email (ffleisch@umn.edu) at the earliest possible time (at least 24 hours before the due date) if they wish to make alternate arrangements. Such arrangements will be made at the instructor’s discretion, except as indicated above under “makeup work for legitimate absences.” Students handing in material within 24 hours after the due date will receive 50% of their grade. Work will not be accepted after 24 hours, except as described above.

Regrade policy
Grading writing is inherently a subjective exercise, and with 125 students enrolled in this class, it is inevitable that some mistakes will be made. The Professor, Forrest Fleischman, is the final authority in determining grades, and will review all grading by the teaching assistants prior to releasing the grades to students. If students believe that a mistake has been made in grading, they must contact Dr. Fleischman via email within 72 hours after the release of their grades, and provide a detailed written note explaining the mistake. Dr. Fleischman will respond to all such inquiries by revisiting the grading of that assignment. Note that regrades can result in lower grades if Dr. Fleischman discovers a mistake in the opposite direction.

Writing
This class meets the University of Minnesota’s guidelines for a writing intensive course (http://undergrad.umn.edu/cwb/definition.html). Writing is a challenging skill to master, and we will work together to improve your writing. All of the writing in this class will take a “policy memo” format, and we will discuss what this means in class. Writing well takes practice (it also helps to read good writing, which we will do in this class). Students are strongly encouraged to obtain support for their writing from the Center for Writing: http://writing.umn.edu/sws/

Appropriate Student Use of Class Notes and Course Materials
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/education/studentresp.

Grading and Transcripts
The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
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<tr>
<td>Grade</td>
<td>Description</td>
</tr>
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<td>-------</td>
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</tr>
<tr>
<td>B</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>S</td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better.</td>
</tr>
</tbody>
</table>

For additional information, please refer to: [http://policy.umn.edu/education/gradingtranscripts](http://policy.umn.edu/education/gradingtranscripts).

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf)

Equity, Diversity, Equal Opportunity, and Affirmative Action
The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf)

Disability Accommodations
The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: (UM Twin Cities - https://diversity.umn.edu/disability/) or e-mail (UM Twin Cities - drc@umn.edu) with questions.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day is urged to connect with the Nutritious U pantry which will run out of Coffman Union. Other food resources can be found at this site. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to provide any resources that he/she may possess. https://osa.umn.edu/nutritious-u

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Course outline:

List of class sessions:
Week 1: Introduction
The focus of this week is on understanding the broad outlines of this class. We will discuss what public policy is, why it matters for the environment, and what some of the key moving parts of the policy process are (with a focus on environmental policy in the US). Play particular attention in the readings to understanding who influences environmental policy, why policy change may
be difficult, how environmentalism has changed, and the strategies different authors emphasize for engaging in the policy process.

1. Tuesday, January 16: Course Introduction. Policy change brainstorm. Team formation.
   • Dolsak and Prakash (2016)
   • The Sierra Club (2016), chp. 1
   • Steinberg (2015), chp. 1

Optional Further reading:

2. Thursday, January 18: What are institutions? What are actors?
   • Steinberg (2015) chp. 2
   • Graham and Hand (2017), Preface & Prologue

Optional Further reading:

Small Assignment 1 Plagiarism quiz due Friday January 20 at noon
https://www.indiana.edu/~academy/firstPrinciples/index.html
Individual Essay 1: topic proposal due Friday January 20 at noon.

Week 2: Why do we need environmental policy?
In this week’s classes we will focus on understanding the four primary social causes of environmental problems: externalities, public goods, common pool goods, and distribution/justice. My goal in selecting readings has been to provide straightforward, non-technical explanations of these concepts. You should read with the goal of being able to apply these four concepts to new environmental problems. In other words, after this week, whenever you learn of a new environmental problem, you should be able to correctly identify whether it is a public good, common-pool resource, externality, and/or distribution/justice problem. Note that some problems may have elements of multiple sources.

3. Tuesday, January 23 Externalities & public goods
   • Kreitmair and Bower-Bir (2017)
   • Steinberg (2015), Chp. 4

Optional further reading:
The best recent introductory summary of economic thinking on the environment is core project (2015) (see http://www.core-econ.org/ebook/, especially chapter 18). See also Weimer and Vining (2011); Bromley (1991); Coase (1960); Ellickson (1986); Gowdy, Hall, Klitgaard, and Krall (2010); Stiglitz (1988)

4. Thursday, January 25 common pool goods, distribution
   • McKean (2000)
   • Martinez-Alger (2013)
   • Schlosberg (2013)
Optional Further reading:
Anderies and Janssen (2013); Beasley (No Date); Cox, Arnold, and Villamayor Tomás (2010); Dietz, Ostrom, and Stern (2003); (Fleischman et al., 2014); Gibson, McKean, and Ostrom (2000); E. Ostrom (1990, 1992); E. Ostrom et al. (2002); E. Ostrom, Gardner, and Walker (1994); V. Ostrom and Ostrom (1977); Poteete, Janssen, and Ostrom (2010); Schlager and Ostrom (1992); Taylor (2014)

Week 3: What kinds of policies might we use? (1)
During the next two weeks we will discuss an array of policy solutions that can be used to address environmental problems. The goal is for you to be able to identify a diverse set of policies that might be appropriate to any given situation. Thus, you should read to understand what each kind of policy does, and when it may be more or less appropriate. The readings for Tuesday emphasize the diversity of kinds of solutions (although we will see that Hardin’s solutions come in for a lot of criticism). Thursday’s readings emphasize two of the most widely prescribed public policies: prescriptive regulation & market-based policies

5. Tuesday, January 30 Types of policies (intro)
   - Hardin (1968)
   - Salzman (2013)

Optional Further reading:

6. Thursday, February 1 Markets & prescriptive regulations – Guest lecture about carbon markets by Marissa Schmitz
   - Schmitz and Kelly (2016)
   - Steinberg (2015), Chp. 5


Team essay 1: team problem statement due Monday, January 29 at noon
Small Assignment 2: team evaluation due Wednesday January 31 at noon.

Week 4: What kinds of policies might we use? (2)
This is the second week of examining types of policies. You should continue to read to understand how policies are different and where they may be effective. Pay particular attention this week to who is included in policies, and how the process of decision-making is in and of itself a part of what can be affected by a policy change.

7. Tuesday, February 6 community based management
   - Agrawal (1996)
   - E. Ostrom (1990), chp. 4
   - Steinberg (2015), chp. 8
See further readings for class #4

8. Thursday, February 8 Changing the decision-making rules
   - Rochon and Mazmanian (1993)
   - Steinberg (2015), chp 10
   - Heberlein (1974)

Optional further reading:

Indivdual Essay 2, individual solution proposal due Friday February 9th at noon.

Week 5: How do we change policies?
The focus of this week’s reading is in thinking about different ways to change policies. It’s great to have a problem and know a good way to fix it, but unless you can make the policy actually change, your knowledge isn’t very useful. Lots of scholars, politicians, and activists have thought about making policy change, and we will be looking at a number of ideas about how to go about making change. Focus in your readings on understanding why certain strategies may be more or less appropriate for certain conditions.

9. Tuesday, February 13 Introduction to strategies
   - Graham and Hand (2017) Introduction
   - The Sierra Club (2016), Chps. 2-3
   - Steinberg (2015), chp. 3, 11

10. Thursday, February 15 Approaches to changing policy
    - Rothman (2001)
    - Hyman (1990)
    - Heberlein (2012b)

Optional further reading: McAdam (2017); McAdam and Tarrow (2010); (Skocpol, 2013a, 2013b); Tilly and Tarrow (2007) Cairney and Weible (2017); Sabatier and Weible (2014); Weible, Heikkila, deLeon, and Sabatier (2012) (Todd & Andrew, 2017)

Team essay 2, group solution proposal due Friday February 16 at noon

Week 6. Background Research
The goal of this week’s readings is to help you think more systematically about how to do research on your topic. As the readings make clear, good research is essential to an effective strategy. You have to know not only about the technical aspects of your topic, but also about the decision-making forum you are seeking to influence, and the decision-makers who are in that forum. There are many ways to do this research, and the goal of these readings is to acquaint you with some of them. The reading by Bernard is particularly useful since it describes effective ways to conduct interviews. In my experience many students are reluctant to go talk to people – preferring the comfort of social media interactions with peers or anonymous surveys. However in order to effectively complete this class you must speak in person or on the phone with the key decision-makers you seek to influence. Thus these strategies are particularly important.
Similarly, the Sierra Club manual & Graham and Hand text emphasize the necessity of moving outside of your comfort zone in seeking to interact with people.

11. Tuesday, February 20 Research strategies
   • Graham and Hand (2017), chp 2
   • Bernard (2011)

12. Thursday, February 22 Identifying key decision-makers & stakeholders
   • Graham and Hand (2017), chp 3-5, 7
   • The Sierra Club (2016), chps. 5-7 (including section at end of chp. 7 on diversity)

Optional Further reading: Other chapters from the book by Bernard, (Beach & Pedersen, 2016; Brady & Collier, 2010; Campbell, 1969, 1975; Cox, 2015; George & Bennett, 2005; Kapiszewski, MacLean, & Read, 2015; King, Keohane, & Verba, 1994; Meyfroidt, 2015; Ragin, 2000; Shadish, Cook, & Campbell, 2002; Vanhala, 2017)

Small assignment 3, team evaluation due Monday February 19 at noon
Individual essay 3: Individual strategy proposal, due Friday February 23 at noon

Week 7. Planning & Communication
The goal of this week’s reading is to give your team tools for thinking about how to make a strategic plan and communicate with those you are trying to influence. In some sense these are more practical readings. See if you can use the ideas outlined in these readings to organize your project efforts.

13. Tuesday, February 27 Strategic planning
   • The Sierra Club (2016), Chp. 4, 8-10
   • Graham and Hand (2017), chp 6, 9

14. Thursday, March 1 Communication
   • Graham and Hand, chp. 8
   • Capitolreader.com (2004)

Optional Further Reading: Lakoff (2014, 2016) (McAdam, 2017; Skocpol, 2013a, 2013b; Tilly & Tarrow, 2007)

GRADUATE STUDENTS ONLY: Topic proposal due Friday March 2 at noon.

Week 8. Communication
Many people mistakenly assume that improved communication of scientific information about the environment is crucial to improving environmental policies. The readings this week are designed to (a) show how difficult effective communication is, (b) provide some strategies your team can use to overcome these difficulties, and (c) contextualize scientific communication so it is clearer why knowledge spread alone is insufficient for better policy-making.

15. Tuesday, March 6 Science communication – Guest lecture by Adrienne Strubb
   • Olson (2009) (selection)
   • Fernández (2016)

16. Thursday, March 8 wrap up of first half of course

Optional Further Reading: Herman and Chomsky (2008) H. Han (2014); H. C. Han (2009); Heberlein (2012a)
Team essay 3, team strategy proposal due Friday March 9th at noon
Small Assignment 4, team evaluation due Friday March 9th at 5 pm

Spring Break!

Week 9. Collaboration
Solving environmental policy problems frequently requires people to work together in ways that they might not otherwise. This topic is frequently referred to as collaboration, collaborative governance, or participatory policy-making. Some of our readings will provide guidelines about how to engage in this process more effectively. Other readings will emphasize some limitations to this approach. A particularly important limitation to be aware of is that these terms are vague. Who is collaborating with who? Who is participating? What does participation mean and what are the overall goals? Some collaboration might mean a group of opposing parties sitting down in a room together to work out a friendly compromise, while others might mean an allied set of people collaborating to clobber their opponents.

17. Tuesday, March 20 Collaboration
   • Graham and Hand, chp 7
   • Innes and Booher (2010) chp 4
   • Gregory et al. (2012) chp 1
Optional further reading: the rest of the books by Innes & Booher, Gregory et al. Koontz et al. (2004); (T. Scott, 2015, 2016; T. A. Scott & Thomas, 2017)

18. Thursday, March 22 Community & participation
   • Agrawal and Gibson (1999)
   • Fleischman and Rodriguez-Solorzano (2017)

GRADUATE STUDENTS ONLY: First draft of research essay due Friday, March 23, at Noon.

Week 10. Conflict
Although last week we talked about collaboration, I hinted that collaboration was often an outcome of earlier conflict. In much of the remaining readings in this course we will examine strategies that can be used to dominate conflict. We will begin with the classics (Machiavelli, Alinsky) and move on to look at specific conflict strategies, including litigation (this week) and various other forms of nonviolent civil action in the coming weeks. Pay particular attention to the ways that each of these writers integrates distinct strategies into a broader campaign. For example, litigation is useless unless there are already laws. Some tactics are useful for those who are strong, others for those who are weak. In each case, the choice of tactics will determine some of the next steps.

19. Tuesday, March 27 Conflict
   • Machiavelli (1961) (selection)
   • (selection)
Steinberg Chp. 6 Optional further reading: The rest of the books by Machiavelli & Alinsky.

20. Thursday, March 29 Litigation
Week 11. Conflict II
Dr. Fleischman will be attending a conference at NASA headquarters in Maryland this week. We will have two guest speakers who will address aspects of the policy process (we are working on finalizing the details). You will be expected to attend these talks, and will receive in-class activity credit based on your participation.

21. Tuesday, April 3 Guest Speaker
   • TBA

22. Thursday, April 5 Guest Speaker
   • TBA

*Team essay 4, group progress memo due Friday April 6th at noon*

Week 12. Government
Government officials are often the most important actors in a given policy arena, tasked with formulating and carrying out policies that elected officials ask for. As such they are crucial elements in the success of any program, and can also play a role in hindering programs. Pay particular attention in these readings to the ways that public officials can influence the success of environmental initiatives – and the conditions that may hinder them from doing so.

23. Tuesday, April 10 Public officials as change agents
   • O’Leary (1994, 2009)

24. Thursday, April 12 Public officials and the public
   • Fleischman (2017); Fleischman and Briske (2016)

Optional Further reading: Koontz (2002); Meier and O'Toole (2006); Thomas (2003); Fleischman (2014) Raadschelders (2011)

*Small assignment 5, team evaluation due Monday April 9 at noon*

Week 13. Tactics
Nonviolent civil disobedience is a blanket term given to a strategic outlook widely adopted by political activists around the world. The readings this week aim to introduce basic concepts based on classic readings and apply a case study from Gandhi’s work. Pay attention to the diversity of tactics and how they are combined. Also pay attention to the meaning of nonviolence.

25. Tuesday, April 17 Civil disobedience 1
   • Thoreau

26. Thursday, April 19 Campaigns
   • Gandhi (1950) selections

Week 14. Evaluation and more civil disobedience
The last readings in this course focus on two distinct topics. First, the reading by Sharp summarizes some of what we have learned about civil disobedience, presenting it in a simplified framework. Second, the final reading by Graham is intended to help you evaluate the outcome of your work in this class.

27. Tuesday, April 24 Civil disobedience 3
   • Sharp (2010)

Optional further reading: See many other books by Sharp: http://www.aeinstein.org/free-resources/free-publications/english/

28. Thursday, April 26 Evaluation
   • Graham and Hand (2017) chp 10

Optional further reading: Bamberger (2012); Maxwell (2004); Shadish et al. (2002); Weimer and Vining (2011)

Graduate Student Research Essay due Friday April 27th at Noon.

Week 15. Wrap up
   29. Tuesday, May 1 Semester wrap-up
   30. Thursday, May 3 Semester wrap-up

Final Team essay, team report on action taken, due 11:59 PM on May 4
Small Assignment 6, team evaluation, due 11:59 PM on May 4
Final Individual essay, Individual reflection & recommendation, due 11:59 PM on May 4

Works Cited (includes both required and optional readings)


Lo Que Todo Biólogo de la Conservación Debe Saber de Teoría Económica. *Conservation Biology, 24*(6), 1440-1447. doi:10.1111/j.1523-1739.2010.01563.x


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