

## PPOL 6100H: ENVIRONMENTAL POLITICS AND POLICY

Thursdays, 13:30 – 16:20, Room 1104 (Academic Concourse)

Instructor	Teaching Assistant
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### Course Description

This course introduces students to the political dimensions of environmental policy. It explores how various political actors and institutions interact with each other in shaping environmental policy. The course is divided into two parts. First, it presents the normative and ideational foundations for environmental politics and discusses the major forms of collective action. Second, it analyzes the government's policy responses to environmental ideas and activism in the context of capitalist political economy. Students will benefit from the ability to think politically about the environment, which is essential for successful environmental policymaking in practice.

### Intended Learning Outcomes (ILOs)

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

1. Knowledge: (a) Explain the key ideas and issues in environmental politics; and (b) analyze the roles and impacts of actors and institutions in environmental collective action and policy making.
2. Skills: Apply concepts and theories to evaluate the debates in environmental politics and policy.
3. Attitude: Exercise independent and critical judgements as well as formulate and communicate arguments effectively.

### Class Schedule

Class / Date	Topic	Class / Date	Topic
1 / Feb 9	Introduction	7 / Mar 23	Environmental Policy Change (2)
2 / Feb 16	Environmental Philosophy	8 / Mar 30	Environmental Policy Instruments
3 / Feb 23	Green Political Thought	9 / Apr 13	Valuation of the Environment
4 / Mar 2	Environmental Groups	10 / Apr 20	Global Environmental Politics
5 / Mar 9	Environmental Movements	11 / Apr 27	Group Project Presentations
6 / Mar 16	Environmental Policy Change (1)	12 / May 4	Conclusion

*Note: Class schedule and topics may be adjusted to facilitate students' learning.*

### Assessment and Grading

Deliverable / Weighting	Requirements
Policy Briefing – Poster and Video Presentation <b>(group-based)</b>  <i>This deliverable aims to help students consolidate and apply the key concepts and/or theories</i>	20% <ul style="list-style-type: none"> <li>• Students will identify ONE environmental issue in a country or jurisdiction and prepare a policy briefing which recommends a policy alternative to address the chosen environmental issue.</li> <li>• Students will design a <b>digital poster</b> and prepare a <b>video presentation in <u>no more than 10 minutes</u></b> to illustrate the poster. They will share the poster and video presentation for peer review as well as respond to a peer review.</li> </ul>

<p><i>learnt through analyzing real-world issues, which aligns with ILOs #1(a), #1(b), #2, and #3.</i></p>		<ul style="list-style-type: none"> <li>• The poster and video presentation should be submitted by <b>23:59, Apr 20 (Thu)</b>. Responses to peer review will take place on <b>Apr 27 (Class 11)</b>.</li> <li>• All posters and video presentations will be assessed based on content, organization, and style.</li> </ul>
<p><b>Peer Review (group-based)</b></p> <p><i>This deliverable aims to help students develop critical thinking skills by reviewing their peers' poster and video presentation, which aligns with ILOs #2 and #3.</i></p>	10%	<ul style="list-style-type: none"> <li>• Students will critically review the digital poster and video presentation of a peer group as assigned.</li> <li>• They will deliver a <b>verbal review in 5 minutes</b> and complete a <b>review form</b> with written comments and suggestions.</li> <li>• The verbal review will take place on <b>Apr 27 (Class 11)</b>. The review form should be submitted by <b>23:59, May 4 (Thu)</b>.</li> <li>• All peer reviews will be assessed based on content only.</li> </ul>
<p><b>Classwork (group-based)</b></p> <p><i>This deliverable aims to help students consolidate and apply the knowledge learnt from classes and readings, which aligns with ILOs #1(a), #1(b), #2, and #3.</i></p>	10%	<ul style="list-style-type: none"> <li>• During each class, students will complete a group task, such as case studies, role plays, and/or general discussions. They will report verbally the deliverables and respond to questions from other participants in class.</li> <li>• Students' performances in the group tasks from Class 3 to Class 10 will be graded.</li> <li>• All group tasks will be assessed based on content only.</li> </ul>
<p><b>Final Take-home Essays</b></p> <p><i>This deliverable aims to enable students to describe, explain and apply the key lessons learnt from classes and readings, which aligns with ILOs #1(a), #1(b), #2, and #3.</i></p>	30%	<ul style="list-style-type: none"> <li>• This is an open-book assignment. Students will answer, <b>in 7 days</b>, TWO of the prescribed essay questions. The answer to EACH question should <b>NOT exceed 1,000 words</b>, excluding endnotes and appendices.</li> <li>• The questions will be released by <b>16:30, May 4 (Thu)</b>. Students should submit the answers by <b>23:59, May 11 (Thu)</b>.</li> <li>• All essay answers will be assessed based on content, organization, and style.</li> </ul>
<p><b>Quizzes × 3</b></p> <p><i>This deliverable aims to help students consolidate the key knowledge learnt from classes and readings, which aligns with ILOs #1(a) and #1(b).</i></p>	30%	<ul style="list-style-type: none"> <li>• All three quizzes are open-book assessments. Each quiz contains multiple choice questions, true or false questions, and/or questions that require short answers. For each quiz, the syllabus includes all materials already discussed in classes.</li> <li>• Students will complete each quiz in <b>30 minutes</b>.</li> <li>• Quiz 1 will take place on <b>Mar 9 (Class 5)</b>, Quiz 2 on <b>Apr 13 (Class 9)</b>, and Quiz 3 on <b>May 4 (Class 12)</b>.</li> <li>• No 'make-up' quizzes will be arranged except for medical or family emergencies. The format of the 'make-up' quizzes may be different.</li> </ul>

\* **Attendance and Participation Bonus:** A maximum of 5 points will be awarded to students who contribute actively to class discussions. Attendance will be taken on an ad hoc basis.

\*\* **Penalty:** For late submission, no submission or no show, mark penalty will apply. For confirmed cases of plagiarism, severe sanctions will be imposed.

\*\*\* **Prevention of Free riding:** Each group should attach detailed division of labor for all group assignments. The grade of each individual student may be adjusted based on the division and quality of labor.

## Important Dates

Date / Time	Task	Date / Time	Task
Feb 20 / 23:59	Confirm grouping	Apr 27 / in class	Verbal reviews and responses
Mar 9 / in class	Quiz 1	May 4 / in class	Quiz 3
Apr 13 / in class	Quiz 2	May 11 / 23:59	Final Take-home Essays
Apr 20 / 23:59	Submit poster and video presentation		

## Course Reading

### Textbooks (Reserved at HKUST Library)

- **[T1]** Neil Carter (2018) *The Politics of the Environment: Ideas, Activism, Policy* (3<sup>rd</sup> edition), Cambridge: Cambridge University Press [NB: Essential text for the entire course; e-book available for 2<sup>nd</sup> edition].
- **[T2 – e-book]** James Connelly, Graham Smith, David Benson, and Clare Saunders (2012) *Politics and the Environment: From Theory to Practice* (3<sup>rd</sup> edition), Abingdon: Routledge [NB: Useful reference for the entire course, especially case studies].

### Useful References (Reserved at HKUST Library)

- **[UR1]** Andrew Dobson (2016) *Environmental Politics: A Very Short Introduction*, Oxford: Oxford University Press.
- **[UR2]** John McCormick (2018) *Environmental Politics and Policy*, London: Palgrave. **[e-book]**
- **[UR3]** Michael Kraft (2021) *Environmental Policy and Politics* (8<sup>th</sup> edition), New York/Abingdon: Routledge.
- **[UR4]** Timothy Doyle, Doug McEachern, and Sherilyn MacGregor (2016) *Environment and Politics* (4<sup>th</sup> edition), Abingdon: Routledge. **[e-book]**
- **[UR5]** Hayley Stevenson (2018) *Global Environmental Politics: Problems, Policy and Practice*, Cambridge: Cambridge University Press.
- **[UR6]** John Dryzek and David Schlosberg (eds.) (2005) *Debating the Earth: The Environmental Politics Reader* (2<sup>nd</sup> edition), Oxford: Oxford University Press.

### Reading List

Class	Topic	Primary Reading	Supplementary Reading
1	Introduction	[T1], ch. 1	[T2], pp.1-12
2	Environmental Philosophy	[T1], ch. 2	[T2], ch. 1
3	Green Political Thought	[T1], ch. 3	[T2], ch. 2
4	Environmental Groups	[T1], ch. 6	[UR4], ch. 4
5	Environmental Movements	[T2], ch. 3	[UR4], ch. 3
6-7	Environmental Policy Change (1) & (2)	[T1], ch. 7	[T2], ch. 4
8	Environmental Policy Instruments	[T1], ch. 12	[T2], ch. 5
9	Valuation of the Environment	[T2], ch. 6	--
10	Global Environmental Politics	[T1], ch. 9	[T2], ch. 7
11	Group Project Presentations	No reading	
12	Conclusion	*See Canvas	

## Course Administration

### *Communications*

All announcements are made through the course website on Canvas (<https://canvas.ust.hk/>). For e-mail communications, students should allow at least 3 working days for a reply. **All e-mail enquiries regarding any of the assessments above should be made at least 48 hours before their respective due dates.**

### *Class Rules*

For students in face-to-face classes, they should avoid using mobile phones except for class activities. **Video/sound recording is NOT allowed.** If there is a genuine need for video/sound recording, students must seek permission from the instructor before the session begins.

### *Academic Honesty*

Plagiarism and cheating are very serious offences. Students are reminded of the consequences for violating University's regulations governing academic integrity and honesty. For details of the regulations, please visit: <https://registry.hkust.edu.hk/resource-library/academic-integrity>. For advice on avoiding plagiarism and copying, please visit: <http://libguides.ust.hk/writing/style-man>.

### *Quality Assurance*

Students are welcome to offer comments and suggestions on the course. The principal concern of this course is students' learning, and therefore, the instructor may modify the schedule if this will facilitate their learning.

Last revised: January 31, 2023