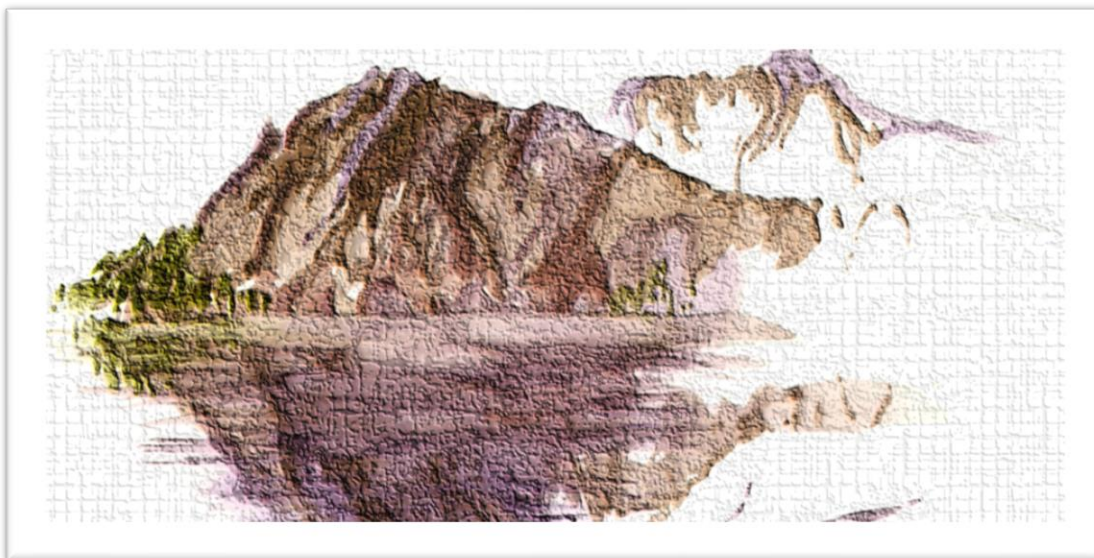


ENVS 61: Governing the Environment, Spring 2018



Instructor: Michael Cox
Office location: 105 Fairchild
Email: Michael.e.cox@dartmouth.edu
Class periods: T-TH 2:25-4:15pm
Classroom: Fairchild 101
Office hours: Tuesdays 10-12pm
X-hours: Wed 4:35-5:25pm (we will not be using x-hours unless something comes up)

Course expectations and philosophy

“To Vincent for his love and contestation”

--Elinor Ostrom, *Governing the Commons*

“It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.”

--J.K. Rowling via Albus Dumbledore, *Harry Potter and the Sorcerer’s Stone*

“Remember that the most successful students are those who take charge of their own learning and follow a simple but disciplined strategy. You may not have been taught how to do this, but you can do it, and you will likely surprise yourself with the results.

“Embrace the fact that significant learning is often, or even usually, somewhat difficult. You will experience setbacks. These are signs of effort, not of failure. Setbacks come with striving, and striving builds expertise. Effortful learning changes your brain, making new connections, building mental models, increasing your capability. The implication of this is powerful: Your intellectual abilities lie to a large degree within your own control. Knowing that this is so makes the difficulties worth tackling.”

--Peter Brown, Henry Roediger III, and Mark A. McDaniel, *Make it Stick*.

The objective of this course is to train you to think about a variety of environmental problems from a **problem-solving perspective**. To accomplish this, I will expect the following of you:

You will **co-produce** your learning. This idea represents a philosophy of service delivery that changes how we view the roles of the service provider and the recipients. It views recipients as active agents that work with providers to produce outcomes, rather than as passive beneficiaries of a service. This contrasts with what has been called a “market-based logic” of service delivery. We will **leverage** this concept by exploring its applicability to the realm of environmental governance in this course as well.

Additionally, you will communicate with me about situations that need attention to ensure that you succeed. You will communicate **respectfully** with me and with your fellow students.

You, in turn, can expect the following of me:

In line with the philosophy of co-production and active learning, I will work to strike a balance between content delivery and more active exercises in class. I will communicate to you why I think the material we are reading matters; and will work to create a space for you to **productively struggle** with a range of ideas. I will be respectful of each of you and give you plenty of room to express your opinions and ideas.

This class is about trying to make reasonable prescriptive and evaluative statements about environmental problems in the face of complexities and contradictions. Our challenge is to find a balance between two tendencies: one that tells us that we should be able to find the single, best answer and our task is to defeat those who believe otherwise; the other tells us to throw up our hands in the face of complexity. It is in the space between these extremes where the heavy lifting is done.

Embodying this approach, I will encourage all of us to unpack the two following statements:

“on the one hand...on the other hand”

“it depends”

Readings

The readings will be taken from several articles, books and websites. All assigned articles and book chapters are available via the files menu on the Canvas site for this course. The dates for each reading assignment are listed on the ENVS 61 Canvas site as well.

The following five books will be available in the bookstore.

Fitzgerald, D. 2003. *Every Farm a Factory: The Industrial Ideal in American Agriculture*. New Haven, CT: Yale University Press.

Henrich, Joseph. 2015. *The Secret of Our Success: How Culture Is Driving Human Evolution, Domesticating Our Species, and Making Us Smarter*. Princeton University Press.

Reisner, M. 1986. *Cadillac Desert: The American West and Its Disappearing Water*. New York, NY: Penguin Books.

Scott, James. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT: Yale University Press.

Thaler, R. and Sunstein, C. 2008. *Nudge: Improving Decisions about Health, Wealth, and Happiness*. New Haven, CT: Yale University Press.

Course policies:

Academic honor: The Dartmouth Academic Honor Principle applies in this class (see <https://student-affairs.dartmouth.edu/policy/academic-honor-principle>). Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the ethical principles of the Dartmouth community and compromise the worth of work completed by others. Cheating and other forms of dishonesty (such as plagiarizing) can result when students feel too much pressure to perform and that they do not have the tools to achieve their goals. If you are falling behind or feeling overwhelmed, or if you are unsure about whether a practice constitutes a violation of this policy, please come see me.

Student Needs: Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested. Additionally, I recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including:

- 1) Your undergraduate dean (<http://www.dartmouth.edu/~upperde/>)
- 2) Counseling and Human Development (<http://www.dartmouth.edu/~chd/>)
- 3) The Student Wellness Center (<http://www.dartmouth.edu/~healthed/>)
- 4) The Academic Skills Center (<https://students.dartmouth.edu/academic-skillsz/>)

I encourage you to use these resources and come speak with me as you need, and in general to take care of yourself throughout the term. **If you don't have time for a 10-minute break, take an hour-long break.**

Religious observances: I realize that some students may wish to take part in religious observances that occur during this academic term. Should a religious observance conflict with your participation in the course, please come speak with me before the end of the second week of the term to discuss appropriate accommodations.

Late policy: For late submissions I will deduct a half letter grade per day, with the due date counting as the first day (e.g. if you turn an assignment in after the due date and time but within 24 hours of this, your grade will be reduced from an A to an A- or a B to a B-). If you anticipate that you will have a problem meeting a deadline due to an excusable issue (e.g., family emergency, serious illness, etc.), please contact me before the assignment is due to make appropriate arrangements.

Technology in the classroom: You will need to bring your computers to take in-class quizzes. Other than this, however, I will not allow computers or similar devices to be used in class. If this will cause problems for you, come speak with me outside of class.

Attendance: I do not take attendance in this class. That said, if you blow off class and do so on a regular basis, you will likely fall behind and find it difficult to catch up. If you miss an in-class quiz or exam without informing me of the reason for your absence beforehand you will not be allowed to make it up.

Assignments and grading

I will use the following scale in assigning grades:

93%-100%: A	83%-86.9%: B	73%-76.9%: C	Below 60%: F
90%-92.9% A-	80%-82.9% B-	70%-72.9% C-	
87%-89.9%: B+	77%-79.9%: C+	60%-69.9%: D	

Assignments:

Quizzes (6 * 5 = 30%): We will begin most Thursday class periods with a quiz. These will be done with your computers on Canvas. Each quiz will cover the reading that has been assigned for that week (that Tuesday and that Thursday). During the first Thursday class period you will take a practice quiz that will not count towards your final grade. Each quiz counts for 5% of your final grade.

Midterm exam (20%): There will be an in-class midterm exam on Thursday, May 3rd that will be open-book and open-note. This will cover all of the material that has been assigned to that point.

Final papers (25%): For the final paper, each student will need to write a 10-page (single-spaced) paper that does the following:

- 1) Describes an environmental problem. This description should include the relevant theoretical and empirical background, providing references to previous work on this topic as needed.
- 2) Presents an environmental governance checklist (this doesn't count towards the page limit).
- 3) Describes the application of your checklist to this problem. What are the answers to the questions in your checklist for this particular problem?
- 4) Presents some conclusions, including what you think would be useful to try to resolve this problem, based on the answers you produced in the previous section.

Regarding your governance checklist: throughout the term each of you will be developing an environmental governance "checklist" that will contain a list of issues that you think are important to consider when figuring out how to tackle any given environmental problem. You can think of this as a list of questions that you would want to ask stakeholders who are involved in an environmental problem, organized by subject (e.g. property rights, environmental justice, economic integration, ecological complexity). You will need to articulate questions such that if someone were able to answer these, it could help them decide how to tackle an environmental problem. I will not be checking or grading this list until you hand it in with the final paper, but I encourage you to keep a running "environmental diagnosis" journal as a part of your notes throughout the term. We will be discussing these in class as well.

Group work for social impact practicum (25%): This assignment has two components: a presentation on the final day of class (5%) and a written report (20%).

This is the first year in which ENVS 61 will involve a Social Impact Practicum. This is a program run out of Dartmouth's Center for Social Impact (<http://students.dartmouth.edu/social-impact/>). During this course you will be working in groups with local partners on an environmentally oriented project. These local partners include:

- 1) The Connecticut River Conservancy (<https://www.ctriver.org/>) works with partners to conserve the Connecticut River through pollution prevention and watershed-scale planning.
- 2) The Upper Valley Trails Alliance (<http://www.uvtrails.org/>) advocates for the use and development of public trails in the upper valley.
- 3) Sweetland Farm (<http://www.sweetlandfarmvt.com/>) is a local farm that runs a local CSA (Community Supported Agriculture) service. It is owned and run by Norah Lake, a Dartmouth alum.
- 4) The Natural Resource Conservation Service (<https://www.nrcs.usda.gov>), is a branch of the United States Department of Agricultural that works with local land owners to improve their land management practices, among other things.

This project will involve you visiting and studying a local site to analyze the main environmental issues there. You will conduct background research and informal in-person interviews in support of a final report that you will submit to me as well as to your local partner. A few weeks into the term we will meet with the local partners and you will be presented with project briefs that describe the expectations for the project. You should spend some time in advance of this looking into the four partners and thinking about which you might want to work with.