NEW YORK UNIVERSITY
DEPARTMENT OF ENVIRONMENTAL STUDIES

Topics in Environmental Values & Society

APPLIED ENVIRONMENTAL POLICY: Guided Case Study
(ENVST-UA 450)
Fall 2022

Raimundo Atal Chomali

Mo-We 3.30pm-4.45pm
60 5th Ave, Room C10 Loc: Washington Square

Instructor

- email: raimundo.atal@nyu.edu
- phone: (212) 992-7950
- Office: 285 Mercer St., room 905
- Office hours: Mo-We: 2-3pm. Please send me an email if you are coming or cannot make it during those times.
- sites.google.com/view/raimundoatal

Description

The objective of this class is to develop a case study on applied environmental policy and learn useful conceptual tools relevant to the particular problem at hand. The first weeks will be dedicated to reviewing some general conceptual tools useful to understanding the making of environmental policy (mainly from Economics and
Political Science), and discuss some important examples of environmental policy from around the world. Then, students will be asked to develop an applied research project. Classes will be dedicated to communicate and discuss progress and develop tools from the challenges students face in their work.

**Objectives**

- Learn about the complexity involved in developing and enacting environmental policy, with a focus on the challenges that arise from the interaction between “social” and “natural” systems.
- Understand how scientific and economic arguments are used in environmental policy-making.

**Materials**

Readings with an * are required
Readings without * or # are suggested

A case study

The main objective of this course is to develop a case study. A good definition of what a case study is the following, by Will Burns (University of California Press):

In its most distilled form, a “case study” involves investigation of “real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships.” The “case” may focus upon an individual, organization, event, or project, anchored in a specific time and place. Most cases are based on real events, or a plausible construction of events, and tell a story, often involving issues or conflicts which require resolution. They also frequently include central characters and quotations and dialogue. Often the objective of a case study approach is to develop a theory regarding the nature and causes of similarities between instances of a class of events. More broadly, case studies seek to illustrate broader, overarching principles or theses. In recent years, researchers have increasingly embraced the study method in recognition of the limitations of quantitative methods to provide in-depth and holistic explanations of social problems.

In our case, the case study will deal particularly with issues of environmental policy, such as: why a particular legislation was enacted, what challenges environmental justice groups face to promote environmental policy, what are the consequences of (in)action by the government regarding a particular policy, etc. The important part is to focus on the context, and connect with the larger theoretical questions.

More detailed instructions will be made available.

A good source with examples of Case Studies is the Journal: Case Studies in the Environment.
Grading

Posts: 30%

Participation: 20%

Final project: 50%

Starting from week 6, you will be required to post about the development of your case study, as updates on the topic you are working on. These will feed the discussion for the following week, where we will examine together the challenges of, and the theoretical connections to what you are developing. I will provide specific guidelines every time in the form of specific questions that should be answered. You should post no later than Sunday 9pm.
Course Outline (subject to change)
This version: Sept 15th 2022

Week 1 - Introduction
- Curse overview
- Why this course?
- What is a case study?

Week 2 - Concepts I
- What is Governance?
- Multiple forms of Governance
- Environmental Governance
- Political Economy of Environmental policy

Module 1
*ANSELL & TORFING: Chapter 1
ANSELL & TORFING: Chapters 41, 43, 46

Module 2
*SMITH: Chapter 4
Week 3 - Concepts II

- Rational Choice
- The commons
- Collective action

Module 1:
Choose 2 of the following that have *, SMITH is optional, Ostrom (2009) is also very relevant for this week.
*ANSELL & TORFING: Chapter 2.
*OSTROM: Chapter 1 & 3.
SMITH: Chapter 1.

Module 2:

Week 4 - Science, economics and policy
- The role of models in economics and policy
- Cost-benefit analysis
- Socioecological models
- Scientific knowledge and environmental policy
- Uncertainty and risk
Module 1:

*ANSELL & TORFING: Chapter 25

Costanza, R. Science, uncertainty, and society: getting beyond the argument culture to shared visions. Ecology, Economy and Society - the INSEE journal. 2:9-20

SMITH: Chapter 3


Module 2:


Week 5 - Information, Participation and non-scientific knowledge

- Participation
- Scientific knowledge vs other forms of knowledge

Module 1:

*ANSELL & TORFING: Chapter 14

*KONSKY: Chapter 3


**Module 2:**


**Week 6 on: Developing the case study**

Starting from week 6, classes will be devoted to develop the case study. More detailed guidelines for each week will be available. Students will be required to communicate their progress in the form of class participation and short answers to the guidelines that need to be posted before each week.

**Week 6 – Defining your case study**

**Week 7 & 8 – Literature review**

**Week 9 – Designing the strategy for the case study**

**Week 10, 11, 12 Conducting research**

**Week 13 – Discussion of the results**

**Week 14 – Discussion of the results**
Course Policies

CAS Academic Policies can be found at https://cas.nyu.edu/academic-programs/bulletin/policies/academic-policies.html.

Attendance and Tardiness

Please see NYU policy on religious observance and CAS Academic Policies at https://cas.nyu.edu/academic-programs/bulletin/policies/academic-policies.html

Late Assignments

Assignments should be delivered on time. No late assignments are allowed.

Academic Integrity/Plagiarism

Academic Integrity, Plagiarism, and Cheating (adapted from the website of the College of Arts and Science, https://cas.nyu.edu/content/nyu-as/cas/academic-integrity.html):

Academic integrity means that the work you submit is original. Obviously, bringing answers into an examination or copying all or part of a paper straight from a book, the Internet, or a fellow student is a violation of this principle. But there are other forms of cheating or plagiarizing which are just as serious — for example, presenting an oral report drawn without attribution from other sources (oral or written); writing a sentence or paragraph which, despite being in different words, expresses someone else’s idea(s) without a reference to the source of the idea(s); or submitting essentially the same paper in two different courses (unless both instructors have given their permission in advance). Receiving or giving help on a take-home paper, examination, or quiz is also cheating, unless expressly permitted by the instructor (as in collaborative projects).

Disability Disclosure Statement

New York University is committed to providing equal educational opportunity and participation for students of all abilities. We work with NYU students to determine appropriate and reasonable accommodations that support equal access to a world-class education.
Students requesting academic accommodations are advised to reach out to the Moses Center for Student Accessibility as early as possible in the semester for assistance.

Henry and Lucy Moses Center for Student Accessibility
Telephone: 212-998-4980
Website: [http://www.nyu.edu/csd](http://www.nyu.edu/csd)
Email: mosecsd@nyu.edu

Wellness Statement

In a large, complex community like New York University, it's vital to reach out to others, particularly those who are isolated or engaged in self-destructive activities. Student wellness ([https://cas.nyu.edu/content/nyu-as/cas/academic-programs/student-wellness.html](https://cas.nyu.edu/content/nyu-as/cas/academic-programs/student-wellness.html)) is the responsibility of us all.

The NYU Wellness Exchange is the constellation of NYU’s programs and services designed to address the overall health and mental health needs of its students. Students can access this service 24 hours a day, seven days a week: wellness.exchange@nyu.edu; (212) 443-9999. Students may also call the Wellness Exchange hotline (212-443-9999) or the NYU Counseling Service (212-998-4780) to make an appointment for single session, short-term, or group counseling sessions.