

# 11.601 INTRODUCTION TO ENVIRONMENTAL POLICY AND PLANNING

Fall 2015

FIRST CLASS WILL MEET September 10 in Room 56-167  
Classes meet Tuesdays and Thursdays 9:30 a.m. – 11:00 a.m.

## INSTRUCTORS:

<b>Prof. Lawrence Susskind</b> MIT, 9-332 Phone: 617-253-2026 Email: susskind@mit.edu	<b>Teaching Assistant, Yasmin Zaerpoor</b> MIT, 9-568 Email: yasminz@mit.edu Office hours: by appointment
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## OBJECTIVES OF THE COURSE

This class is required of all DUSP graduate students pursuing an environmental policy and planning specialization. It is open to graduate students (and advanced undergraduates) from other MIT and Harvard departments interested in national environmental and energy policy-making, environmental ethics, the techniques of environmental analysis, and strategies for collaborative environmental decision-making. The primary objective of the class is to help each student formulate a personal theory of environmental planning practice.

There are no prerequisites. The class is taught comparatively, that is, with constant references to examples from around the world.

The course has four parts: **Federal Environmental and Energy Policy-Making, Environmental Ethics, Techniques of Environmental Analysis,** and **Public Participation and Collaborative Decision-Making.** The first part explores the dynamics of public policy-making in the United States and strategies that interest groups can use to promote changes in policy. The second examines the ethical and philosophical underpinnings of environmental planning. The third looks at the strengths and weaknesses of key techniques of environmental analysis like cost-benefit analysis, environmental impact assessment, modeling and simulation, sustainability analysis, life cycle analysis, and risk assessment. The fourth part of the course explores collaborative decision-making and dispute resolution techniques as they are used in the practice of environmental and energy facility planning.

## Course Requirements

**Class Meetings:** The class meets for one-and-a-half hours every Tuesday and Thursday from September 10 through December 10 except for certain holidays. Students are required to attend all scheduled class meetings.

**Reading assignments** are described (and most are available) on Stellar <http://stellar.mit.edu/S/course/11/fa14/11.601/>. Please make a habit of checking the Stellar site, as new readings may be posted as the semester progresses.

**Required Texts:** The course will use four texts plus additional readings. The texts can be purchased from the COOP (or book purveyor of your choice). You may also choose to make use of the copies of each text on reserve in the Rotch Library (Building 7, second floor). Steven Cohen's book is also freely available via an e-book weblink (see Stellar site).

*Understanding Environmental Policy* (Steven Cohen, 2006)

*Studying Public Policy: Policy Cycles and Policy Subsystems, 3<sup>rd</sup> Edition* (Howlett and Ramesh, 2009)

*Environmental Ethics, 4<sup>th</sup> Edition* (Joseph Des Jardins, 2006)

*Breaking Robert's Rules: The New Way to Run Your Meeting, Build Consensus and Get Results* (Lawrence Susskind and Jeffrey Cruikshank, 2006).

The additional readings will be available on Stellar.

We also encourage you to share your "normative struggles" on the class website as you attempt to develop your own "theory of environmental planning practice."

**Participation in the November 10th in-class simulation is required.** The Humboldt "game" will be played at that time. The game presents situations in which students can apply the ideas and techniques that have been discussed throughout the semester. The game deals with technical and ethnical disputes that arise in the context of science-intensive policy-making. **A reflection of the simulation will be due on November 12.**

**Recitations** are not required, but they are useful. These are sessions, led by Yasmin, in which students can discuss the written assignments (and the final exam) before each is due. Yasmin is also available to meet with students by appointment.

### Disabilities

If you have a documented disability or any other problem you think may affect your ability to perform in class, please see Professor Susskind or Yasmin early in the semester so that arrangements may be made to accommodate you.

## Academic Misconduct

Plagiarism and cheating are both academic crimes. Never (1) turn in an assignment that you did not write yourself, (2) turn in an assignment for this class that you previously turned in for another class, or (3) cheat on an exam. If you do so, it may result in a failing grade for the class, and possibly even suspension from MIT. Please see Professor Susskind or Yasmin if you have any questions about what constitutes plagiarism. Anyone caught cheating on an exam will be reported in line with recognized university procedures.

## Assignments and Grading

1. Each student is required to submit a paper (double-spaced) at the end of each of the four separate class units. The length is indicated with each assignment. These must be submitted by 11:59 PM of the due date via Stellar. Students can earn a maximum of 10 points for each paper [40 units total]. Students will be graded on both intellectual content and clarity of writing. **Late papers will not be accepted.**

**DUE DATES: Oct 6, Oct 22, Nov 17, Dec 3.**

2. Each student must make three oral presentations focused on three of the 14 scenarios available on Stellar in a Section entitled "Scenario Information". Two students will sign up at the start of the semester for each scenario. The third presenter will be selected at the beginning of class to speak about that day's scenario. Students will be graded on both their answer(s) to the assigned question(s) and the clarity of their presentation [30 points total].
3. There will be an in-class final requiring short one or two paragraph answers to five questions. Students can submit these via Stellar at the assigned hour on the day of the exam [25 points total].

## Written Assignments

The **first written assignment** is due on **October 6**. Each student is expected to submit (via the Stellar system) a 1500 word (i.e., 5 pages double-spaced, 12 point font) paper responding to a question about federal environmental policy-making that will be available on Stellar on September 15<sup>th</sup> at the beginning of the first unit of the course.

The **second written assignment** is due on **October 22**. Each student is expected to submit (via Stellar) a 1500 word paper responding to a question about environmental ethics that will be available on Stellar on October 1<sup>nd</sup> at the beginning of the second unit of the course.

The **third written assignment** is due on **November 17**. Each student is expected to submit (via Stellar) a 1500 word paper responding to a question about environmental analysis that will be available on Stellar on October 17<sup>th</sup> at the beginning of the third unit of the course.

The **fourth written assignment** is due on **December 3**. Each student is expected to submit (via Stellar) a 1500 word paper responding to a question about collective decision-making that will be available on Stellar on November 13 at the beginning of the fourth unit of the course.

**Grading** will be based on the four written assignments (40% of the grade), three short oral presentations (30%), the final exam (25% of the grade), and regular attendance and preparation of a short reflection on the Humboldt simulation experience (5%).

Final grades are based on a weighted average for the term. Grade cutoff points are as follows:  
A = 93-100% A- = 90-92% B+ = 87-89% B = 83-86% B- = 80-82% C+ = 77-79% C = 73-76% C- = 70-72% F = <60

### **Final Exam**

The in-class final exam will ask for short two paragraph answers to each of five questions. Here are some examples of the kinds of questions that have been on finals in the past.

#1: Ensuring that an appropriate array of project, policy, or design options is included is a key step in preparing an Environmental Impact Assessment. What are the key considerations, in your view, in determining whether a sufficient number of appropriately different options have been included in an EIA?

#2: How would you determine the appropriateness and the adequacy of a public participation method proposed for a specific environmental decision-making situation? Cite a specific case to make your point. That is, justify the appropriateness or inappropriateness of a public participation method used by a federal, state, or local agency in an actual policy-making or planning situation. Explain why you reached the conclusion you have.

#3: Utilitarianism is an ethical stand that is often used to justify environmental planning decisions. Specify a situation in which utilitarianism would, in your view, be an inappropriate basis for justifying a particular environmental management decision?

<b>COURSE SCHEDULE</b>		
<b>Focus</b>	<b>Date</b>	<b>Title and Readings</b>
<b>Introduction</b>	09/10	<b>INTRODUCTION:</b> What do environmental planners do? What is the connection between environmental planning and environmental policy-making? A review of the objectives of 11.601. A heads-up on the Socratic approach used in the class. Student responsibilities and grading policy. Responsibilities of the instructors.
<b>Part 1: Federal Environmental Policy-making</b>	9/15	<b>UNIT #1: FEDERAL ENVIRONMENTAL POLICY MAKING</b> – How are environmental policies formulated and implemented at the national level in the United States?  <b>Scenario #1</b>
		<b>Assigned Reading:</b>  Steven Cohen. <b>Understanding Environmental Policy.</b> New York, NY: Columbia University Press, 2006: pp. 3-46;  <b>Optional Reading:</b>  Elinor Ostrom, <b>Governing the Commons.</b> Cambridge Univ Press, 1990: Chapter 1.
	9/17	<b>The Policy-making Process:</b> What are the key features of the federal environmental policy-making process? Is it useful to think about policy-making as a linear process that goes through certain predictable stages?  <b>Scenario #2</b>
		<b>Assigned Reading:</b>  Howlett and Ramesh, Chapter 4 “Agenda Setting,” pp. 92-109; Chapter 5 “Policy Formulation,” pp. 110-138; Chapter 6 “Public Policy Decision-making,” pp. 139-159
	9/22	<b>Policy evaluation:</b> How can we tell whether national environmental policies are working? Should state and local environmental policies be evaluated differently from federal policies?  <b>Scenario #3</b>

		<p><b><u>Assigned Reading:</u></b></p> <p>Howlett and Ramesh, Chapter 8 “Policy Evaluation,” pp. 178-196.</p>
		<p><b><i>In class recitation for writing assignments</i></b></p> <p><b>Samples of past papers will be made available via Stellar</b></p>
9/24		<p><b><i>Comparative Policy Analysis:</i></b> Do you expect different countries to have different environmental policies? Why? What can a comparative look at environmental policy-making teach us?</p> <p><b><i>Scenario #4</i></b></p> <p><b><u>Assigned Reading:</u></b></p> <p>Uwe Latacz-Lohmann and Ian Hodge, <b>European Agri-environmental Policy for the 21st Century</b>. <i>Australian Journal of Agriculture and Resource Economics</i>, 47:1, pp. 123-139, March 2003.</p> <p>U. Desai (ed). <b>Environmental Politics and Policy in Industrialized Countries</b>. Cambridge, MA: MIT Press, 2002: Chapter 1, pp. 1-28.</p> <p>Paul Steinburg. <b>Environmental Leadership in Developing Countries</b>. Cambridge, MA: MIT Press, 2001: read pp. 1-26 and skim 47-128 (reserve copy).</p> <p><b><u>Optional Reading:</u></b></p> <p>James Keeley and Ian Scoones. <b>Understanding Environmental Policy Processes: Cases from Africa</b>. London, England: Earthscan, 2003: Chapter 1 “Knowledge, Power and Politics,” pp. 1-7, 18-20, 31-39.</p>
9/29		<p><b><i>A Theory of Environmental Planning and Policy-making:</i></b> Can there be such a thing? What should we be looking for: a theory of the “problem?” A descriptive or a normative theory of the process by which human and natural systems interact? A prescriptive “theory of environmental planning practice?”</p> <p><b><u>Assigned Reading:</u></b></p> <p>Larry Susskind, “The Environment and Environmentalism,” ICAM Monograph.</p> <p><b>Large-Scale Management Experiments and Learning by Doing</b></p>

		Carl J. Walters and C. S. Holling <i>Ecology</i> , Vol. 71, No. 6 (Dec., 1990), pp. 2060-2068
	10/1	<b>Note: NO CLASS on October 1</b>
<b>Part II: Environmental Ethics and The Environmental Policy Debate</b>	10/6	<p><b>UNIT #2: ENVIRONMENTAL ETHICS</b> – How should ethical considerations come into play in environmental planning and policy- making? What is shared by the various environmental philosophies and what distinguishes each? How do you position each along a philosophical continuum?</p> <p><b>*First Written Assignment Due*</b></p> <p><b><u>Assigned Reading:</u></b></p> <p>Joseph R Des Jardins. <b>Environmental Ethics: An Introduction to Environmental Philosophy</b> (4th ed). Toronto, Canada: Wadsworth Publisher, 2006: Chapter 2 “Ethical Theory and the Environment,” pp. 17 – 41 and Chapter 12 “Pluralism, Pragmatism, and Sustainability” pp. 258-271.</p>
	10/8	<p><b>Utilitarianism vs. Deep Ecology</b> – What is utilitarianism and how does it find its way into environmental policy-making and planning? What is deep ecology and in what ways should it and does it come into play in environmental policy-making and planning?</p> <p><b>Scenario #5</b></p> <p><b>(NOTE ABOUT NEXT SESSION: NO CLASS on 10/13 because Monday schedule of classes is held)</b></p> <p><b><u>Assigned Reading:</u></b></p> <p>De Jardins, Chapter 3 “Ethics and Economics,” pp. 45 – 69; Chapter 5 “Responsibilities to the Natural World,” pp. 94 – 122; Chapter 7 “Biocentric Ethics and the Inherent Value of Life,” pp. 125-147; Chapter 10 “Deep Ecology,” pp. 202 – 223.</p>
	10/15	<p><b>Sustainability vs. Economic Growth</b> – What is sustainability? Are the goals of sustainability and economic growth incompatible? What is the difference between economic growth and economic development?</p> <p><b>Scenario #6</b></p>

		<p><b><i>Assigned Reading:</i></b></p> <p>H. Daly. <b>Beyond Growth</b>. Boston, MA: Beacon Press, 1996: "Introduction," pp. 1-26.</p> <p>Albert Bartlett. <b>Reflections on Sustainability, Population Growth and the Environment – Revisited</b>. <i>Renewable Resources Journal</i>, 15:4, 6–23, Winter 1997-1998.</p> <p>M. Chertow, "IPAT Equation," in C. Cleveland and J. Felleman (eds.) <b>Encyclopedia of the Earth, 2008</b>.  <a href="http://www.eoearth.org/article/IPAT_equation">http://www.eoearth.org/article/IPAT_equation</a></p>
	10/20	<p><b><i>Scientific Expertise vs. Indigenous Knowledge</i></b> – What is scientific expertise and what part does it play in environmental policy and planning? What role do we expect science and scientists to play in a democracy? What is indigenous knowledge? How should environmental policy-making and planning take account of indigenous or local knowledge, especially when it is at odds with what recognized scientific experts have to say?</p> <p><b><i>Scenario #7</i></b></p> <p><b><i>Assigned Reading:</i></b></p> <p>Jason Corburn. <b>Street Science</b>. Cambridge, MA: MIT Press, 2005: Chapter 1, pp. 25-46.</p> <p>K. Bäckstrand, <b>Civic Science for Sustainability: Reframing the Role of Experts, Policy-makers and Citizens in Environmental Governance</b>. <i>Global Environmental Politics</i> 3:4, 24-41, 2003.</p> <p>F. Fischer. <b>Citizens, Experts, and the Environment: The Politics of Local Knowledge</b>. Durham, NC: Duke University Press, 2000: Chapters 4 "The Return of the Particular" and 8 "Citizens as Local Experts," pp. 68-86 and 147-169.</p>
Part III: Environmental Planning Techniques	10/22	<p><b><i>UNIT #3: ENVIRONMENTAL ANALYSIS – SCIENCE, POLICY AND POLITICS IN ENVIRONMENTAL DECISION- MAKING</i></b> – What model should be use to describe the ideal interaction between science, politics, and policy in a democratic context? What are the tools of environmental analysis that experts have to offer? How should we assess the strengths and weaknesses of these analytic tools? When and how should they be used (and by whom) to produce "better" policy and planning?</p>



	<p><b><i>*Second Written Assignment Due*</i></b></p> <p><b><i>Assigned Reading:</i></b></p> <p>Judy Layzer. <b>The Environmental Case</b>. Washington DC: CQ Press, 2006: Chapter 1, pp. 1-21.</p> <p>Larry Susskind, Ravi K. Jain, and Andrew O. Martyniuk. <b>Better Environmental Policy Studies</b>. Washington DC: Island Press, 2001, Skim Chapter 3, pp.17-64, Read Chapter 4, pp 65-88.</p> <p>Sheila Jasanoff. STS and Public Policy: <b>Getting Beyond Deconstruction</b>. Science Technology Society. Vol. 4, 59-72, 1999.</p>
10/27	<p><b><i>Environmental Impact Assessment:</i></b> What is it? How do you do it? How would we know a good Environmental Impact Assessment (EIA) from a bad one?</p> <p><b><i>Scenario #8</i></b></p> <p><b><i>Assigned Reading:</i></b></p> <p>Momtaz and Kabir. Evaluating Environmental and Social Impact Assessment in Developing Countries, Elsevier, 2013. Chapter 2 (pp. 5- 25) and Chapter 4 (pp. 53 – 77).</p> <p>Susskind and Dunlap. “The Importance of Nonobjective Judgments in Environmental Impact Assessments.”</p> <p><b><i>Optional Reading:</i></b></p> <p>O’Faircheallaigh, C. “Effectiveness of social Impact Assessment: Aboriginal Peoples and Resource Development in Australia,” <b>Impact Assessment and Project Appraisal</b>, 27:2, pp 95 -110.</p> <p>Jha-thakur, U., et al. “Effectiveness of Strategic Environmental Assessment - The Significance of Learning,” <b>Impact Assessment and Project Appraisal</b>, 27:2, pp 133-144.</p> <p>Van Buuren, A. et al. “Evaluating Strategic Environmental Assessment in The Netherlands: Content, Process and Procedure as Indissoluble Criteria for Effectiveness,” <b>Impact Assessment and Project Appraisal</b>, 27:2, pp. 145 – 154.</p> <p>Therivel, R., et al. “Sustainability-focused Impact Assessment: English Experiences,” <b>Impact Assessment and Project Appraisal</b>, 27:2, pp 155-168.</p>

	10/29	<p><b>Cost-Benefit Analysis:</b> What is it? How do you do it? What are the key challenges to using Cost-Benefit Analysis in environmental decision-making?</p> <p><b>Scenario #9</b></p> <hr/> <p><b>Assigned Reading:</b></p> <p>David Pearce et al. Cost-Benefit Analysis and the Environment: Recent Developments. Paris, France: OECD, 2006. "Executive Summary," pp. 15-28; "Box 3.1 "Achieving Air Quality Targets in Europe," pp. 58-59; Chapter 18: "Cost-benefit Analysis and Other Decision-making Procedures," pp. 269-277.</p> <p>Nicholas A. Ashford and Charles C. Caldart. 2008. Environmental Law, Policy, and Economics: Reclaiming the Environmental Agenda. <b>Section E</b> ("The Use of Cost-Benefit Analysis as a Means of Evaluating and Designing Options for Environmental Regulation): pp. 147 – 169.</p> <p><b>Optional Reading:</b></p> <p>Mark Sagoff. <b>The Economy of the Earth: Philosophy, Law, and the Environment.</b> Cambridge, UK: Cambridge University Press, 1988: Chapter 2, pp. 24-48.</p> <p>Thomas Tietenberg, Chapter 16 "Economic Instruments for Environmental Regulation" in Robert Stavins (ed). <b>Economics of the Environment.</b> New York, NY: W.W. Norton &amp; Co., 2000: pp. 373-393.</p>
	11/3	<p><b>Risk Assessment:</b> What is risk assessment? How do you do it? What is the relationship between risk assessment and risk management? How does risk perception factor into risk assessment?</p> <p><b>Scenario #10</b></p> <hr/> <p><b>Assigned Reading:</b></p> <p>European Environment Agency, <b>Environmental Risk Assessment - Approaches, Experiences and Information Sources – Environmental Issue Report #4.</b> "Introduction;" Chapter 2: "The Use of Risk Assessment in Environmental Management (See example);" Chapter 3: "A Typology of Risk Assessment and</p>

		<p>Management Methods;” Chapter 4: “Overview of Risk Assessment Methods;” Chapter 6: “Ecological Risk Assessment;” Chapter 7: “The Application of Environmental Risk Assessment in Industry;” Copenhagen, Denmark: EEA, 1998.  <a href="http://www.eea.europa.eu/publications/GH-07-97-595-EN-C2">http://www.eea.europa.eu/publications/GH-07-97-595-EN-C2</a></p> <p>R. Schwing and Walter Albers (eds). <b>Societal Risk Assessment</b>. New York, NY: Plenum, 1980: Skim Chapters 1-3.</p> <p>Howard Kunreuther, Paul Slovic, Alan W. Heston, and Neil A. Weine. <b>Challenges in Risk Assessment and Risk Management</b>. <i>The Annals of the American Academy of Political and Social Science</i>. Volume 545: 8-13, May 1996.</p> <p><b>Optional Reading</b></p> <p>EPA guidance: <b>Ecological Risk Assessment</b></p> <p>Mark Dorfman. <b>Introduction to Risk Management and Insurance</b> (9th ed). Englewood Cliffs, N.J: Prentice Hall, 2007: Chapters 1-2.</p> <p>Ortwin Renn, <b>Perception of Risks</b>. <i>Geneva Papers on Risk and Insurance</i>, 29: 102-114, January 2004</p>
	11/5	<p><b>Ecosystem Services Analysis:</b> Should we attempt to value the goods and services that nature provides to society? How should we measure the value an ecosystem service?</p> <p><b>Scenario #11</b></p> <p><b>Assigned Reading:</b> (This discussion takes place over the next 2 classes)</p> <p>Costanza et al. 2014 <b>Changes in the Global Value of Ecosystem Services</b>. <i>Global Environmental Change</i>.</p> <p>Ludwig, D. 2000. <b>Limitations on the Economic Valuation of Ecosystems</b>. <i>Ecosystems</i>. (Short, 2 pages)</p> <p>Global Footprint Network Link.</p> <p><b>Optional Reading:</b></p> <p>Gómez-Baggethun, E., De Groot, R., Lomas, P. L., &amp; Montes, C. (2010). <b>The history of ecosystem services in economic theory and practice: from early notions to markets and payment schemes</b>. <i>Ecological Economics</i>, 69(6), 1209-1218.</p>

	<p>National Academies of Science. (2004) Valuing Ecosystem Services: Toward Better Environmental Decision-Making. <b>Chapters 2, 4, 7.</b></p> <p>Polasky and Segerson 2009 <b>“Integrating Ecology and Economics in the study of Ecosystem Services: Some Lesson Learned.”</b> Annual Review of Resource Economics.</p> <p>Simmons, Craig. Ecological Footprint Analysis: A Useful Method for Exploring the Interaction Between Lifestyles and the Built Environment.</p> <p>Zimmer, Carl. 2014. “Putting a Price Tab on Nature’s Defenses”. New York Times. (Highly Recommended)</p>
11/10	<b><i>Humboldt Game Simulation Role Play</i></b>
11/12	<p><b><i>Simulation and Modeling:</i></b> What are they? How should they be used in environmental decision-making?</p> <p><b><i>*Simulation reflection is due 11/12</i></b></p> <p><b><i>Assigned Reading:</i></b></p> <p>John Sterman. “A Skeptic's Guide to Computer Models," in G.O. Barney et al. (eds). <b>Managing a Nation: The Microcomputer Software Catalog.</b> Boulder, CO: Westview Press, 1991: pp. 209-229.</p> <p>Averill Law. “How to Build Valid and Credible Simulation Models,” in M. E. Kuhl, N. M. Steiger, F. B. Armstrong, and J. A. Joines (eds) <b>Proceedings of the 2005 Winter Simulation Conference.</b> December 4-7, 2005, Orlando, FL.</p> <p>Robert Costanza and Ruth, Mathias. <b>Using Dynamic Modeling to Scope Environmental Problems and Build Consensus.</b> <i>Environmental Management.</i> 22:183-195, 1998.</p> <p>Jim Doran. “Agent-Based Modelling of Ecosystems for Sustainable Resource Management” in M. Luck et al. (eds) <b>ACAI, LNAI 2086.</b> New York, NY: Springer, 2001: pp. 383-403.</p>
11/17	<b><i>Scenario Planning:</i></b> What is scenario planning? How do you do it? Can and should it be part of environmental planning?

		<p><b><u>* Third Written Assignment Due *</u></b></p> <p><b><u>Assigned Reading:</u></b></p> <p>Video: Lincoln Institute of Land Policy</p> <p><b>Puget Sound Future Scenarios Report.</b> May 2008. Prepared by the University of Washington Urban Ecology Research Lab. Sections 3 and 4 required. Section 5 suggested.</p> <p>Quay, R. (2010). <b>Anticipatory governance: A tool for climate change adaptation.</b> Journal of the American Planning Association, 76:496-511.</p>
<p><b>Part IV: Public Participation and Collaborative Decision-making</b></p>	<p>11/19</p>	<p><b>UNIT #4: PUBLIC PARTICIPATION AND GROUP DECISION-MAKING</b> – How can the basic tenets of democracy be respected while still ensuring “sound” environmental planning? What assumptions should we make about the role that citizens, stakeholders, and the public-at-large ought to play in environmental decision-making?</p> <p><b><u>Assigned Reading:</u></b></p> <p>Ad Hoc Group, <b>The Spectrum of Processes for Collaboration and Consensus-building in Pure Decisions</b> (undated).</p> <p>Larry Susskind et al. <b>The IAP2 Spectrum</b> (undated).</p> <p>Larry Susskind and Jeffrey Cruikshank. <b>Breaking Robert’s Rules.</b> New York, NY: Oxford University Press, 2006: Part 2.</p> <p>Larry Susskind and Jeffrey Cruikshank. <b>Breaking the Impasse: Consensual Approaches to Resolving Public Disputes. Table: The Tasks of a Mediator.</b> New York: Basic Books, 1987</p> <p>Ian Shapiro. <b>The State of Democratic Theory.</b> Princeton, NJ: Princeton University Press: Chapter 1, pp. 10-34.</p> <p>Archon Fung. <b>Democratic Theory and Political Science: A Pragmatic Method of Constructive Engagement.</b> <i>American Political Science Review</i> 101:3, 443-458, August 2007.</p> <p><b><u>Optional Reading:</u></b></p>

		Larry Susskind and Jeffrey Cruikshank. <i>Breaking the Impasse: Consensual Approaches to Resolving Public Disputes</i> . New York: Basic Books, 1987: Chapter 2, pp. 16-34.
11/24	<p><b>Public Participation Techniques:</b> Polling, Focus Groups, Public Hearings, Advisory Committees, and On-line Dialogue. When should they be used and for what purpose?</p> <p><b>Scenario #12</b></p> <p><b>NOTE: NO CLASS on 11/26 for Thanksgiving.</b></p>	<p><b>Assigned Reading:</b> This discussion will take place over two days.</p> <p>Canadian Environmental Assessment Agency, <a href="http://www.ceaa.gc.ca/012/019/index_e.htm">http://www.ceaa.gc.ca/012/019/index_e.htm</a>, Read Appendices pertaining to methods and how to evaluate them; the rest is optional.</p> <p><b>Optional Reading:</b></p> <p>Luskin et al. "Deliberative Polling and Policy Outcomes."</p>
12/1	<p><b>Collaborative Decision-making:</b> What part should consensus building and collaboration play in a theory of environmental planning? What are the minimum conditions for effective stakeholder involvement in collaborative decision-making with public agencies?</p> <p><b>Scenario #13</b></p>	<p><b>Assigned Reading:</b></p> <p>Judith Innes and David Booher. <b>Consensus Building and Complex Adaptive Systems – A Framework for Evaluating Collaborative Planning</b>. <i>APA Journal</i>, 65:4, 412-423, Autumn 1999;</p> <p>Lynn Mandarano. <b>Evaluating Collaborative Environmental Planning Outputs and Outcomes</b>. <i>The Journal of Planning Education and Research</i>, 27:4, 456-468, 2008.</p> <p>Wondolleck, Julia M. and Steven L. Yaffee. <b>Making Collaboration Work: Lessons from Innovation in Natural Resource Management</b> Washington, DC: Island Press, 2000: Chapter 2, pp. 23-46, Skim Chapter 3, pp. 47-68.</p>

		Thomas Gunton, J.C. Day and Peter Williams. <b>Evaluating Collaborative Planning: The British Columbia Experience.</b> <i>Environments</i> 31:3, 1-11, 2003.
	12/3	<p><b><i>Consensus Building and Dispute Resolution:</i></b> Neutrality, Advocacy and the Role of the Planner</p> <p><b>Scenario #14</b></p> <p><b><i>*Final Written Assignment Due*</i></b></p>
		<p><b><u>Assigned Reading:</u></b></p> <p>Larry Susskind and Connie Ozawa. <b>Mediated Negotiation in the Public Sector: The Planner as Mediator.</b> <i>Journal of Planning Education and Research</i> 4:1, 5-15, August 1984.</p> <p>Larry Susskind, Paul Levy and Jennifer Thomas-Larmer. <b>Negotiating Environmental Agreements.</b> New York, NY: Island Press, 2000: Chapter 1, pp. 17-40.</p> <p>John Forester and David Stitzel. <b>Beyond Neutrality: The Possibilities of Activist Mediation in Public Sector Conflicts.</b> <i>Negotiation Journal.</i> 5:3, 251-264, July 1989.</p>
	12/8	<p><b><i>Politics, Power and Theories of Collective Action:</i></b> In the final analysis, since planning is a political activity and political outcomes are inevitably a product of political power, is it possible for environmental planning to produce decisions that do something other than reflect and reinforce the existing distribution of power? How do theories of collective action (i.e. managing the commons, the failures of market forces to discount future needs properly, the failures of the market to internalize social costs, and the emergence of the public interest) shape environmental policy- making and planning?</p> <p><b><u>Assigned Reading:</u></b></p> <p>Elinor Ostrom. <b>Governing the Commons.</b> Cambridge, England: Cambridge University Press, 1990: Chapters 2 and 6, pp. 29-57 and 182-216.</p> <p>Garett Hardin. <b>Tragedy of the Commons.</b> <i>Science.</i> 162:1243-1248, 1968.</p> <p>Robert Alexrod. <b>The Evolution of Cooperation.</b> Basic Books,</p>

		<p>1984, pp. 124-168.</p> <p>Gregg Macey and Larry Susskind, <b>Using Dispute Resolution Techniques to Address Environmental Justice Concerns.</b> Program on Negotiation Books, Harvard Law School, 2003: "Introduction," pp. 6-14.</p>
<b>Conclusion</b>	12/10	<b>In-class Final Exam</b>