

MPUP5422 Environmental Policy Analysis

2019-2020 Term II

Instructors:

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** Course coordinator*

Lecture Time: Wednesdays, 6:45pm - 9:30pm

Location: Wu Ho Man Yuen Bldg 508

A. COURSE OVERVIEW

This course trains students to formulate environmental policy and apply environmental policy instruments. It begins with the fundamental concept of environmental policy cycle and explores the complexity of policy making in the context of institution set-up, political ecology and concerns of various stakeholders. The major considerations in environmental policy-making and choice of policy instruments will be examined. Students will be guided to discuss policies and/or policy instruments with respect to current environmental problems of Hong Kong, China and the world.

B. LEARNING OUTCOMES

At the end of the course, students are expected to be:

- conversant with environmental policy making and its complexity;
- able to analyze and critique environmental policies;
- capable of choosing appropriate policy instruments; and
- familiar with the dynamics of the environmental movement and pursuit for sustainability.

C. TEACHING AND LEARNING ACTIVITIES

Teaching and learning take various forms, including:

- Lectures: 2 hours/week
- In-class discussion: 1 hour/week
- Student project on case analysis: outside class at student's own time. Each student should
 - Submit a proposal (about 1000 words) and a list of relevant literature on/before 26 February 2020; and
 - Submit a final report of about 5000 words on/before 29 April 2020.
- Fieldtrip (mandatory)
 - 8 March 2020: Dolphin watch in western waters
 - Submit a short trip report on/before 24 March 2020.

D. COURSE ASSESSMENT

- Case analysis: 70% [in-depth analysis of a case/issue, with proposal and final written report]
 - Proposal and relevant literature (20%), due by 2359h on 26 February 2020
 - Written paper: 50% (about 5000 words, including the proposal; due by 2359h on 29 April 2020)
- Fieldtrip report (15%), due by 2359h on 24 March 2020
- In-class discussion (15%, including peer assessment)

E. FEEDBACKS AND EVALUATION

Teachers will provide feedbacks on students' assignments (case analysis proposal; case analysis report and mini-presentation) to facilitate learning.

Students' feedback on the course will also be obtained through:

- A simple questionnaire on course content and delivery on the 4th week Term end course evaluation Students are also encouraged to air their views during class discussions and through emails

F. LECTURE TOPICS

Week	Date	Lecture Topic	Concepts
1	08.01.20 KCL	Introduction – framework for understanding environmental policy; nature of environmental problems – externality, tragedy of commons, institution failure, and the pursuit for sustainability	Environmental sustainability, policy cycle, externality, commons, institution failure
Part I: Key considerations in formulating environmental policies			
2	15.01.20 XY	Cost benefit analysis	Value of a statistical life, discount rate, hedonic pricing
3	22.01.20 XY	Environmental justice and politics , pollution haven hypothesis and sustainability	Pollution heaven and migration, pollution/mitigation burden
	29.01.20	No Class – Chinese New Year Holidays	
4	05.02.20 KCL & XY	Project Consultation	
5	12.02.20 KCL	Policy-making Process and stakeholder dynamics – models of policy making, linear and looping process, environmental movement, advocacy groups, societal and institutional response to environmental issues, administrative efficiency, environmental effectiveness and equity, hurdle to change	Linear and looping policy making, rational and garbage can model, adaptive management, stakeholder analysis, conflict management
6	19.02.20 KCL	Exposure-effect analysis	Exposure response, risk, uncertainty, standard setting

	26.02.20	<i>Submission of Case Analysis Proposal</i>	
Part II: Environmental policy instruments			
7	26.02.20 XY	Market utilization (tax, fee, subsidy removal, deposit-refund) and creation (property rights, cap and trade)	Environmental tax, fee, subsidy, deposit-refund, cap and trade
8	04.03.20 KCL	Environmental planning & environmental assessment	EIA, SEA, strategic planning, environmental monitoring and audit
9	08/03/20 KCL	Field Trip - Impact of infrastructure on dolphins	See Blackboard for details
10	11.03.20 KCL	Alternative management strategy	Environmental control, noise management, soundscape design
11	18.03.20 XY	Command and control - regulations, enforcement	Mandatory and voluntary compliance
	24.03.20	<i>Submission of Fieldtrip report</i>	
Part III: Environmental policy analysis in the real world			
12	25.03.20 XY	Control of air pollution: SO ₂ mitigation in China	Science, technology, governance, policy, implementation
13	01.04.20 XY	Control of climate change: Kyoto Protocol, Copenhagen Accord and Paris Agreement	Greenhouse gases, climate change, mitigation, energy transition
	29.04.20	<i>Submission of Case Analysis Report</i>	

G. Case Analysis Guidelines

Students should find a case in the real world, either in Hong Kong, China or beyond. The case can be a policy that has been implemented or a new policy which you propose. You are not allowed to duplicate any case or policy which you have analyzed in other courses of this program. You may also be asked to change your case if two or more students have selected the same. In case of duplication, the topic will be assigned to the one who submits first.

You are required to submit a **proposal on/before 26 February 2020** which includes (i) a brief introduction of the problem/case; (ii) its significance; (iii) what you propose to do; and (iv) a list of relevant literature/materials (no less than 10 items).

The **final report** will be due by **2359h on 29 April 2020** and late submissions will be subject to a penalty of 10% per day. The length should be about 5000 words. Your case analysis report is expected to cover the following aspects:

- What issues does the policy address? Why is the policy needed?
- What is the policy goal?
- What policy instrument options were available? [For a new policy – what instrument options are available? What have you proposed? Why?]
- Who are the stakeholders? How different are/were they in their views and demands? How can/could their concerns be addressed?
- For an existing policy - Has the goal been achieved? What are the effects? How do you explain the results?

- For a new policy – How effective the policy will be? What are the hurdles and constraints and what will you do to overcome these issues?

The case analysis' assessment will be based on the following:

- Knowledge and understanding of the issue (5%)
- Application of the analytical framework learned in the course to the selected case (5%)
- Evaluation of various policy options and instruments (15%)
- Assessment of the effectiveness and outcome of the policy (15%)
- Collection, reading and understanding of relevant literature, information and data (5%)
- Report preparation – structure, language and overall presentation (5%)

In preparing the proposal and final report, you are advised to use the Harvard citation style for references, as elaborated in CUHK website:

[http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_\(2013-14\)/p03_2.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_(2013-14)/p03_2.htm)

H. Field Trip Report

Using the analytical framework introduced in Week 5 “Policy Making Process and Stakeholder Dynamics”, based on your observations and research, write a report on any three of the following four perspectives: “value”, “politics”, “science” and “stakeholders”. The report need not be longer than 600 words and must be submitted on/before 24 March 2020.

I. Grading Descriptors

- A: Outstanding performance on all learning outcomes.
 A-: Generally outstanding performance all (or almost all) learning outcomes.
 B: Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
 C: Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
 D: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.*
 F: Very unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

**Remarks: Grade D would be the failing grade for MPUP.*

J. REFERENCE BOOKS

Portney, P.R. & Stavins, R.N. ed., 2000. **Public Policies for Environmental Protection. Resources for Future.** [Electronic resource through the university library website: http://web.ebscohost.com/ehost/ebookviewer/ebook/nlebk_46132_AN?sid=f13ac6df-530c-4a9c-a13e-a1a5ccf2e83b@sessionmgr12&vid=1]

Ahmed, K., Sanchez-Triana, E., 2008. **Strategic Environmental Assessment for Policies**. World Bank. [Electronic resource through the university library website: <http://site.ebrary.com/lib/cuhk/docDetail.action?docID=10236055>]

Cohen, Steven, 2014. **Understanding Environmental Policy**. 211 pp. Columbia University Press: New York.

Delvin, R-A & Grafton, R.Q., 1999. **Economic Rights and Environmental Wrongs Property Rights for the Common Good**. 190 pp. [Electronic resource through the university library website: http://web.ebscohost.com/ehost/ebookviewer/ebook/nlebk_55446_AN?sid=dca151d4-7f0e-4644-bf1c-1332ad3f95d2@sessionmgr11&vid=1]

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K. READINGS

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2. Cost benefit analysis

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Envist, P.-A., Naucler, T. and Rosander, J., 2007. "A cost curve for greenhouse gas reduction." *The McKinsey Quarterly* (1): 35-45.

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3. Environmental justice & politics

Keohane, N. O., Revesz, R. L. and Stavins, R. N., 1998. "The Choice of Regulatory Instruments in Environmental Policy." *Harvard Environmental Law Review* 22(2): 313-367.

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4. Project consultation

5. Policy-making Process and stakeholder dynamics

Ahmed, K., Sanchez-Triana, E., 2008. *Strategic Environmental Assessment for Policies – Chapter 3, pp. 37-59, World Bank. [Electronic resource through the university library website: <http://site.ebrary.com/lib/cuhk/docDetail.action?docID=10236055>]*

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6. Exposure-effect analysis

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7. Market utilization

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8. Environmental planning & environmental assessment

Hopkinson, L., 2007. "Case Study of the EIA Ordinance", in B. Leverett et.al. (eds.) *Idling Engine: Hong Kong's Environmental Policy in a Ten Year Stall*, Chapter 10, Civic Exchange.

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9. Field Trip to Western Waters – Impact of Infrastructure Building on Dolphins

10. Alternative management strategy

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11. Command and control – regulations, enforcement

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12. Control of air pollution

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13. Control of climate change

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L. ACADEMIC HONESTY

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

Assignments without the properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

Form to be submitted together with your assignment:

I am submitting the assignment for:

- ☐ an individual project or
- ☐ a group project on behalf of all members of the group. It is hereby confirmed that the submission is authorized by all members of the group, and all members of the group are required to sign this declaration.

I/We declare that: (i) the assignment here submitted is original except for source material explicitly acknowledged/all members of the group have read and checked that all parts of the piece of work, irrespective of whether they are contributed by individual members or all members as a group, here submitted are original except for source material explicitly acknowledged; (ii) the piece of work, or a part of the piece of work has not been submitted for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration; and (iii) the submitted soft copy with details listed in the <Submission Details> is identical to the hard copy(ies), if any, which has(have) been / is(are) going to be submitted. I/We also acknowledge that I am/we are aware of the University's policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the University website <http://www.cuhk.edu.hk/policy/academichonesty/>.

In the case of a group project, we are aware that all members of the group should be held responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.

I/We also understand that assignments without a properly signed declaration by the student concerned and in the case of a group project, by all members of the group concerned, will not be graded by the teacher(s).

Signature(s)

Date

Name(s)

Student ID(s)

Course code

Course title