CDAE 251 Contemporary Policy Issues: Community Development

Sustainable Development Policy

Fall 2013

Room: Lafayette Hall L111   Wednesdays, 04:05 – 0

AN UNDERGRADUATE SERVICE-LEARNING COURSE

This class is designed as an advanced undergraduate level service-learning course. All students are expected to take an active leadership role in stimulating class discussions on readings, assignments and relevant sustainable development policy discourses. Further, all students are expected to participate in two class projects. First project concerns working with Lake Champlain Watershed Basin (LCWB) and other relevant stakeholder groups to design and evaluate Phosphorus reduction policies for managing the water quality in Lake Champlain within the broader context of adaptation to climate change. Second project concerns the evaluation of

	Readings: *Norton, B. G. (2006) Ethics and Sustainable Development: An Adaptive Approach to Environmental Choice* **Topic: (2) From Win-Win to Trade-Off Paradigm in Designing Sustainable Development Policies** **Readings:** *Hirsch, P. D., Adams, B., Brosius, J. P., Zia, A., Bariola, N., and Dammert, J. L. (2011) Acknowledging Conservation Trade-offs and Embracing Complexity. Conservation Biology 25: 259-264.* **SL1 Activity: Bloom Presentation**
September 11	**Topic: Elicitation of Trade-Offs through Participatory Multi-Criteria Analysis** **Readings:** *(1) Zia, A., Paul Hirsch, Alexander N. Songorwa, David R. Mutekanga, Sheila O'Connor, Thomas McShane, Pete Brosius, Bryan Norton (2011) Cross-Scale Value Trade-Offs in Managing Social-Ecological Systems: The Politics of Scale in Ruaha National Park, Tanzania.* Ecology and Society *16(4):7.* *http://dx.doi.org/10.5751/ES-04375-160407* *(2) Goodwin, Paul, and George Wright (2010) Decisions Involving Multiple Objectives: SMART. In "Decision Analysis for Management*

October 9	**Field Trip to Lake Champlain Basin Program (www.lcbp.org) located at 54 West Shore Road, Grand Isle VT 05458. Class will meet there at 4:30 pm.**
October 16	**Topic: Transitions to a Sustainable System: Evaluating Policy Interventions in Complex Systems** **Readings:** *Meadows, D. H., Randers, J., and Meadows, D. L. (2004) Limits to Growth: The 30-Year Update. Chelsea Green.* Chapters 6 and 7. **Assignments: (1) Mid-Term Exam # 1**
October 23	**Topic: International Climate Policy Goals and Challenges: Politics of Scale** **Readings:** (1) *Pacala, S. and Socolow, R. (2004) Stabilization*

The service learning assignments are geared towards providing you hands-on experience in conducting sustainable development policy analysis and evaluation and applying policy analytical tools discussed during the class in a real-world service-learning context. Detailed instructions about both of the service learning projects will be uploaded on the blackboard website as well as extensively discussed in the class at the time of assigning projects. NO LATE ASSIGNMENTS WILL BE ACCEPTED UNLESS THERE ARE EXTRAORDINARY CIRCUMSTANCES THAT JUSTIFY LATE SUBMISSION. Two mid-term exams, both of which will contain multiple-choice questions, will also be employed to evaluate your performance in the class. Both in-class and take-home quizzes will be assigned throughout the semester. Finally, pro-active participation and leadership during the class will also play very important role in your final grade. Overall grading weights for SL assignments, mid-term exams, quizzes and class participation & leadership are as follows:

SL ASSIGNMENT 1: POLICY AND SCENARIO ANALYSIS FOR REDUCING PHOSPHORUS IN LAKE CHAMPLAIN (30%): Students will apply, in assigned teams of 4 to 6 members, participatory multi-criteria analysis, policy analysis and/or complex systems dynamic modeling approaches to evaluate alternate policy designs for reducing Phosphorus flows in Lake Champlain. A detailed description of this assignment will be uploaded on the course website and extensively discussed in the class on September 11.

SL ASSIGNMENT 2: INTERNATIONAL CLIMATE POLICY ANALYSIS (15%): Students could choose any one (or a combination) of the three policy analytical tools – multi-criteria analysis, policy analysis and/or systems dynamic modeling – to assess and/or evaluate emergent post-Kyoto climate policy designs. A detailed description of this assignment will be uploaded on the course website and extensively discussed in the class on October 16.

MID-TERM EXAMS (30%): First mid-term examination will take place on October 9th. There will be 15 to 20 multiple-choice questions, worth 15% points. First mid-term examination will cover all the readings and class discussions between September 4th and October 2nd. Second mid-term examination will take place on November 13th. There will be 15 to 20 multiple-choice questions, worth 15% points. Second mid-term examination will cover all the readings and class discussions between October 9th and November 6th.

IN-CLASS AND TAKE-HOME QUIZZES (15%)

CLASS PARTICIPATION AND LEADERSHIP (10%)

RELEVANT PEER REVIEWED JOURNALS
1. Agriculture, Ecosystems & Environment
2. AMBIO: A Journal of the Human Environment
3. Annual Review of Energy and the Environment
4. Atmospheric Environment
5. Conservation Biology
6. Conservation and Society
7. Ecology and Society