JSGS 868 – RESOURCE AND ENVIRONMENTAL POLICY

UNIVERSITY OF SASKATCHEWAN CAMPUS

| INSTRUCTOR: | Jeremy Rayner |
| PHONE:      | 306-966-2215  |
| E-MAIL:     | jeremy.rayner@usask.ca |
| OFFICE HOURS: | By appointment |
| OFFICE LOCATION: | Diefenbaker Building, room 148 |
| TERM:       | Spring/Summer T1 2013 |
| ROOM:       | Diefenbaker Building, Canada Room (room 129) |
| DATE AND TIME: | May 4: 9-11:50 AM; May 6-11: 9-11:50 AN daily; May 13-18: 9-11:50 AM daily |

CALENDAR DESCRIPTION

An examination of recent trends in resource-related environmental policy focusing on the impact of global markets and international institutions on domestic policy options.

COURSE CONTENT AND APPROACH

This course is divided into two parts. The first focuses on the new context of resource and environmental policy making in North America, including governance shifts at both national and international levels; changing public expectations about resource exploitation and environmental protection; and the contested role of different kinds of knowledge in resource and environmental policy. The second part of the course examines the policy regimes in place for different resources and assesses their performance and prospects. All types of resources will be discussed in the course but environmental issues will be restricted to those raised by resource extraction and use.

COURSE OUTLINE AND ASSIGNMENTS

Descriptions of Assignments

Your first writing assignment is a book review of no more than 750 words. As you will see, the available textbooks for natural resource policy are quite outdated. Your review should find a textbook covering natural resource and/or environmental policy in Canada and/or the US. Do not review either of the texts assigned for this course. The review should outline the main purposes of the book, especially its target audience, discuss the methodology and theoretical perspectives (assuming the latter exist), and offer critical observations on shortcomings as a text from the point of view of a student. Many academic journals contain sections for book reviews if you are looking for guidance. Try not to devote the whole review to summarizing the contents of the book. Situate the book, as best you
can, in the topics of the course. Ask yourself, “could someone who has not read the book work out whether they could use it as a textbook on the basis of my review”?

Your second writing assignment is to prepare a background paper of no more than 1500 words on one of the resource areas covered in sessions of the course. The paper should include a brief literature review that covers the main academic and policy writing in the area over the last 5-10 years plus any "classics" commonly cited in this literature. You should identify the key problems that policy in this area is trying to address and the main policy instruments used to tackle them, noting any trends in instrument use. The paper should have an explicitly comparative US-Canadian focus that compares and contrasts the approaches taken in each jurisdiction and notes any efforts at continental coordination.

Some classes will include one or more presentations on the assigned readings. Do not summarize the reading. Assume, however implausibly, that everyone has completed the readings for the class ahead of time. In your presentation, you should try to identify the main issues raised by the reading in relation to the themes of the course and you should aim to lead a discussion of the reading. Please circulate one or two discussion questions at least 24 hours in advance of the class, using the PAWS group that will be set up for JSGS 868. You will be graded on the presentation, on the questions and on the quality of the discussion.

The third writing assignment will be a policy brief on a national energy framework for Canada. This will be a group assignment and roles and responsibilities will be discussed in the first class.

Access to readings: Journal articles can be found online through the U of S Library. Readings from the required texts are noted as HHS and HB.

Resource and Environmental Policy: the New Context

1. May 4 Introduction:

   HB, chapter 1
   HHS, chapter 1


2. May 6 Issues and Approaches: the Policy Regime

   HHS, chapter 4


3. May 7 From Government to Governance in Resource Policy


4. May 8 Science, Problem Definition and the Governance of Resource Problems


5. May 9 North American Resource Policy: Institutions, Actors and Networks

HB chapters 10 and 11

HHS chapter 3


HB, chapters 2 and 3


Policy Making in a New Era

8. May 13 Review: Resource and environmental policy regimes, learning and change


9. May 14 Policy regimes: Mining

HB, chapters 8 and 9

HHS, chapter 5

10. **May 15 Policy regimes: Forests**

    HB chapters 10 and 11
    
    HHS, chapter 6
    

11. **May 16 Policy regimes: Fisheries and Aquaculture**

    HB, chapters 6 and 7
    
    HHS, chapter 8
    

12. **May 17 Energy**

    HB, chapters 12 and 13
    
    HHS, chapter 8
    

13. **May 18. Policy Brief writing session**

    Kate O’Neill remarks, with some justice, that the effect of environment and resource policy courses on students is usually a sense of deep depression and helplessness that is hardly dispelled by a cheery round up of hopeful initiatives accompanied by a dash of idealism from the Professor in the final class. This final class is an effort to do something that might make a difference. Whether it will provide any grounds for optimism about resource and environmental governance and policy remains to be seen.
The Johnson-Shoyama Graduate School of Public Policy, with campuses at the University of Regina and the University of Saskatchewan, is an interdisciplinary centre for public policy research, teaching, outreach and training.

REQUIRED READINGS

- Michael Howlett and Keith Brownsey (eds), *Canada’s Resource Economy in Transition*, Toronto: Emond Montgomery (HB in schedule)

EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review</td>
<td>15%</td>
<td>May 9</td>
</tr>
<tr>
<td>Presentation on readings</td>
<td>25%</td>
<td>As assigned</td>
</tr>
<tr>
<td>Individual Participation</td>
<td>10%</td>
<td>Throughout</td>
</tr>
<tr>
<td>Resource Background Paper</td>
<td>20%</td>
<td>During sessions</td>
</tr>
<tr>
<td>Energy framework policy brief</td>
<td>30%</td>
<td>May 20</td>
</tr>
</tbody>
</table>

LATE ASSIGNMENTS

Late assignments will not be accepted without prior arrangement or for documented medical reasons.

STUDENTS WITH SPECIAL NEEDS

U of S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

U of R: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at 585-4631.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school (available at [http://www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php)). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.