



# Course Approval Form

For instructions see: <http://registrar.gmu.edu/facultystaff/catalog-revisions/course/>

### Action Requested:

Create new course     Inactivate existing course     Reinstate inactive course

Modify existing course (check all that apply)

Title     Credits     Repeat Status     Grade Type

Prereq/coreq     Schedule Type     Restrictions

Other: \_\_\_\_\_

### Course Level:

Undergraduate

Graduate

College/School:  Department:

Submitted by:  Ext:  Email:

Subject Code:  Number:  Effective Term:  Fall  Spring  Summer Year:

(Do not list multiple codes or numbers. Each course proposal must have a separate form.)

Title: Current  Banner (30 characters max w/ spaces)  New

Fulfills Mason Core Req? (undergrad only)

Currently fulfills requirement

Submission in progress

Credits: (check one)  Fixed  Variable

Repeat Status: (check one)  Not Repeatable (NR)  Repeatable within degree (RD)  Repeatable within term (RT)

Maximum credits allowed:

Grade Mode: (check one)  Regular (A, B, C, etc.)  Satisfactory/No Credit  Special (A, B C, etc. +IP)

Schedule Type: (check one)  Lecture (LEC)  Lab (LAB)  Recitation (RCT)  Internship (INT)

Independent Study (IND)  Seminar (SEM)  Studio (STU)

Prerequisite(s):

Corequisite(s):

Instructional Mode:

100% face-to-face

Hybrid: ≤ 50% electronically delivered

100% electronically delivered

Restrictions Enforced by System: Major, College, Degree, Program, etc. Include Code.

Are there equivalent course(s)?

Yes  No

If yes, please list \_\_\_\_\_

### Catalog Copy for NEW Courses Only (Consult University Catalog for models)

<b>Description</b> (No more than 60 words, use verb phrases and present tense)	<b>Notes</b> (List additional information for the course)
Study global biodiversity governance from a political/policy science perspective. Regime and governance literature, and empirical examples including intergovernmental policy, such as biodiversity-related climate change policy (REDD+), and certification standards, such as the Forest Stewardship Council (FSC), will be examined, with guest lecturers and a simulation of an intergovernmental negotiation.	The course will co-meet with EVPP 475. Graduate students in this course will be graded according to a different rubric than the undergraduate students.
Indicate number of contact hours: _____	Hours of Lecture or Seminar per week: <input type="text" value="3"/> Hours of Lab or Studio: <input type="text"/>
When Offered: (check all that apply) <input type="checkbox"/> Fall <input type="checkbox"/> Summer <input checked="" type="checkbox"/> Spring	

### Approval Signatures

Department Approval \_\_\_\_\_ Date \_\_\_\_\_ College/School Approval \_\_\_\_\_ Date \_\_\_\_\_

If this course includes subject matter currently dealt with by any other units, the originating department must circulate this proposal for review by those units and obtain the necessary signatures prior to submission. Failure to do so will delay action on this proposal.

Unit Name	Unit Approval Name	Unit Approver's Signature	Date

### For Graduate Courses Only

Graduate Council Member \_\_\_\_\_ Provost Office \_\_\_\_\_ Graduate Council Approval Date \_\_\_\_\_

## **Course Proposal Submitted to the College of Science Curriculum Committee (COSCC)**

The form above is processed by the Office of the University Registrar. This second page is for the COSCC's reference. Please complete the applicable portions of this page to clearly communicate what the form above is requesting.

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### **FOR ALL COURSES** (required)

Course Number and Title: EVPP 575

Date of Departmental Approval:

### **FOR INACTIVATED/REINSTATED COURSES** (required if inactivating/reinstating a course)

- Reason for Inactivating/Reinstating:

### **FOR MODIFIED COURSES** (required if modifying a course)

- Summary of the Modification:
- Text before Modification (title, repeat status, catalog description, etc.):
- Text after Modification (title, repeat status, catalog description, etc.):
- Reason for the Modification:

### **FOR NEW COURSES** (required if creating a new course)

- Reason for the New Course:  
The MS program Environmental Science and Policy and the PhD program Environmental Science and Public Policy lacked a course dedicated to discussing theories of the political and policy sciences and biodiversity-related policies at the international level. This course fills this gap.
- Relationship to Existing Programs:  
  
The course fits well into the existing portfolio of social scientific courses in the MS program Environmental Science and Policy and the PhD program Environmental Science and Public Policy.
- Relationship to Existing Courses:  
  
It has been ensured that there is no overlap with other policy-oriented courses in the MS program Environmental Science and Policy and the PhD program Environmental Science and Public Policy.
- Semester of Initial Offering: Spring 2016 as EVPP 575 (Spring 2015 as EVPP 505).
- Proposed Instructors: Dr. Ingrid Visseren-Hamakers
- Insert Tentative Syllabus Below

# Syllabus

## Global Biodiversity Governance

EVPP 475 / EVPP 575

*Department of Environmental Science and Policy*

Spring 2016



## **Syllabus Global Biodiversity Governance Spring 2016**

### **Introduction**

Welcome to the course Global Biodiversity Governance! Biodiversity governance implies that all actors in society - government, business, and civil society - have a role in conservation. This course discusses the theory and empirical examples of this contemporary steering of the conservation and sustainable use of natural resources.

### **Instructor**

Dr. Ingrid Visseren-Hamakers

Email: [ivissere@gmu.edu](mailto:ivissere@gmu.edu)

Phone: (703) 993-5805

Office: David King Hall room 3019

Office hours: on appointment

### **Course prerequisites**

Having taken a minimum of one (environmental) social science course.

### **Profile of the course**

Aim of the course is to study global biodiversity governance from a political/policy science perspective. It introduces regime and governance literature, and empirical examples, including intergovernmental policy such as biodiversity-related climate change policy (REDD+), and private instruments, including certification standards such as the Forest Stewardship Council (FSC). The course also looks at the relationships between various public and private policies, as shown by the course logo on the front page. Main activities include (guest) lectures and a simulation of an intergovernmental negotiation.

You will also be invited to (further) develop your own views on contemporary governance issues, especially through writing a paper in which the theoretical and empirical aspects of governance will be combined. In the paper you will practice applying policy relevant social scientific concepts (e.g. policy effectiveness, stakeholder participation, power relations). As this is a prerequisite skill for writing a social scientific thesis, the course represents an important building block for preparing students for their thesis.

### **Course Relationship to Existing Programs**

The course can be taken by any student meeting the prerequisite demands, but is especially designed to be part of the following undergraduate and graduate programs. However, check with your advisor on the relevance in your specific program.

- Environmental Science and Policy, M.S., all concentrations, but especially:
  - o Conservation Science and Policy (COSP)
  - o Environmental Science and Policy (EVSP)
  - o Environmental Management (EVMG)

- Environmental Science and Public Policy, Ph.D.
- Environmental and Sustainability Studies, B.A.
- Environmental Science, B.S., all concentrations, but especially:
  - o Conservation (CNSV)
  - o Human and Ecosystem Response to Climate Change (HERC)
- Global and Environmental Change, B.S.
- Biology, B.S.
- Environmental Policy minor
- Sustainability Studies minor

### **Scheduling**

The course will be given 19.20-22.00 on Wednesdays in room 1107 in the Nguyen Engineering building on the Fairfax campus.

### **Credits**

3 credits

### **Course Objectives**

Objective of the course is to study international public and private biodiversity-related policy from a political/policy science perspective. Learning outcomes are the following. After this course students are expected to be able to:

1. Discuss the main governance theories;
2. Explain empirical examples of global biodiversity governance;
3. Theoretically analyze an empirical case;
4. Debate different approaches to governance;
5. Give their opinion on governance.

### **Educational activities**

The course includes the following activities:

- Preparing for and attending (guest) lectures;
- Participation in discussion groups and simulation;
- Writing a paper.

The course is roughly divided into two parts. During the first part of the course, the main aim is to become acquainted with the content of the course, global biodiversity governance. The content will be provided through literature, (guest) lectures, group discussions, and the simulation. During the second part of the course, the focus will be on applying the learned material yourself by writing a paper.

Governance *theory* is presented through academic publications (see learning materials below). Students are expected to read these papers before the lectures. The publications are also introduced in lectures and some will be discussed in groups. The group discussions are meant to develop a thorough understanding of the literature (learning outcome 1), provide an opportunity to discuss different visions on governance in order to (further) develop your own views on the issue (learning outcomes 4 and 5), and practice

the application of a theoretical analysis (learning outcome 3). Of course there will also be plenty of opportunities for discussion during the lectures.

Most of the *empirical examples* (learning outcome 2) will be introduced through guest lectures by practitioners, lectures by the instructor, and the simulation. Of course the literature also discusses empirical examples. Several publications in the literature list (especially the additional reading) are also meant to prepare for the guest lectures.

In the paper, you will *apply the theoretical approaches* introduced in the literature to analyse an empirical case (learning outcome 3), and you will present and make the argument for your *own vision* on governance (learning outcome 5). The development of the paper includes 3 steps: 1) a very short idea note presenting your ideas for the paper; 2) a proposal for the paper; 3) the final paper. You will receive feedback from fellow students and the lecturer during all 3 steps.

### **Examination**

In principle all activities of the course are mandatory. This is necessary since all aspects of the course are meant to provide input for the written assignment (the paper) and the exam. Participation in all lectures is a prerequisite for passing the course. One meeting can be missed due to illness or unforeseen circumstances, if you inform the instructor by email before the meeting. Handing in 3 short assignments on the literature is also a prerequisite to pass the course.

The examination has two elements: a written assignment and a written exam. Both count for 50% of the final grade. The minimum grade to pass for both is 60 points.

The exam contains short-answer questions. The exam can cover all aspects of the course: required literature, (guest) lectures, and the lecture on the simulation.

You will receive further instructions on the written assignment during the course.

### *Assessment strategy*

Learning outcomes		Written assignment	Written exam
1.	Discuss the main governance theories		x
2.	Explain empirical examples of global biodiversity governance		x
3.	Theoretically analyze an empirical case	x	
4.	Debate different approaches to governance	x	x
5.	Give their opinion on governance	x	
Contribution to final mark (%)		50	50

## Grading

Summarizing, in order to pass the course, the demands are the following:

1. Presence during lectures (no grade, but prerequisite to pass)
2. Handing in 3 short assignments on literature (no grade, but prerequisite to pass)
3. Written assignment
4. Written exam

The grading differs for the 475 and 575 levels of the course. For both levels, an important aspect of the grade for the written assignment will be how you apply a conceptual framework. On the exam, your understanding of both theory and the empirical examples will be evaluated.

Scores will be summed to a 0–100 scale, and then converted into grades (A–F).

<i>Final weighted average score course</i>		<i>Letter grade</i>
<i>EVPP-575</i>	<i>EVPP-475</i>	
90-100	85-100	A
80-89	75-84	B
70-79	65-74	C
	60-64	D
0-69	0-59	F

## Academic integrity

Plagiarism is not accepted. Students are required to be familiar and comply with the requirements of the GMU Honor Code. The software program SafeAssign will be used to check for originality where appropriate.

## Disability accommodations

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474, <http://ods.gmu.edu>. All academic accommodations must be arranged through the ODS.

## The principal themes of the course

The central theme of the course is global biodiversity governance. Governance includes both public initiatives (governmental policy), and private initiatives (e.g. certification). The course includes both the theory and empirical examples of these public and private initiatives.

The first main subtheme is thus *international biodiversity policy*. The course will provide an overview of the main intergovernmental policies and the different views (or discourses) that have dominated international biodiversity policy over time. We will also take a closer look at a few examples of intergovernmental policy, including the United Nations Framework Convention on Climate Change (UNFCCC), with a focus on REDD+ (reducing emissions from deforestation and forest degradation). The course also includes

a simulation game, in which you will gain hands-on experience in international negotiations on forest policy. The main body of literature for the theme of international forest and nature policy is *regime literature*. Main issues in this body of literature include regime effectiveness and regime interaction.

The second main subtheme is *international private initiatives for biodiversity*. One of the main private governance instruments is certification. The main body of literature for the governance theme is, logically, *governance literature*, which discusses different aspects of the trend to increasingly use private instruments instead of government policy, the so-called 'shift from government to governance'. Important specializations within governance literature are the partnership literature and certification literature. The former discusses the prominent governance instrument of partnerships, which are defined as collaborations between government, market and/or civil society actors.

## Learning materials and resources

The main learning material for the course is the academic literature (see list below). The literature is divided into exam material and additional reading (not exam material). The additional reading is especially meant to provide more background information to use in the written assignment. Links to all publications are provided below, with one publication available through Blackboard. The list below also provides information on the theoretical concepts and empirical examples different articles discuss. This information is meant to support your choices for the written assignment. The PowerPoint presentations of the lectures will be published on Blackboard after the lectures. The material for the simulation will be provided during the lectures.

<i>Nr .</i>	<i>Publication</i>	<i>Theoretical concepts</i>	<i>Empirical examples</i>
<b>Required literature (exam material)</b>			
1.	Abbott, K. W. and D. Snidal (2010). International regulation without international government: Improving IO performance through orchestration. <i>The Review of International Organizations</i> 5: 315-344. <a href="http://dx.doi.org/10.1007/s11558-010-9092-3">http://dx.doi.org/10.1007/s11558-010-9092-3</a>		Partnerships
2.	Arts, B., M. Appelstrand, D. Kleinschmidt, H. Pülzl and I. Visseren-Hamakers (2010). Chapter 4. Discourses, actors and instruments in international forest governance. In: <i>Embracing complexity: Meeting the challenges of international forest governance. A global assessment report</i> . Prepared by the Global Forest Expert Panel on the International Forest Regime. J. Rayner, A. Buck and P. Katila (Eds). Vienna, Austria. IUFRO World Series Volume 28: 57-74. <a href="http://www.iufro.org/science/gfep/forest-regime-panel/report/download-chapter/">http://www.iufro.org/science/gfep/forest-regime-panel/report/download-chapter/</a>	Discourse	
3.	Gehring, T. and S. Oberthür (2009). The Causal Mechanisms of Interaction between International Institutions. <i>European Journal of International Relations</i> 15(1): 125-156. <a href="http://dx.doi.org/10.1177/1354066108100055">http://dx.doi.org/10.1177/1354066108100055</a>	Institutional interaction, effectiveness	
4.	Humphreys, D. (2009). Discourse as ideology: Neoliberalism and the limits of international forest policy. <i>Forest Policy and Economics</i> 11: 319-325. <a href="http://dx.doi.org/10.1016/j.forpol.2008.08.008">http://dx.doi.org/10.1016/j.forpol.2008.08.008</a>	Discourse, neoliberalism	
5.	Jóhannsdóttir, A., I. Cresswell and Peter Bridgewater (2010). The Current Framework for International Governance of Biodiversity? Is It Doing More harm Than Good? <i>RECIEL</i> 19(2): 139-149. (Section on environmental law methodology, p. 141 NOT exam material) <a href="http://dx.doi.org/10.1111/j.1467-9388.2010.00673.x">http://dx.doi.org/10.1111/j.1467-9388.2010.00673.x</a>		International biodiversity conventions
6.	Kuindersma, W., B. Arts & M.W. van der Zouwen (2012) Power faces in regional governance, <i>Journal of Political Power</i> , 5:3, 411-429. (Sections on Methods and case introduction & case study, pp.416-424 NOT exam material) <a href="http://dx.doi.org/10.1080/2158379X.2012.735116">http://dx.doi.org/10.1080/2158379X.2012.735116</a>	Power	

Nr .	Publication	Theoretical concepts	Empirical examples
7.	Mitchell, R. B. (2003). International Environmental Agreements: A Survey of Their Features, Formation, and Effects. <i>Annual Review of Environment and Resources</i> 28: 429-461. <a href="http://dx.doi.org/10.1146/annurev.energy.28.050302.105603">http://dx.doi.org/10.1146/annurev.energy.28.050302.105603</a>	Effectiveness	
8.	Reed, M.S. (2008). Stakeholder participation for environmental management: A literature review. <i>Biological Conservation</i> 141: 2417-2431. <a href="http://dx.doi.org/10.1016/j.biocon.2008.07.014">http://dx.doi.org/10.1016/j.biocon.2008.07.014</a>	Participation	
9.	Take, I. (2012). Benchmarking International, Transnational, and Private Governance in the Forest Sector. <i>International Studies Perspectives</i> 14: 150-175. <a href="http://dx.doi.org/10.1111/j.1528-3585.2012.00474.x">http://dx.doi.org/10.1111/j.1528-3585.2012.00474.x</a>	Legitimacy	Forest certification
10.	Van Kersbergen, K. and F. Van Waarden (2004). 'Governance' as a bridge between disciplines: Cross-disciplinary inspiration regarding shifts in governance and problems of governability, accountability and legitimacy. <i>European Journal of Political Research</i> 43: 143-171. <a href="http://dx.doi.org/10.1111/j.1475-6765.2004.00149.x">http://dx.doi.org/10.1111/j.1475-6765.2004.00149.x</a>	Governance	
11.	Young, O. R. (2002). <i>Environmental Change: Institutional Drivers, Institutional Responses</i> . The Institutional Dimensions of Environmental Change: Fit, Interplay, and Scale. Cambridge, Massachusetts, The MIT Press: 3-28. <i>See Blackboard</i>	Effectiveness, performance, institution interaction	
<b>Additional reading (not exam material)</b>			
12.	Bernstein, S. and B. Cashore (2007). Can non-state global governance be legitimate? An analytical framework. <i>Regulation &amp; Governance</i> (1): 347-371. <a href="http://dx.doi.org/10.1111/j.1748-5991.2007.00021.x">http://dx.doi.org/10.1111/j.1748-5991.2007.00021.x</a>	Legitimacy	
13.	Visseren-Hamakers, I. J., A. Gupta, et al. (2012). Will REDD+ work? The need for interdisciplinary science to address key challenges. <i>Current Opinion in Environmental Sustainability</i> 4(6): 590-596. <a href="http://dx.doi.org/10.1016/j.cosust.2012.10.006">http://dx.doi.org/10.1016/j.cosust.2012.10.006</a>		REDD+
14.	Visseren-Hamakers, I.J. (2013). Partnerships and sustainable development: the lessons learned from international biodiversity governance. <i>Environmental Policy and Governance</i> 23: 145-160. <a href="http://dx.doi.org/10.1002/eet.1612">http://dx.doi.org/10.1002/eet.1612</a>		Biodiversity partnerships
15.	ETFRN News 53, April 2012. Moving forward with forest governance. <a href="http://www.tropenbos.org/publications/etfrn+news+53:+moving+forward+with+forest+governance">http://www.tropenbos.org/publications/etfrn+news+53:+moving+forward+with+forest+governance</a> Especially: - Arts, B. and I.J. Visseren-Hamakers. Forest governance: mainstream and critical views. 3-10. - Merckx, V. Introduction to REDD+. 139-140. - Van Helden, F. Introduction to FLEGT, VPAs and the EU Timber regulation. 99-100.	(Forest) governance	REDD+, FLEGT
16.	Lamers, M. et al. 2014. Governing Conservation Tourism Partnerships in Kenya. <i>Annals of Tourism Research</i> 48: 250-265. <a href="http://dx.doi.org/10.1016/j.annals.2014.07.004">http://dx.doi.org/10.1016/j.annals.2014.07.004</a>		Partnerships

## Outline and schedule of the course

	Date	Topic	Literature (note: AR means additional reading, not exam material)
1.	January 21	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Introduction 3 short assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Van Kersbergen and Van Waarden 2004</li> <li>• Young 2002</li> <li>• Arts &amp; Visseren-Hamakers (ETFRN News) (AR)</li> </ul>
2.	January 28	<ul style="list-style-type: none"> <li>• Lecture regime literature</li> <li>• Explanation idea note, proposal &amp; written assignment</li> <li>• Hand in assignment 1. Regime literature (through Blackboard)</li> </ul>	<ul style="list-style-type: none"> <li>• Gehring and Oberthür 2009</li> <li>• Mitchell 2003</li> </ul>
3.	February 4	<ul style="list-style-type: none"> <li>• Lecture governance literature, the concept of discourse &amp; main global discourses</li> </ul>	<ul style="list-style-type: none"> <li>• Arts et al. 2010</li> <li>• Humphreys 2009</li> <li>• Jóhannsdóttir et al. 2010</li> </ul>
4.	February 11	<ul style="list-style-type: none"> <li>• Lecture REDD+ and the practice of intergovernmental negotiations</li> <li>• Hand in idea note for written assignment (printed copies for everyone)</li> </ul>	<ul style="list-style-type: none"> <li>• ETFRN News: articles on REDD+ (AR)</li> <li>• Visseren-Hamakers et al. 2012 (AR)</li> </ul>
5.	February 18	<ul style="list-style-type: none"> <li>• Lecture on the concepts of legitimacy &amp; participation</li> <li>• Hand in assignment 2. Legitimacy and participation literature (Blackboard)</li> <li>• Discussion ideas written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Reed 2008</li> <li>• Take 2012</li> </ul>
6.	February 25	<ul style="list-style-type: none"> <li>• Lecture on conservation, tourism and certification partnerships</li> <li>• Hand in assignment 3. Governance &amp; partnership literature (Blackboard)</li> </ul>	<ul style="list-style-type: none"> <li>• Abbott and Snidal 2010</li> <li>• Visseren-Hamakers 2013 (AR)</li> <li>• Lamers et al. 2014 (AR)</li> </ul>
7.	March 4	<ul style="list-style-type: none"> <li>• Lecture on the concept of power; European Union policy on illegal logging (FLEGT)</li> <li>• Group discussion on governance</li> </ul>	<ul style="list-style-type: none"> <li>• Kuindersma et al. 2012</li> <li>• Bernstein and Cashore 2007 (AR)</li> <li>• ETFRN News: articles on FLEGT (AR)</li> </ul>
Spring break March 9-15			
8.	March 18	<ul style="list-style-type: none"> <li>• Guest lecture World Bank (TBC): Financing conservation</li> <li>• Hand in proposal (printed copies for everyone)</li> </ul>	
9.	March 25	<ul style="list-style-type: none"> <li>• Feedback proposal (in groups and individually)</li> </ul>	
10.	April 1	<ul style="list-style-type: none"> <li>• Guest lecture Greenpeace or CEPF (TBC): Certification and partnerships</li> </ul>	
11.	April 8	<ul style="list-style-type: none"> <li>• Guest lecture WWF (TBC): Negotiating and implementing REDD+</li> <li>• Hand out simulation instructions &amp; roles</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation hand-outs (AR)</li> </ul>
12.	April 15	<ul style="list-style-type: none"> <li>• Intro simulation</li> <li>• Same group meetings (1<sup>st</sup> part of simulation)</li> </ul>	
13.	April 22	<ul style="list-style-type: none"> <li>• Simulation (negotiations) and reflection on simulation</li> <li>• Hand in paper (1 printed copy &amp; on Blackboard) &amp; sign in for feedback</li> </ul>	
14.	April 29	<ul style="list-style-type: none"> <li>• Individual feedback and grade paper</li> </ul>	
15.	May 6	<ul style="list-style-type: none"> <li>• <b>EXAM: 19.30-22.15</b></li> </ul>	