Course Approval Form

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

Action Requested:

[x] 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
[X] Graduate

College/School: COS **Department:** ESP
Submitted by: Ingrid Visseren-Hamakers **Ext:** 35805 **Email:** ivissere@gmu.edu
Subject Code: EVPP **Number:** 608
(Do not list multiple codes or numbers. Each course proposal must have a separate form.)

Effective Term: [X] Fall [ ] Spring [ ] Summer *Year* 2016

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

Fulfills Mason Core Req? (undergrad only)
[ ] Currently fulfills requirement
[ ] Submission in progress

Credits: (check one) [x] Fixed 3 or [ ] Variable to

Repeat Status: (check one)
[x] Not Repeatable (NR)
[ ] Repeatable within degree (RD)
[ ] Repeatable within term (RT)
Maximum credits allowed: 3

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

Schedule Type: (check one) LEC can include LAB or RCT
[x] Lecture (LEC)
[ ] Lab (LAB)
[ ] Recitation (RCT)
[ ] Internship (INT)
[ ] Independent Study (IND)
[ ] Seminar (SEM)
[ ] Studio (STU)

Prerequisite(s):

Corequisite(s):

Instructional Mode:
[x] 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 [x] No
If yes, please list

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

Description (No more than 60 words, use verb phrases and present tense)	**Notes** (List additional information for the course)
The course Environmental Social Science - ESS - aims to provide insight into the some of the most relevant social sciences and social scientific perspectives for studying environmental issues. The course introduces students to different social scientific disciplines. They will also learn about different social scientific theoretical perspectives and concepts, which they will apply in a research project.	

Indicate number of contact hours: Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio:
When Offered: (check all that apply) [x] Fall [ ] Summer [ ] 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

For Registrar Office's Use Only: Banner_____Catalog_____

revised 10/16/14

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.

FOR ALL COURSES (required)

Course Number and Title: EVPP 608: Environmental Social Science

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 EVPP program lacked an introductory course on social science. This course fills this gap.
- Relationship to Existing Programs:

  The course prepares students in the M.S. program Environmental Science and Policy and the Ph.D. program Environmental Science and Public Policy for other social scientific courses in the program. The course is also relevant for other programs, but the main purpose is to fill this gap in these programs.
- Relationship to Existing Courses:

  The course prepares students for all social scientific courses in the M.S. program Environmental Science and Policy and the Ph.D. program Environmental Science and Public Policy.
- Semester of Initial Offering:
- Fall 2016 as course in catalogue (Fall 2015 as EVPP 505 course)
- Proposed Instructors: Dr. Ingrid Visseren-Hamakers
- Insert Tentative Syllabus Below

Syllabus

Environmental Social Science (ESS)

EVPP 608

Department of Environmental Science and Policy

Fall 2016


UNEP
United Nations Environment Programme

Syllabus Environmental Social Science
Fall 2016

Introduction

Welcome to the course Environmental Social Science! Illegal logging, wildlife trafficking, the ongoing intergovernmental negotiations on climate change, unsustainable consumption of natural resources, the use of pricing mechanisms to achieve environmental protection, human-wildlife conflicts, trade-offs or synergies between conservation and development – all of these environmental issues are in essence social scientific questions.

The course Environmental Social Science - ESS - aims to provide insight into the some of the most relevant social sciences and social scientific perspectives for studying environmental issues. The course introduces you to different social scientific disciplines, including business administration, development studies, economics, law, and political and policy sciences. You will also learn about different social scientific theoretical perspectives and concepts, and will apply them in a research project. The class is meant for students with either a natural or social science background. Based on the course, you will be better able to choose follow-up social science classes that are most relevant and of interest to you.

Instructor

Dr. Ingrid Visseren-Hamakers
Email: ivissere@gmu.edu
Phone: (703) 993-5805
Office: David King Hall room 3019
Office hours: on appointment

Course prerequisites

Students should be enrolled in a graduate program, or should contact the instructor.

Profile and objectives of the course

Aim of the course is to attain insight into the some of the most relevant social sciences and social scientific perspectives for studying environmental issues. In order to attain an understanding of the breadth of the various social scientific contributions, the course first discusses the various philosophical perspectives that different scientists represent. With this, the different social scientific disciplines, frameworks, concepts - and the type of knowledge and insights they produce, and the relationships among them - can be better understood.

Based on this overview, you will then design and implement your own research design for a small research project. At the end of the class, you will present your research project and its findings. This research experience will prepare you for the development of your MS or PhD thesis.

In this course, Environmental Social Science (ESS) is defined more narrowly than by some others, who also include (insights from) natural sciences as part of ESS. Here, we focus on social science disciplines, as natural sciences are introduced elsewhere in the curriculum.

The main topics in the course thus include:

1. Philosophical perspectives
2. Social scientific disciplines
   The following disciplines will be discussed:
   - Business Administration (BA)
   - Development Studies
   - Economics

    - Law
    - Political and Policy Sciences
3. Frameworks and concepts
   The following frameworks and concepts will be discussed:
    - Cost-benefit analysis
    - Discourse analysis
    - Environmental values
    - Policy Arrangement Approach (PAA)
    - Sustainable Livelihoods Framework (SLF)
    - Value-Chain Analysis (VCA)
4. Research design (aim, questions, methods) & ethics in ESS

With this set-up of the course, the learning outcomes are the following. After this course students are able to:

1. Identify the different philosophical perspectives in environmental science;
2. Discuss different social scientific disciplines relevant for environmental issues;
3. Develop a research design to study an environmental issue from a social scientific perspective;
4. Apply a research design to study an environmental issue from a social scientific perspective;
5. Present research findings in a report and presentation.

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 M.S. program Environmental Science and Policy, and the Ph.D. program Environmental Science and Public Policy. However, check with your advisor on the relevance in your specific program.

Scheduling

The course will be given 16.30-19.10 on Thursdays in Research Hall room 202 on the Fairfax campus.

Credits

3 credits

Educational activities

The course includes the following activities:

- Attending (guest) lectures;
- Reading literature and making written assignments to prepare for (guest) lectures and research project;
- Doing research, writing a research paper and presenting your research.

The (guest) lecturers, experts from different social scientific disciplines, will introduce their own research approaches, and relevant frameworks and/or concepts from the discipline. The lectures will be supported by reading material. In this manner, the lectures will be a source of inspiration and provide input for the development of your own research project. In order to prepare for the lectures and the research project, you will hand in written assignments on the reading material.

Throughout the course, you will be working on your own research project. You can choose the empirical focus of your research yourself. The idea of the research project is for you to apply one of the frameworks or concepts presented in the reading material or (guest) lectures. The report should include a short reflection on philosophical perspective of the researcher and the implications of this perspective for the research design (see Moon and Blackman, 2014). Given the amount of time available in the class, the research project will be small. You could, for example, do a desk study or literature review, a small number of interviews, participatory observation, or a combination of these methods. There are several opportunities during the semester to receive

feedback on your research project from your fellow students and the instructor. You will receive more detailed information on the research project assignment during the semester.

Examination and grading
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 research project. 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.

The examination has the following elements:

1. Presence during lectures (no grade, but prerequisite to pass)
2. Short written assignments on the literature (20% of the final grade)
3. Final exam part I: Research paper (70%)
4. Final exam part II: Presentation on the research paper (10%)

Scores will be summed to a 0-100 scale, and the final grade for the course will be converted into letter grades (see below). The minimum grade to pass for elements 2-4 is 60 points. Students must pass each element in order to pass the course.

Final weighted average score course	*Letter grade*
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
0-59	F

Assessment strategy

Learning outcomes		Written assignments	Research project
1.	Identify the different philosophical perspectives in environmental science	x	x
2.	Discuss different social scientific disciplines relevant for environmental issues	x	
3.	Develop a research design to study an environmental issue from a social scientific perspective		x

4.	Apply a research design to study an environmental issue from a social scientific perspective		x
5.	Present research findings in a report and presentation		x
Contribution to final grade (%)		20	80

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.

Learning materials and resources

The main learning material for the course is the academic literature (see list below). Links and/or references to all publications are provided below. You can access the articles through library.gmu.edu. The list below also provides information on the theoretical concepts and frameworks different articles discuss, which will support your choices for the research project. The powerpoint presentations of the lectures will be available on Blackboard after the lectures.

Nr.	***Publication***	***Theoretical concepts /discipline***	***Framework***
Literature			
1.	Arts, B. and M. Buizer. 2009. Forests, discourses, institutions: A discursive-institutional analysis of global forest governance. *Forest Policy and Economics* 11: 340-347. http://dx.doi.org/10.1016/j.forpol.2008.10.004	Discourse, institutions	PAA
2.	Bitzer, V., Francken, M., Glasbergen, P. 2008. Intersectoral partnerships for a sustainable coffee chain: Really addressing sustainability or just picking (coffee) cherries? *Global Environmental Change* 18, 271-284. doi:10.1016/j.gloenvcha.2008.01.002		VCA
3.	Gee, J.P. 1999. Discourse analysis. In: J.P. Gee. An Introduction to Discourse Analysis: Theory and Method. Routledge: New York. Chapter 5: 80-98. (digital version available at library.gmu.edu)	Discourse analysis	
4.	Gereffi, G., J. Humphrey, T. Sturgeon. 2006. The governance of global value chains. *Review of International Political Economy* 12(1): 78-104. DOI:10.1080/09692290500049805		VCA
5.	Harris, M. 1996. Environmental Economics. *The Australian Economic Review* 29(4): 449-465.	Environmental Economics	
6.	Moon, K. and Blackman, D. 2014. A Guide to Understanding Social Science Research for Natural Scientists. Conservation Biology 28(5): 1167-1177. DOI: 10.1111/cobi.12326	Philosophical perspectives	
7	Scoones, I. 2009. Livelihoods perspectives and rural development. *The Journal of Peasant Studies* 36(1): 171-196. DOI:10.1080/03066150902820503		SLF
8.	Tanner, T. et al. 2015. Livelihood resilience in the face of climate change. *Nature Climate Change* 5: 23-26. DOI:10.1038/NCLIMATE2431		SLF
9.	Vaccaro, I. and E.A. Smith. 2010. Introduction. In: Vaccaro, I., E.A. Smith and S. Aswani (eds). Environmental Social Sciences: Methods and Research Design. Cambridge University Press: New York. Chapter 1: 1-10. (available through Blackboard)	Methods	
10.	Van Marwijk, R., Elands, B.H.M., Lengkeek, J. 2007. Experiencing nature: the recognition of the symbolic environment within research and management of visitor flows. Forest, Snow and Landscape Research 81(1/2): 59-76. www.wslf.ch/dienstleistungen/publikationen/pdf/8182.pdf	Environmental Values	

11.	Wilen, J.E. 2006. Why fisheries management fails: Treating symptoms rather than the cause. *Bulletin of marine science* 78(3): 529–546.	Environmental Economics	
12.	Young, O.R. 2011. Effectiveness of international environmental regimes: Existing knowledge, cutting-edge themes, and research strategies. *PNAS* 108(50): 19853-19860.	Regime effectiveness	

Additional reading (not required)			
	Ahebwa, W.M. and R. van der Duim. 2013. Conservation, Livelihoods, and Tourism: A Case Study of the Buhoma-Mukono Community-Based Tourism Project in Uganda. *Journal of Park and Recreation Administration* 31(3): 96-114. http://js.sagamorepub.com/jpra/article/view/4112		SLF
	Bolwig, S., S. Ponte, A. du Toit, L. Riisgaard, N. Halberg. Integrating Poverty and Environmental Concerns into Value-Chain Analysis: A Conceptual Framework. *Development Policy Review* 28(2): 173-194. DOI: 10.1111/j.1467-7679.2010.00480.x		VCA
	Buijs, A.E., B.H.M. Elands, F. Langers. 2009. No wilderness for immigrants: Cultural differences in images of nature and landscape preferences. *Landscape and Urban Planning* 91: 113-123. http://dx.doi.org/10.1016/j.landurbplan.2008.12.003	Environmental values	
	Kahan, D., Jenkins-Smith H., Braman, D. 2011. Cultural cognition of scientific consensus. *Journal of Risk Research* 13: 147-174. DOI: 10.1080/13669877.2010.511246	Communication	
	Myers, T.A., E. Maibach, E. Peters, A. Leiserowitz. 2015. Simple Messages Help Set the Record Straight aboutu Scientific Agreement on Human-Caused Climate Change: The Results of Two Experiments. *PLOS ONE.* March 26, 2015. http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0120985	Communication	

Outline and schedule of the course program

	Date	Topic(s) lecture	Research project	Lecturer	Reading for lecture	Written assignments
1.	September 3	• Introduction to the course • Introduction written assignments		Ingrid Visseren-Hamakers	• Moon and Blackman	
2.	September 10	• Political and policy sciences • Regime effectiveness • PAA • Explanation research project	• Explanation research project	Ingrid Visseren-Hamakers	• Young • Arts and Buizer (sections 1, 4-6)	• Hand in assignment 1: Moon and Blackman • Hand in assignment 2: Arts and Buizer / Young
3.	September 17	• Environmental values • Research methods & ethics in the social sciences		Ingrid Visseren-Hamakers	• Van Marwijk et al. • Vaccaro and Smith	• Hand in assignment 3: Van Marwijk
4.	September 24	• Development studies	• **Hand in** idea note for research project	Vivek Prasad	• Scoones • Tanner et al.	
5.	October 1	• Discourse analysis • Group discussion and feedback on idea notes	• Group discussion and feedback on idea notes	Ingrid Visseren-Hamakers	• Arts and Buizer sections 2-3 • Gee	• Hand in assignment 4: Scoones / Tanner
6.	October 8	• No class – work on research proposal	• **Hand in** research proposal			
7.	October 15	• Feedback research proposal	• Feedback research proposal	Ingrid Visseren-Hamakers		• Hand in assignment 5: Gee / Arts and Buizer
8.	October 22	• Law		Brett Hartl	• tbc	• Hand in assignment 6: law
9.	October 29	• Environmental Economics •		Chris Kennedy	• Harris • Wilen	• Hand in assignment 7: Harris / Wilen
10.	November 5	• Business Administration		Ingrid Visseren-Hamakers	• Gereffi et al. • Bitzer et al.	• Hand in assignment 8: Gereffi et al. / Bitzer et al

11.	November 12	• Studying a case from different perspectives / multi- and interdisciplinary perspectives	• **Hand in** draft research paper with preliminary results	Ingrid Visseren-Hamakers	• tbc	
12.	November 19	• Discussion and feedback draft research papers	• Feedback draft research paper			
Thanksgiving holiday: November 25-27						
13.	December 3	• Use of social science in policy practice		Chesapeake Bay Program	• tbc	
14.	December 10	• Social science in Science-Policy interfaces IPCC and IPBES		Ingrid Visseren-Hamakers	• tbc	
15.	December 17	• Presentations (Official exam time: 16.30-19.15)	• Presentations • **Hand in** paper			