

**University of Louisville**  
**School of Urban and Public Affairs**  
**SUST 402 WR: Policy and Governance in Sustainability**  
**Monday and Wednesday 2 pm to 3:15 pm**  
**Belknap/Davidson 204**

Instructors: Frank Goetzke  
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Office: USI 114  
Office Hours: Monday 3:30 pm to 5 pm  
Tuesday, Wednesday and Thursday by appointment (please send me an email)

***Course Description:***

This undergraduate course is a requirement for the sustainability major. It is a writing-intensive course which is taught in a tutorial style (it has the WR designation). The focus of the course will be on the governance of common pool resources in the context of sustainability, as applied to policies regulating water, air, fisheries and climate change.

***Learning Objective:***

- Critically think about sustainability, externalities and common pool resources.
- Analyze social dilemmas/the collective action problem and how it is related to governance of common pool resources.
- Apply the concept of common pool resource governance to policies regulating air, land, water, wildlife and climate change in the context of sustainability.
- Personally experience the governing of the commons through group work.
- Present a written argument, discuss and defend it.

***Readings:***

Anderies, J.M. and M.A. Janssen. 2013. *Sustaining the Commons* [Textbook].

Cole, D.H. and E. Ostrom (Editors). 2012. *Property in Land and Other Resources*. Lincoln Institute of Land Policy (will be on reserve in the library).

Horn, Evan and Hannes Berthaller. 2020. *The Anthropocene. Key Issues for the Humanities*. Routledge Publishers.

Ostrom, E.E., T.E. Dietz, N.E. Dolšák, P.C. Stern, S.E. Stonich and E.U. Weber (Editors). 2002. *The Drama of the Commons*. National Academy Press.

### ***Teaching Style:***

This course is taught in a tutorial style, therefore, it requires quite a bit of reading and writing. One or two articles are assigned for every class meeting, which means students are sometimes expected to read up to 100 pages per week. Furthermore, three group reflection papers and two essays are required for this course. In addition, in order to ensure that students have done the readings, they need to prepare short summaries and discussion questions for each article by the morning of the class meeting (a total of 10).

Students will meet with me twice in a small groups of three to four students to discuss the essays in an “Oxbridge”-style tutorial, which we will have online in Zoom. This intense and unique learning experience will help students to improve their critical thinking skills, sharpen their argumentation and help their writing. The two papers are expected to be essay-style, and about 3 pages long. As this is a writing-intensive course, all together the expectation is that a student writes in excess of 20 pages/7,000 words total throughout the course.

This course also includes a commons group project that receives a group grade. Additional information about the group work will be provided during the group project primer session.

### ***Grading:***

The final grade is calculated as follows:

10 (out of 19) Annotated discussion questions (1-2 page)	10 Percent
Anthropocene essay (2-3 pages)	15 Percent
Personal commons essay (2-3 pages)	15 Percent
Governance design paper (2-3 pages)	15 Percent
Midterm exam	15 Percent
Final exam	20 Percent
Group project	<u>10 Percent</u>
	100 Percent

Extra credits: *up to 5 points (or one grade step)*

1 point for each paper handed in 24 hours before the deadline

A total of 2 points (or 20%) if you have a complete set of 10 annotated discussion question by Sunday midnight after Thanksgiving.

Students will have the opportunity to rewrite your paper after the tutorial to recover half of the point differences between the first and the second grade. For example, if a student's

paper originally got a grade of 6 and it improved to 8, the final grade will be a 7,  $(6 + ((8-6)/2))$ .

Short response papers have to be posted on Blackboard at 12 noon of the day of class when the articles are discussed.

Essays have to be posted on Blackboard on Sunday at 6 pm before the tutorial meeting week. Late papers will lose 1 point on the GPA-scale every day. I do not accept papers more than one week overdue.

Group project is a governance simulation and will be graded collectively as pass/fail. If you do your work, you will get full points. However, there will be a late penalty for intermediate work.

I use a pretty “relaxed” 100 percent grade scale:

excluding 100% to including 105%	A+
excluding 95% to including 100%	A
excluding 90% to including 95%	A-
excluding 85% to including 90%	B+
excluding 80% to including 85%	B
excluding 75% to including 80%	B-
excluding 70% to including 75%	C+
excluding 65% to including 70%	C
excluding 60% to including 65%	C-
excluding 55% to including 60%	D+
excluding 50% to including 55%	D
excluding 33.3% to including 50%	D-
including 33.3% and below	F

At the end of the class, I will curve to 75 points (B-) if the course average turns out to be below. The late penalty is 10 percent points per day and the late penalty will not be included into the calculation of the curve. Also, I may take the liberty to lower your final course grade by one grade step (i.e. from an A- to a B+), if your class attendance is irregular, on the other hand, I might move you up by one grade step if your participation reflects a better understanding of the materials than your written work.

***Classroom etiquette:***

1. Do not come late.
2. Turn off your cell phone.
3. Do not use your computer unless you take notes. No emails, internet, Facebook, googling, shoe shopping, video games, etc.
4. Every violent and/or (verbally) threatening behavior toward other students or myself will be immediately reported to the Dean’s office (no exceptions!).

***Academic Integrity:***

It is expected that a student in the Graduate School will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. Any proven plagiarism will result in failure of the course and will be reported to the committee on student discipline for further action, including notice in the permanent record, dismissal or expulsion. For more information, please consult the student's handbook.

***Title IX Statement:***

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide.

***Disability Statement:***

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502.852.6938) for verification of eligibility and determination of specific accommodations.

***COVID-19 Policy:***

Due to Covid-19, it is highly encouraged by the University of Louisville to get vaccinated (see <https://louisville.edu/coronavirus> for more information). However, vaccinations are not required, but if unvaccinated, students will have to be tested during testing periods. If a student tests positive, see UofL's exposure policy. Likewise, if positive, students are not allowed to attend class and there can be accommodations made for classes missed. Everyone is required to wear masks indoors, while teachers can remove their mask if 6ft

away from everyone while lecturing. However, students must wear a mask, and will not be allowed in class if they refuse to wear one. Finally, instructors are NOT expected to deliver the same in-person course content online. If a student does not want to be in a face-to-face class, they should enroll in online courses instead.

**Tentative Course Schedule:**

**8/22 Introduction to the Anthropocene, Anthropocene Chapter 1 & 2**

**8/24 Gaia in the Anthropocene, Chapter 3 (1)**

Lovelock, J., 2003. Gaia: the living Earth. *Nature*, 426(6968), pp.769-770.  
<https://www.nature.com/articles/426769a.pdf>

Lenton, T.M. and Latour, B., 2018. Gaia 2.0. *Science*, 361(6407), pp.1066-1068.  
<https://core.ac.uk/download/pdf/161940038.pdf>

**8/29 Nature and culture in the Anthropocene, Chapters 4 & 5 (2)**

**8/31 Actor-Network Theory and the Anthropocene (3)**

Sayes, E., 2014. Actor–Network Theory and methodology: Just what does it mean to say that nonhumans have agency? *Social studies of science*, 44(1), pp.134-149.  
<https://journals.sagepub.com/doi/pdf/10.1177/0306312713511867>

Latour, B., 2014. Agency at the Time of the Anthropocene. *New Literary History*, 45(1), 1-18. <https://muse.jhu.edu/article/543416/pdf>

**9/5 No Class - Labor Day**

**9/7 TBA**

**9/12 Anthropocene Tutorial**

**9/14 Anthropocene Tutorial**

**9/19 Tragedy of the Commons (4)**

Hardin, G., 1968. The tragedy of the commons. *Science*, 162(3859), pp.1243-1248.  
[https://www.law.berkeley.edu/files/CLEE/Hardin\\_1968\\_Science\\_TragedyOfTheCommons.pdf](https://www.law.berkeley.edu/files/CLEE/Hardin_1968_Science_TragedyOfTheCommons.pdf)

Ostrom, E., Janssen, M.A. and Anderies, J.M., 2007. Going beyond panaceas. *Proceedings of the National Academy of Sciences*, 104(39), pp.15176-15178.  
<https://www.pnas.org/content/pnas/104/39/15176.full.pdf>

Dietz, T., Ostrom, E. and Stern, P.C., 2003. The struggle to govern the commons. *Science*, 302(5652), pp.1907-1912.  
[https://www.researchgate.net/profile/Tamatoa\\_Bambridge/publication/322856161\\_Communs\\_et\\_developpement\\_une\\_approche\\_renouvelee\\_face\\_aux\\_defis\\_mondiaux/links/5d54a78b92851c93b630b8b9/Communs-et-developpement-une-approche-renouvelee-face-aux-defis-mondiaux.pdf](https://www.researchgate.net/profile/Tamatoa_Bambridge/publication/322856161_Communs_et_developpement_une_approche_renouvelee_face_aux_defis_mondiaux/links/5d54a78b92851c93b630b8b9/Communs-et-developpement-une-approche-renouvelee-face-aux-defis-mondiaux.pdf)

## **9/21 Externality and Voluntary Governance (5)**

Ostrom, Vincent and Elinor Ostrom. 1971. "Public Choice: A Different Approach to the Study of Public Administration." *Public Administration Review* 31(2).  
<http://www.jstor.org/stable/pdf/974676.pdf>

Olson, M., 2008. Collective action. *The New Palgrave Dictionary of Economics: Volume 1–8*, pp.876-880.

Bertrand, E., 2011. What do cattle and bees tell us about the Coase theorem? *European journal of law and economics*, 31(1), pp.39-62.  
<https://link.springer.com/content/pdf/10.1007/s10657-010-9195-6.pdf>

## **9/26 Theory of the Commons I (6)**

Textbook: Chapters 1 & 2

## **9/28 Theory of the Commons II (7)**

Textbook: Chapters 3 & 4

## **10/3 No Class – Fall Break**

## **10/5 Theory of the Commons III (8)**

Drama of the Commons: Chapter 1

**10/10 Theory of the Commons IV (9)**

Textbook: Chapters 5, 6 & 7

**10/12 Theory of the Commons V (10)**

Drama: Chapter 2

**10/17 Theory of the Commons VI (11)**

Textbook: Chapters 8 & 9

**10/19 Theory of the Commons VII (12)**

Drama: Chapter 4

**10/24 Theory of the Commons VIII (13)**

Drama: Chapter 3

**10/26 Property Systems (14)**

Property: Chapter 2

**10/31 Commons Tutorial Meetings I**

*Midterm exam*

**11/2 Commons Tutorial Meetings II**

**11/7 Advanced Topics III (15)**

Drama: Chapter 6 (tradable permits)

**11/9 Advanced Topics VII (16)**

Drama: Chapter 7 (community-based management)

**11/14 Emerging Issues (17)**

Property: Chapter 14 (climate change)

Ostrom, E., 2012. Nested externalities and polycentric institutions: Must we wait for global solutions to climate change before taking actions at other scales? *Economic Theory*, 49(2), pp.353-369.

**11/16 Anthropocene 3, Chapters 6, 8 & 9 (18)**

**11/21 Anthropocene 4, Chapters 10 & 11 (19)**

**11/23 *No class – Thanksgiving Break***

**11/28 Environmental Governance Tutorial Meetings I**

**11/30 Environmental Governance Tutorial Meetings II**

**12/5 Governance simulation**

***Final exam***

*I reserve the right to change the syllabus when necessary.*