# UST/ENV/PDD 652/752:
# ENVIRONMENTAL POLICY -- SYLLABUS

## COURSE OBJECTIVES

This course examines how environmental policy is like other policy realms in terms of the general political, legal and social context in which it is designed and implemented; and, what sets it apart, in terms of its technical content, its reach beyond national borders, the kinds of risk assessment underlying its decisions, the scale and irreversibility of some of its consequences, and the value and resource conflicts it faces.

The policy making process is cast as joint decision making. The course stresses aspects common to such decision making, including stakeholder identification, recognition of various sources and types of information, various approaches and processes for making joint decisions, and for resolving issues in contention, interactions with the administrative and political structures. Some tools specific to the environmental context will be examined, such as forecasting, impact assessment, geographic information systems, and risk analysis.

The course builds skills for:

- ✓ understanding the nature of joint decision making processes as they relate to a broad range of contemporary environmental issues and challenges;
- ✓ identifying the current information and value bases, the history, and the decision processes related to environmental policy issues
- ✓ developing analyses, and evaluating plans, implementation strategies and consequences of environmental policies.

Students will acquire the ability to analyze and assess policy decisions, to seek an understanding of stakes involved, to recognize the roles of technical, social and political information, identify sources of potential conflict, and understand when negotiation and communication strategies can enhance implementability.

## COURSE METHOD

The course consists of:

- lectures and guest lectures on the environmental policy process and on specific environmental issues that are currently the subject of policy debates;
- class discussions and student presentations on assigned environmental policy topics;
- case studies.

◊ **Students are expected to:** attend all classes; participate actively in discussions, asking clarifying questions; complete assignments in a timely fashion; read the assigned texts and identify topics that need clarification; raise questions to ensure thorough understanding and ability to use the information in contexts outside the classroom.

◊ **Assignments should be**: **TYPED** and handed in **ON TIME**. Communication skills complement analytic ones, so pay attention to completeness, clarity, and aspect of written work. Grading is based on sound analysis, and on effective interpretation and communication of results.

# TABLE OF CONTENTS



## CONSULT

- The course web page http://urban.csuohio.edu/~sanda/syl/envpol.htm with schedule, readings, homework and paper descriptions, and test outcomes
- The environment resources web page http://urban.csuohio.edu/~sanda/envir.htm
- The instructor's web page http://urban.csuohio.edu/~sanda/newsk.htm

# TEXT

Norman Vig & Michael Kraft, eds. **Environmental Policy: New Directions for the Twenty First Century** (seventh edition, CQ Press, 2010).

Eugene Bardach, **A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving** (third edition, CQ Press, 2009).

Optional:

Dietrich Dörner, **The logic of failure: Recognizing and avoiding error in complex situations** (1996 Perseus Books).

# OTHER SUGGESTED READINGS


Agarwal, Anil et al (editors). 1999. *Green Politics*. New Delhi: Centre for Science and Environment.

Allen, C. R. & C. S. Holling eds. (2008). *Discontinuities in Ecosystems and Other Complex Systems.* Columbia University Press.

Allenby, B.R. (1999). Industrial Ecology; Policy Framework and Implementation, Prentice Hall.

Allenby, B. and Richards, D. (Eds.) (1994). *The Greening of Industrial Ecosystems*, National Academy of Engineering, National Academy Press, Washington D.C.

Anderson Anthony & Clinton N. Jenkins (2006). Applying *Nature's Design: Corridors as a Strategy for Biodiversity Conservation*. Columbia University Press.

Ariely, Dan (2008). *Predictably irrational: the hidden forces that shape our decisions*. Harper Collins.

Bazerman, Max & Michael Watkins (2004). *Predictable Surprises: The Disasters You Should Have Seen Coming and How to Prevent Them.* Harvard Business School Press.

Bird, Richard J. (2003). *Chaos and Life: Complexity and Order in Evolution and Thought.* Columbia University Press.

Brunner, Ronald D. et al. (2005). *Adaptive Governance: Integrating Science, Policy, and Decision Making.* Columbia University Press.

Bullard, Robert D. (1994). *Unequal protection: environmental justice and communities of color,* San Francisco: Sierra Club Books.

Cahn, Matthew (forthcoming). *Linking Science to Decision Making in Environmental Policy: Bridging the Disciplinary Gap*. The MIT Press.

Cahn, Matthew (1996). *Thinking About the Environment: Readings on Politics, Property, and the Physical World* edited with Rory O'Brien; NY: M.E. Sharpe, Inc.

Cahn, Matthew (1995). *Environmental Deceptions: The Tension between Liberalism and Environmental Policymaking in the United States* Albany: State University of New York Press.

Carlson, Allen (2008). *Nature and Landscape: An Introduction to Environmental Aesthetics*. Columbia University Press.

Carpenter, S.L. and W.J.D. Kennedy, (1988). *Managing Public Disputes* Jossey-Bass.

Chertow, Marian and Daniel Esty, eds. (1997). *Thinking Ecologically: The Next Generation of Environmental Policy*. New Haven: Yale University Press.

Chichilnisky Graciela & Geoffrey Heal (2000). *Environmental Markets: Equity and Efficiency.* Columbia University Press.

Chiras, Reganold & Owen (2002). *Natural Resource Conservation Management* (8th edition) Prentice Hall.

Cohen, Steve (2007). *Understanding Environmental Policy.* New York: Columbia University Press.

Conca, Ken and Geoffrey Dabelko (1998) (2nd Edition). *Green Planet Blues: Environmental Politics from Stockholm to Kyoto.* Boulder: Westview Press.

Costanza, Robert (1991). *Ecological Economics: The Science and Management of Sustainability*. Columbia University Press.

Crosby, Alfred W. (1986). *Ecological imperialism: the biological expansion of Europe, 900-1900,* Cambridge [Cambridgeshire]; New York: Cambridge University Press, 1993.

Dale, Virginia and Mary English, eds. *Tools to Aid Environmental Decision Making*, (New York: Springer, 1999).

Daly, Herman E. (1996). *Beyond growth : the economics of sustainable development,* Boston : Beacon Press.

Daly, Herman E.; Cobb, John B.; Cobb, Clifford W. (1994). *For the common good : redirecting the economy toward community, the environment, and a sustainable future.* Boston : Beacon Press.

Devuyst, Dimitri, Luc Hens and Walter De Lannoy eds. (2008). *How Green Is the City?: Sustainability Assessment and the Management of Urban Environments.* Columbia University Press.

Dodds, Walter K. (2008). *Humanity's Footprint: Momentum, Impact, and Our Global Environment.* Columbia University Press.

Garcia Mira, R., J. Sabucedo Cameselle, & J. Romay Martinez (eds.) (2003). *Culture, Environmental Action and Sustainability.* Hogrefe & Huber.

Garrett, Laurie (1994) *The coming plague : newly emerging diseases in a world out of balance,* New York : Farrar, Straus and Giroux.

Gee, D., B. Wynn, A. Stirling & M. MacGarvin (2002). *The Precautionary Principle in the 20th Century: Late Lessons from Early Warnings.* Earthscan.

Gunderson, Lance H. , C. S. Holling, & Stephen S. Light (1995). *Barriers and Bridges to the Renewal of Regional Ecosystems.* Columbia University Press.

Harrington, Winston , Richard Morgenstern,
and Thomas Sterner, Eds. *Choosing Environmental Policy Comparing Instruments and Outcomes in the United States and Europe.* RFF

Henning, D. & W. Mangun (1989). *Managing the Environmental Crisis.* Duke University Press.

Layzer, Judith (2009). *The Environmental Case: Translating Values into Policy.* CQ Press.
Makower, J. (1994). The E-Factor; The Bottom-Line Approach to Environmentally Responsible Business. Plume Press.

McMichael, Anthony J. (1993). *Planetary overload and human health: global environmental change and the health and survival of the human species,* Cambridge; New York, N.Y.: Cambridge University Press.

Makower, J. (1994). The E-Factor; *The Bottom-Line Approach to Environmentally Responsible Business.* Plume Press.

Mathez, E. A.& J. D. Webster (2004). *The Earth Machine The Earth Machine: The Science of a Dynamic Planet.* Columbia University Press.

May, Peter H. & Ronaldo Serôa da Motta (2000*). Pricing the Planet: Economic Analysis for Sustainable Development*. Columbia University Press.

Merchant, Carolyn (2007*). American Environmental History: An Introduction*. Columbia University Press.

Mitroff, Ian (1998). *Smart Thinking for Cray Times: The Art of Solving the Right Problems.* Berrett-Koehler, 1998.

Morgenstern Richard and William Pizer, (2007). *Reality Check: The Nature and Performance of Voluntary Environmental Programs in the United States, Europe, and Japan.* Washington, DC: Resources for the Future.

Nadeau, Robert L. (2003). *The Wealth of Nature: How Mainstream Economics Has Failed the Environment*. Columbia University Press.

Norberg, Jon and Graeme Cumming eds. (2008). *Complexity Theory for a Sustainable Future.* Columbia University Press.

Oates, Wallace E. , editor. *The RFF Reader in Environmental and Resource Policy*, 2nd Edition. RFF.

Odum Howard T. (2007). *Environment, Power, and Society for the Twenty-First Century: The Hierarchy of Energy*. Columbia University Press.

Orr, David W. (1993). *Planetary overload and human health: global environmental change and the health and survival of the human species,* Cambridge; New York, N.Y.: Cambridge University Press.

Peet, R. & M. Watts, eds. (2004). *Liberation Ecologies*. Routledge.

Pilkey , Orrin H. & Linda Pilkey-Jarvis (2007). *Useless Arithmetic: Why Environmental Scientists Can't Predict the Future.* Columbia University Press.

Portney, Paul R. and Robert N. Stavins, eds. (2000). *Public Policies for Environmental Protection,* 2nd ed., Washington: Resources for the Future.

Rasmussen, Larry L. (1996). *Earth community earth ethics,* Maryknoll, N.Y.: Orbis Books.

Raiffa, H. (1982). The Art and Science of negotiation: How to Resolve Conflict and Get the Best Out of Bargaining. Harvard University Press.

Revesz, Richard L. (1997). *Foundations of Environmental Law and Policy*, New York: Foundation Press.

Rosenbaum, W. A. (2002). Environmental politics and policy. (7th edition). CQ Press.

Russell, Clifford S. (2001). *Applying Economics to the Environment*, Oxford University Press.

Sexton, Ken, Alfred Marcus, William Easter and Timothy Burkhardt, eds. (1999.) *Better Environmental Decisions: Strategies for Governments, Business, and Communities*. Washington, D.C.: Island Press.

Simmons, I.G. (1997). *Humanity and environment: A cultural ecology*. Addison Wesley Longman.

Stavins, Robert N. ed. (2000), *Economics of the Environment: Selected Readings*, 4th edition, New York: W. W. Norton.

Susskind L. and J. Cruikshank (19), *Breaking the Impasse: Consensual Approaches to Resolving Public Disputes*. Basic Books.

Tuan, Yi-Fu (1989). *Topophilia: A Study of Environmental Perceptions, Attitudes, and Values*. Columbia University Press.

Vasitheesswaran, V.V. (). *Power to the People: How the Coming Energy Revolution Will transform an Industry, Change Our Lives and Maybe Even Save the Planet*. Farrar, Strauss & Giroux.

Waltner-Toews, David, James J. Kay, & Nina-Marie E. Lister (2008). *The Ecosystem Approach: Complexity, Uncertainty, and Managing for Sustainability*. Columbia University Press.

Weiskel, Timothy C.; Gray, Richard A. (1992). *Environmental decline and public policy : pattern, trend and prospect,* Ann Arbor : Pierian Press.

Zerner Charles ed. (2000). *People, Plants, and Justice: The Politics of Nature Conservation*. Columbia University Press.

Risk focus:

Breyer, Stephen (1993). *Breaking the Vicious Circle: Toward Effective Risk Regulation*, Cambridge: Harvard University Press.

Cvetkovich, G, and R.E. Lofstedt (1999). *Social Trust and the Management of Risk*. Earthscan.

Flynn, J., P. Slovic & H. Kunreuther (2001). *Risk, Media and Stigma*. Earthscan.

Gee, D., B. Wynn, A. Stirling & M. MacGarvin (2002). *The Precautionary Principle in the 20th Century: Late Lessons from Early Warnings.* Earthscan.

Gray, George M. and David Ropeik. *Risk: A Practical Guide for Deciding What's Really Safe and What's Really Dangerous in the World Around You.*

Jaeger, C.C., T. Webler, E.A. Rosa and O. Renn (2001). *Risk, Uncertainty and Rational Action*. Earthscan.

Kabat, Geoffrey C. (2008). *Hyping Health Risks: Environmental Hazards in Daily Life and the Science of Epidemiology*. Columbia University Press.

Kasperson, J.X. and R. Kasperson (2005). *The Social Contours of Risk*. (2 volumes) Earthscan.

Kasperson, J.X. and R. Kasperson (2001). *Global Environmental Risk*. Earthscan.

Linnerooth-Bayer, J., R. E. Lofstedt & Gunnar Sjostedt (2001). *Transboundary Risk Management*. Earthscan.

Slovic, P. (2000). *The Perception of Risk.* Earthscan.

Sunstein, Cass (2002). *Risk and Reason: Safety, Law, and the Environment*, Cambridge University Press.

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Harvard University Center for the Environment http://environment.harvard.edu/?&pw=780

Harvard Center for Risk Analysis http://www.hcra.harvard.edu/ , environmental section

Public policy research platform http://www.ecoethics.net/pprp.htm

Working group on environmental justice http://ecojustice.net/

Occasional Papers Series of the Environmental Ethics and Public Policy Program http://www.ecoethics.net/ops/

The Garrett Hardin Society: http://www.garretthardinsociety.org and The Tragedy of the Commons, http://www.sciencemag.org/sciext/sotp/commons.shtml

## EVALUATION PROCEDURE

The final grade will be a composite of:

| Grades for | | Weight |
|---|---|---|
| periodic assignments | (with class presentations) | 35% |
| class participation | (in discussions, and group exercises) | 25% |
| final paper | (due on last day of class) | 40% |

* Late work will **not** be accepted.
* **All** assignments are **required**. Delays will be given **only** in emergency cases (proof required; vacation arrangements are not emergencies) and with advance notice.
* Incompletes will be given according to university policy.

## OFFICE HOURS, LOCATION, PHONE

Office: UR220. Office phone: 216.687.2367

Office hours: Before class/by appointment E-Mail: s.kaufman@csuohio.edu

## IMPORTANT CSU DATES

Check the Academic Calendar (http://www.csuohio.edu/enrollmentservices/registrar/calendar/ )

## UNIVERSITY POLICIES

- Refer to the student catalog for add/drop/withdrawal procedures, S/U and incomplete grading.
- For class cancellations due to weather, call CSU information (216.687.2000) before class.
- Contact the instructor **at the beginning of the Semester** if you need any special arrangement.
- Academic misconduct: plagiarism or cheating will result in an "**F**" for the course. (see the CSU student code of conduct, section 3.1.2) - http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf
- Grades cannot be changed after their issuance at the end of the Semester.

## STUDENTS WITH SPECIAL NEEDS

Anyone anticipating the need for special accommodations to participate in the class or complete assignments must identify him/herself to the instructor by the end of the second week of classes. These accommodations are available to students with university-documented challenges.

# SCHEDULE[1]

**TENTATIVE (CHANGES ARE EXPECTED AND WILL BE ANNOUNCED IN CLASS AND ON THE WEB)**

| WEEK | READ VIG & KRAFT (WK) OR BARDACH (B) | SUBJECT<br>**Readings for the various sections will be announced in class.** | PRESENTATION |
|---|---|---|---|
| 1. 8.24 | | *Introduction*--class organization, discussion of content;<br>*Policy as joint decision making.* | |
| 2. 8.31 | VK Chapter 11 | *Issues subject to environmental policy* | ***V*** |
| 3. 9.7 | | ***Labor Day, no class*** | ***V*** |
| 4. 9.14 | VK Chapter 13 | *Issues subject to environmental policy* | ***V*** |
| 5. 9.21 | VK Chapter 1 | *Past environmental policies and their current status* *Assn. 2 due* | ***V*** |
| 6. 9.28 | | *Watch the Home Project (1.5 hours) – prepare critique (http://www.home-2009.com/us/index.html)*<br>*Construct argument*<br>*Research – prepare final paper* | |
| 7. 10.5 | VK Chapters 2, 3 | *Report on research status* *choice of policy for the final paper*<br>*Past environmental policies and their current status*<br>**Guest speaker: Chris Jellen** | ***V*** |
| 8. 10.12 | | ***Columbus Day, no class*** | |
| 9. 10.19 | VK Chapters 4, 5<br>B Part I, steps 1-4 | *The policy making process*<br>**Guest speaker: Kirby Date** | ***V*** |
| 10. 10.26 | VK Chapters 6<br>B Part I, steps 5-8 | *The policy making process* | ***V*** |
| 11. 11.2 | VK Chapter 7<br>B Part II, sections 1-3 | *The environmental policy information base* *Assn. 3 due*<br>**Guest speaker: Amy Wainwright** | ***V*** |
| 12. 11.9 | VK Chapter 9<br>B Part II, sections 4-6 | *The environmental policy information base* *Assn. 4 due*<br>**Guest speaker: Bob Leidich** | ***V*** |
| 13. 11.16 | VK Chapter 10, 12<br>B Part III, sections 1-3 | *The environmental policy value base*<br>**Guest speaker: Bill Skowronski** | ***V*** |
| 14. 11.23 | Chapter 15<br>B Part III, sections 4-6 | *The environmental policy value base* *Assn. 5 due* | ***V*** |
| 15. 11.30 | Chapter 16 | *The global context of environmental policy*<br>*Presentations of term paper* ***Final PAPER due*** | ***V*** |

[1] The environmental web case will be discussed at every meeting for the textbook aspects relevant to it or for progress in collecting data pertaining to its negotiation on the last day of class.

# ASSIGNMENT FORMAT

- **Make it interesting to you:** keep your writing brief and structured (do not use fillers) and tell what you think you would be interested in hearing from others.
- **Make it easy to find:** label your products with your name, the assignment number and date, and page numbers (if needed).
- **Make it easy to read:** type all text using word processing; proofread.
- **Make it easy to understand:** explain your logic when making an assertion. State your conclusions where appropriate. Do not leave the reader guessing.
- **Make it presentable:** be prepared to share your work with the class.

## ASSIGNMENT 1 (ONGOING)

**Preparing for class discussion of the day:** For each week of class,

- everyone will read the assigned textbook chapter(s);
- speakers of the day (who signed up) will also seek and read materials[2] to complement the chapter and help them present to the class for discussion the key issues;
- everyone should be prepared to discuss in class the text book readings and the class presentations.

**Presenter teams** should:

- work together on the presentation (distribute tasks however they choose)
- distribute to the class the list of their readings, briefly annotated (a paragraph per entry);
- enhance their presentations, whenever possible, with examples from current newspaper or magazine articles relevant to the class theme for the day;
- lead class debates surrounding the topics presented (prepare questions, be creative)
- hand in their presentation notes in electronic format; (use any means for enhancing their presentation, such as P-Point, which can be accommodated by the classroom and the College technology.)

## ASSIGNMENT 2

BOOK REVIEW (up to 3 pages).

Please select a book about/closely **related to environmental policy.**[3] You may select a current work, or review a "classic." You may select topics which reflect the syllabus topics, or find something different. You may do the review on one of the sources you are using for your individual research paper. Write a review of the material, as you would if asked to do so for a professional. Include the following:

- ❒ title, author, year, publisher
- ❒ why/how related to environmental policy
- ❒ the author's main argument, thesis or purpose
- ❒ the evidence the author uses to support his or her argument
- ❒ critique: do you find this evidence and argument convincing - why or why not;
  - ❒ pluses and minuses;
  - ❒ interesting? useful? to whom?
- ❒ compare/contrast the work with class readings and discussion and any other relevant literature with which you are familiar.

Use proper format for citations.

[2] Some suggestions are listed; students should feel free to seek additional materials and to discuss the content of the presentation with the instructor at least a week before its scheduled date.

[3] If in doubt about your selection, check with the instructor.

## ASSIGNMENT 3

RISK ANALYSIS (up to three pages)

Select an environmental topic of interest and investigate

1. what types of risks are associated with it;
2. how these risks are typically assessed, by whom;
3. how the assessed risks compare to their perception by the public, and why;
4. what are the consequences of any discrepancies between perceived and calculated risks;
5. What could be done, by whom, to reduce these discrepancies.

Cite class readings where relevant.

## ASSIGNMENT 4

Final paper outline (1-2 pages)

## ASSIGNMENT 5

VALUES ANALYSIS (up to three pages)

Trace through one or more ethical, philosophical or value frameworks as they shape a current environmental or resource policy decision, proposal or conflict. From a current (the last year or two) magazine, journal, or newspaper article:

1. identify the significant stakeholders in the policy issue (including any government agencies involved) and their role;
2. describe/discuss these stakeholders' political, economic or organizational interests, the positions they are taking, and the ways in which they frame their positions in the policy debate;
3. identify the ethical stances or values espoused by stakeholders and discuss how these shape their positions (why it makes sense that they would hold certain positions because of their ethics or values) as well as how they serve their interests.

Cite class readings where relevant.

It may be useful to focus your values analysis exercise on the topic you are thinking about for your research paper. You could then incorporate this assignment into your final paper.

## PRESENTATIONS

The class presentations are opportunities to practice communication of complicated material, ability to argue points of view rooted in information, and persuasion (for advocacy).
Each student team will be asked to do class presentations related to scheduled chapters:

1. a text **chapter** summary to precede class discussion – make it structured, highlighting key points and issues, adding opinions and questions; and
2. **key** material selected to illustrate chapter topics (including additional information, interesting case studies, related information in the news) – make it concise (so a story does not overwhelm with detail but allows others to ask clarifying questions), and propose questions.

Presenters should provide summaries, prepare additional materials for distribution in class as needed, foster discussions around the day's theme, or invite challenges and respond to them. Use of P-Point is welcome.

# UST/ENV/PDD 652/752: ENVIRONMENTAL POLICY

You have to hold your audience in writing to the very end -- much more than in talking, when people have to be polite and listen to you.

Brenda Ueland, writer (1891-1985)

## PUBLIC POLICY ANALYSIS – FINAL PAPER

This assignment (in lieu of a final exam) is intended to help you integrate materials covered in the course to carry out an examination of a specific environmental policy or administrative issue of your interest, developing your research and written communication skills in the process.

## TASK:

- Conduct and write a mini-case study of an environmental policy and/or administrative issue. You may choose an historical or current policy issue and critique an existing policy that addresses it, or you may emphasize policy development, where you would make proposals for a NEW policy or program to address a problem you identify.

  Following are content indicators (not all may apply to the case of your choice, but many do). Give enough information about each item so that an educated but uninformed reader can understand your analysis and conclusions:

☑ describe the problem you are taking on, and why it is or should be addressed through policy (in terms of the problem's consequences, importance, etc.)

☑ identify and characterize the existing policy, or propose one (include goals, content, level, implementation)

☑ describe direct stakeholders involved, including their major concerns about the issue, the values you can attribute to them (with respect to the problem at hand) based on your research, and their roles in the process, including how these parties pushed the issue onto the policy agenda; also explore whether there are indirect stakeholders (not involved in the policy process but possibly affecting, or affected by, the policy)

☑ describe the policy (and legislation or regulations) developed as a result (or that should be developed to respond to challenges)

☑ describe the role of technology or scientific research as it influenced the development of policy, or as it was used for implementation and regulation (or as it should be incorporated in the new policy)

☑ evaluate the consequences (or possible consequences) of the policy, and make any suggestions for alternative policies or programs that you feel would be appropriate because they might better achieve goals, be more cost-effective, etc. (specify your criteria)

You may take an advocacy stance in your conclusions (if wish to do so), after you have presented an analysis of the kind that you might hand to a decision maker as a staffer providing input. Staffers may highlight certain angles they think should be promoted, but if they fail to provide a balanced analysis the decision makers will be open to arguments that will surprise them and they will not be able to respond to them effectively.

# STRUCTURE:

- **front page** – paper title, student ID number (no name!!!)
- **introductory section** (concise and clear – up to 1 page)**:**
  - o state the environmental policy problem or issue of your choice (enough to give a good idea of its dimension and scope and create reader interest);
  - o give a *road map* for the paper: describe the paper topic, layout, and your main arguments/conclusions.
- **background section**
  - ☑ **background/history – how the issue came to be on the public agenda, or why it should be**
  - o state your initial understanding of the issues addressed by the policy of your choice;
  - o expand the initial description, adding the chronology of the issue, major actions (any legislation that has responded to the problem, legislative hearings held, major media events, etc. – whatever applies) and the parties that carried them out; the purpose of the section is to give the reader a good understanding of how the issue came to be on the public agenda or why it should be.
  - ☑ **previous policy actions and outcomes – summary of previous studies**
  - o legislation and administrative implementation rules or standards that have been developed in the past to respond to the policy issue, and the outcomes of these previous actions.
- **stakeholder analysis**
  - o identify stakeholders, the nature of their stakes, and their capabilities (in terms of civic capacity, representation, resources, etc.); attempt to see the problem from their angle, and describe it, rather than give an opinion on what that angle "should" be.
  - o think of the deliberations/negotiations required to design the policy, analyze interests, goals, alternatives, subjective likelihoods of events, power, strategy for the stakeholders you identified.

    Note: a stakeholder is any group or organization that can affect, or is affected by, the outcome of a public policy issue. You might construct an *issue set* showing how various stakeholders became involved in the public issue as it is related to the issues the group considers important.

    If you choose to present graphically the stakeholders as they relate to each other and to the issue, include stakeholders' preferences for various policy approaches.
- **process analysis**
  - o identify the objectives for the policy recommendations that you will develop and the criteria that you will use to select among alternatives (if developing a new policy); or, analyze in the same terms the existing policy you selected, proposing criteria by which it should be evaluated.
  - o for a new policy, presents at least two alternative policy actions (making clear the differences and their rationales); describe for each its expected future consequences, including the distribution of the benefits and costs of the action, any unintended consequences that might be generated, and the practical or political constraints that affect its feasibility; for an existing policy, describe its consequences, including the distribution of the benefits and costs of the action, any unintended consequences, and the practical or political constraints that affected it; propose two alternative fixes.

- feasibility: assess the role of the major stakeholders in the implementation process; the major stakeholders are the agencies or organizations that likely to have the greatest role in the success or failure of the implementation process (or had it, for an existing policy). Your description of their role should include an assessment of their support/opposition to the recommendations, the changes in resources they would expect as a result, and the most likely strategies/actions they would take, based on their previous role in the policy issue.

- **outcome analysis section:**
  - evaluate the outcome for each stakeholder group; if pending or proposed, speculate on what it is likely to be.
  - evaluate the outcome from the environmental point of view (how did/will the environmental issue you addressed fare with the policy in place, compared to its absence?)
- **conclusions section:** recommendations based on your analysis
  - for a new policy, select one of the alternatives discussed, present an outline of an implementation strategy, and provisions for monitoring and evaluating the consequences;
  - for an existing policy, discuss the same aspects as they actually happened.
- **bibliography:** full references (including web sources) used in preparing the paper (please consult a citation guide, or ask a university librarian for assistance.)
- **appendices (as** needed**):** place any tables or other graphics you need to illustrate the policy background, the policy alternatives, and your recommendations in an appendix.

## FORMAT & TIMETABLE – the paper is due on november 30 (class time; also email a copy) and should be 12 - 15 pages long, double-spaced and TYPED.

- it should pass a web-based inspection (it should be original text, not "borrowed" from the web, which amounts to plagiarism.)
- a one-paragraph abstract, an outline of the entire paper and a preliminary bibliography or works cited list is due November 10. Although all parts of your outline may not be fully developed, many of them can be.
- use september 28 to research and choose a paper topic and identify related materials.

## EXAMPLES OF PAPER TOPICS (choose a specific instance of the general topics listed)

1. POLLUTION : AIR, WATER AND LAND - pollution regulation/prevention, hazardous waste management and cleanup, human health
2. ENERGY POLICY - nuclear, alternatives (solar, wind, geothermal), oil, electricity
3. NATURAL RESOURCES ISSUES - public lands, wetlands, forests, wildlife management, minerals, surface/ground water resources
4. REGIONAL ENVIRONMENTAL ISSUES - solid waste, land use, watersheds and bioregions, great lakes basin, sprawl
5. URBAN ENVIRONMENT - sustainability, brownfields, green spaces/parks, gardening, green building, toxics removal
6. INTERNATIONAL ENVIRONMENTAL ISSUES - global warming, oceans, transnational pollution, management regimes
7. CHANGING ENVIRONMENTAL MANAGEMENT TECHNIQUES - natural resources management, conservation approaches, industrial approaches to waste reduction and energy efficiency
8. ENVIRONMENTALLY-RELATED policies whose consequences might include environmental effects (e.g., food production)

# Presentation sign-up

| WEEK OF | CHAPTER | TEAM |
|---|---|---|
| **8/31** | **VK 11** | RUTH, LAURA MA. |
| **9/14** | **VK 13** | JUSTIN, KARL, LAUREN |
| **9/21** | **VK 1** | SACHA, LAURA MO., CASSIE |
| **10/5** | **VK 2, 3** | CARRIE, NICOLE, MEGHAN, EVAN, SARAH |
| **10/12** | **WK 4, 5** | LINDSAY, GRADY, JIM, ANURAG |
| **10/26** | **VK 6** | CHANDRA, RAJESHWAR, JULIA |
| **11/2** | **VK 7** | JAMIE, ED, RON |
| **11/9** | **VK 9** | INES, MICHELLE, NICK |
| **11/16** | **VK 10, 12** | BABETTE, DANIELLE, CYNTHIA, WES |
| **11/23** | **VK 15** | QI, YAN, MICHAEL M. |
| **11/30** | **VK 16** | MICHAEL G., J.T., LAUREN |

Please

- email your presentation (ppt, doc, docx) to the instructor (s.kaufman@csuohio.edu)
- if using PowerPoint, also bring to class your presentation on a USB memory stick.