



UST/ENV/PDD 652/752: ENVIRONMENTAL POLICY -- SYLLABUS COURSE OBJECTIVES

This course analyzes 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 underlying risk assessment, its reach beyond national borders, the scale and irreversibility of some of its consequences, and the value and resource conflicts it faces.

The policy making process will be cast as joint decision making. The course will stress 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 offers tools 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 text assignments 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.





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CONSULT

- The course web page with schedule, readings, homework and paper descriptions, and test outcomes <http://urban.csuohio.edu/~sanda/syl/envpol.htm>
- Other syllabi <http://urban.csuohio.edu/~sanda/syl/>
- 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** (fifth edition, CQ Press, 2003).

Eugene Bardach, **A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving** (2005 CQ Press).

Optional, highly recommended:

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.

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.

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.

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.

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.

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

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

Cohen, Steve (2007). [Understanding Environmental Policy](#). New York: 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.

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.



- 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.*](#)
- 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 (2002). [*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.
- 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.
- Oates, Wallace E. , editor. *The RFF Reader in Environmental and Resource Policy*, 2nd Edition. RFF.
- 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.
- 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.
- Sunstein, Cass (2002). [*Risk and Reason: Safety, Law, and the Environment,*](#) Cambridge University Press.
- Susskind L. and J. Cruikshank (19), [*Breaking the Impasse: Consensual Approaches to Resolving Public Disputes.*](#) Basic Books.
- Vasitheeswaran, 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.
- Weiskel, Timothy C.; Gray, Richard A. (1992). [*Environmental decline and public policy : pattern, trend and prospect,*](#) Ann Arbor : Pierian 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.



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

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.

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.
- 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.



SCHEDULE¹

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

WEEK	READ VIG & KRAFT (WK) OR BARDACH (B)	SUBJECT Readings for the various sections will be announced in class.	PRESENTATION
1. 8.25		<i>Introduction--class organization, discussion of content; Policy as joint decision making.</i>	
2. 9.1		<i>Labor Day, no class</i>	
3. 9.8	VK Chapter 3	<i>Issues subject to environmental policy</i>	v
4. 9.15	VK Chapter 15	<i>Issues subject to environmental policy; speaker</i>	v
5. 9.22	VK Chapter 1	<i>Past environmental policies and their current status Assn. 2 due</i>	v
6. 9.29	VK Chapter 2, 4	<i>Past environmental policies and their current status</i>	v
7. 10.6	VK Chapters 6, 7 B Part I, steps 1-4	<i>The policy making process</i>	v, v
8. 10.13		<i>Columbus Day, no class</i>	
9. 10.20	VK Chapters 5, 8 B Part I, steps 5-8	<i>The policy making process</i>	v, v
10. 10.27	VK Chapters 9 B Part II, sections 1-3	<i>The environmental policy information base Assn. 3 due</i>	v, v
11. 11.3	VK Chapter 10 B Part II, sections 4-6	<i>The environmental policy information base</i>	v, v
12. 11.10	VK Chapter 12, 14 B Part III, sections 1-3	<i>The environmental policy value base</i>	v, v
13. 11.17	Chapters 11, 17 B Part III, sections 4-6	<i>The environmental policy value base due Assn. 4</i>	v, v
14. 11.24	Chapters 13, 16	<i>The global context of environmental policy</i>	v
15. 12.1		<i>Presentations of term paper Final PAPER due</i>	

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 materials² 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.

Presenters should:

- 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 when applicable;
- 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 three 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:

- the author's main argument, thesis or purpose
- the evidence the author uses to support his or her argument
- whether you find this evidence and argument convincing - why or why not
- 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

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 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 (or)
2. **key** material selected by the student to illustrate the chapter topics (including additional information, interesting case studies, related information in the news) – make it concise (so the telling of a story does not overwhelm with detail, but allows other students to ask clarifying questions).

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



Presentation sign-up

WEEK OF	CHAPTER		KEY
9/8	vk 3	STACY	BEN
9/15	vk 15	KRISTEN	TAKERO
9/22	vk 1	STEPHANIE	PETE
9/29	vk 2		MATT
	vk 4	BEN	TONY
10/6	vk 6	PETE	MEGAN
	vk 7	JAY	KATHY
	B I, 1-4		
10/20	vk 5		KATHLEEN
	vk 8	MATT	JAY
	B I, 5-8		TONY
10/27	vk 9	SUNJOO	GOERGIA
	B II, 1-3		SUSAN
11/3	vk 10	KATHY	KRISTEN
	B II, 4-6		MEGAN
11/10	vk 12	LJUBISA	STACY
	vk 14	KATHLEEN	LJUBISA
	B III, 1-3		JODY
11/17	vk 11		SUNJOO
	vk 17	TAKERO	RAMON
	B III, 4-6		RAMON
11/24	vk 13	GEORGIA	JODY
	vk 16		SUSAN

Please

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