



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 administrative and 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 situations and related 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.



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CONSULT

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|--------------------------------------|---|
| ○ Blackboard: | schedule, homework & paper descriptions |
| ○ The course web page: resources | http://urban.csuohio.edu/~sanda/syl/envpol.htm |
| ○ 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 (latest edition, CQ Press).

Eugene Bardach

A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving (latest edition, CQ Press).

Optional:

Dietrich Dörner

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

OTHER 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.



Environmental Policy, Dr. Sanda Kaufman

- 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.
- Diamond, Jared. [Collapse](#)
- Devuyt, 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.
- Evans, J., 2011. Environmental [Governance](#). Routledge.
- 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., P. Robbins & M. Watts, eds. (2011). [Global Political 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.
- 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.
- 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.
- Sunstein, Cass (2007). [Worst-case scenarios](#). Harvard University Press.

Web sources:

- Yale's environment360: <http://e360.yale.edu/>
- Harvard University Center for the Environment: <http://environment.harvard.edu/?&pw=780>
- Harvard Center for Risk Analysis <http://www.hcra.harvard.edu/>, environmental section
- Gateway to sources of global information: <http://ecoethics.net/>
- Working group on environmental justice <http://ecojustice.net/>
- The Garrett Hardin Society: <http://www.garretthardinsociety.org> and The Tragedy of the Commons, <http://www.sciencemag.org/sciext/sotp/commons.shtml>
- The Economics of Ecosystems and Biodiversity (TEEB): <http://www.teebweb.org/Home/tabid/924/language/en-US/Default.aspx>



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.



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. 8.29		<i>Introduction</i> —class organization, discussion of content; <i>Policy as joint decision making.</i>	
2. 9.5		Labor Day (No class)	
3. 9.12	VK Chapter 11, 13	<i>Issues subject to environmental policy,</i> Guest: Kirby Date	✓
4. 9.19	VK Chapter 1, 2, 3	<i>Past environmental policies and their current status</i>	✓
5. 9.26	VK Chapter 4	<i>The (federal) policy making process</i> <i>Book review presentations</i> <i>Assn. 2 due</i>	✓
6. 10.3	VK Chapters 5, 6	<i>The (federal) policy making process,</i> Guest: Chris Jellen <i>Watch the Home Project (1.5 hours) – prepare critique for class</i> <i>(http://www.home-2009.com/us/index.html)</i>	✓
7. 10.10		Columbus Day (No class)	
8. 10.17	B Part I, steps 1-4, 5-8	<i>The policy making process</i> <i>Assn. 3 due</i> <i>Report on research status: choice of policy/outline for the paper</i> Guest: Robert Leidich	✓
9. 10.24	B Part II, sections 1-3, 4-5	<i>The policy making process</i> Guest: Elizabeth Toot-Levy	✓
10. 10.31	B Part III, sections 1-3, 4-6	<i>The policy making process</i> Guest: Kathleen Teuscher	✓
11. 11.7	VK Chapters 7, 8, 9	<i>The environmental policy information base; risk</i> <i>Assn. 4 due</i>	✓
12. 11.14	VK Chapters 12, 15	<i>The environmental policy value base</i> Guest: Mark von Allmen <i>The global context of environmental policy</i>	✓
13. 11.21	VK Chapters 10, 16	<i>The environmental policy value base</i> Guest: Jaime Bouvier <i>Assn. 5 due</i>	✓
14. 11.28		<i>Presentations of term paper</i>	
15. 12.5		<i>Presentations of term paper</i> Final PAPER due	

GUEST SPEAKERS TO BE ANNOUNCED

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

(email to s.kaufman@csuohio.edu – NOT to Blackboard)

- **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 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

- each week everyone will:
 - read the assigned textbook chapter(s);
 - prepare to discuss in class the text book readings and the class presentations.
- speakers/teams of the day (who signed up) will also:
 - summarize the day's chapters
 - seek and read materials² to complement the chapter and to help them present to the class for discussion the key issues;
 - prepare a few questions for class discussions.

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 (send to s.kaufman@csuohio.edu); (use any means for enhancing the 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 a "classic;"
- find topics which reflect the syllabus topics, or something different;
- choose to do the review on a source you are using for your individual research paper.

Write the review as you would if asked to do so for an environmental policy professional. Include:

- 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/her argument
- critique:
 - do you find this evidence and arguments 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 references.

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

Outline of the final (1-2 pages)

ASSIGNMENT 4

RISK ANALYSIS (up to 3 pages)

Select an environmental topic of interest and investigate

1. what types of risks are associated with the chosen topic;
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/other readings where relevant.

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, 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/other 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 (do not copy and read text – everyone has to do that – give key points, logic, conclusions); and
2. **additional** 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 to be posted on Blackboard, prepare additional materials for distribution in class as needed (and posting), foster discussions around the day's theme, or invite challenges and respond to them. Use of P-Point is welcome. Email to s.kaufman@csuohio.edu all documents to be posted on Blackboard.



FINAL PAPER

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)

This assignment (in lieu of a final exam) aims to help you integrate materials covered in the course as you examine 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 (such as a decision maker) can understand your analysis and conclusions:

- describe the problem you are taking on (in terms of the problem's consequences, importance, etc.), and why it is or should be addressed through policy (at what gov't. level)
- identify and briefly characterize any existing policy or discuss why there isn't one yet
- 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 for example 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); include goals, content, government level, implementation responsibility and tasks
- 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)
- conclude by summarizing needs and findings.

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 counter-arguments that may surprise them, and they will be unable to respond to them effectively based on the information you provide, if it is one-sided..



STRUCTURE:

- **front page** – paper title, student ID number (no name!!!)
- **introductory section** (concise and clear – up to 1 page):
 - 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);
 - give a *road map* for the paper: describe the paper topic, layout, and (briefly) your main arguments/conclusions.
- **background section**
 - ☑ **background/history** –
how the issue came to be on the public agenda, or why it should be
 - state your initial understanding of the issues addressed by the policy of your choice;
 - 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**
 - 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; or
 - explain why the problem you identified has not yet been addressed through policies.
- **stakeholder⁴ analysis**
 - 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.
 - 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.
- **policy proposal and analysis/critique**
 - 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.
 - for a new policy, offer 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.

⁴ **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.



- **outcome analysis:**
 - 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:** summary of rationale and 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 the last class (email a copy to s.kaufman@csuohio.edu) and should be 12 - 15 pages long, 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 earlier, as noted in the Schedule. Although all parts of your outline may not be fully developed, many of them can be.

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 climate change, 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
9/12	VK 11, VK 13	CONNIE, MERLE
9/19	VK 1, VK 2, VK 3	CASEY, CRAIG, RICHARD
9/26	VK 4	LISA
10/3	VK 5, 6	BRIAN, CHRISTINA
10/17	B PART I	ANA, ABBY
10/24	B PART II	JARED, JOE
10/31	B PART III	MEREDITH, MARK
11/7	VK 7, VK 8, VK 9	NICOLE, DAN (?), MIKE
11/14	VK 12, VK 15	KEITH, ORHAN
11/21	VK 10, VK 16	LEE, NUO

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.



UNIVERSITY POLICIES AND ASSISTANCE

- **PLAGIARISM** (see the CSU student code of conduct, section 3.1.2) - CSU Student Handbook definition:

Plagiarism – Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

(Academic Regulations)

- The penalties for plagiarism (<http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>) are in the Student Handbook under Academic Conduct Regulations (Policy on Academic Misconduct) at: <http://www.csuohio.edu/studentlife/conduct/acadegres.html>.
- **OTHER**
 - Refer to the CSU Bulletin for add/drop/withdrawal procedures, S/U and incomplete grading.
 - For class cancellations due to weather, call CSU information (687-2000) before class.
 - Grades cannot be changed after their issuance at the end of the Semester.

STUDENTS WITH SPECIAL NEEDS

“Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal education opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of disability should contact the Office of Disability Services at 216.687.2015. Accommodations need to be requested in advance and will not be granted retroactively.”

Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services (The Office is located in MC147. <http://www.csuohio.edu/offices/disability/>).

COURSE GRADING

CSU uses the following letter grades with pluses and minuses. In the Levin College the letter grades follow this numeric scale:

A = 94-100%	C+ = 77-79 (there is no C+ grade for graduate students; C = 70-79 for grad students)
A- = 90-93	C = 70-76 for undergraduates, 70-79 for grad students
B+ = 87-89	D = 60-69 (there is no D for graduate students)
B = 83-86	
B- = 80-82	F = 59 and below for undergraduates, 69 and below for graduate students

Grades of “I” and “X”

- **X** - The grade of “X” can be assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period.
An “X” automatically becomes an F if not resolved by the last day of instruction of the following semester. An “X” also will be assigned by the University Registrar when no grade is submitted by an instructor.
- **I - Incomplete.** The “I” grade is **given** when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.
An “I” grade can be assigned by the instructor when all three of the following conditions are met:
 1. Student is regularly attending/participating in the class and has the potential to pass the course;
 2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
 3. Student has notified the instructor prior to the end of the grading period.

WRITING ASSISTANCE

Students with difficulty writing may contact the Writing Center located in Main Classroom 321 for assistance. Students should use the American Psychological Association (APA) format for citations and reference pages.