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.
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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
Environmental Policy, Dr. Sanda Kaufman

**Text**


Optional:


**Other Suggested Readings**


Environmental Policy, Dr. Sanda Kaufman

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.


Environmental Policy, Dr. Sanda Kaufman


Risk focus:


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

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

Public policy research platform [http://www.ecoethics.net/pprp.htm](http://www.ecoethics.net/pprp.htm)

Working group on environmental justice [http://ecojustice.net/](http://ecojustice.net/)


EVALUATION PROCEDURE

The final grade will be a composite of:

<table>
<thead>
<tr>
<th>Grades for</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>periodic assignments (with class presentations)</td>
<td>35%</td>
</tr>
<tr>
<td>class participation (in discussions, and group exercises)</td>
<td>25%</td>
</tr>
<tr>
<td>final paper (due on last day of class)</td>
<td>40%</td>
</tr>
</tbody>
</table>

* 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 [here](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) - [here](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

**Tentative (Changes are expected and will be announced in class and on the web)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Read</th>
<th>Subject</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 8.24</td>
<td>Intro &amp; Kraft (WK) or Bardach (B)</td>
<td>Introduction—class organization, discussion of content; Policy as joint decision making.</td>
<td></td>
</tr>
<tr>
<td>2. 8.31</td>
<td>VK Chapter 11</td>
<td>Issues subject to environmental policy</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>9.7</td>
<td>Labor Day, no class</td>
<td></td>
</tr>
<tr>
<td>4. 9.14</td>
<td>VK Chapter 13</td>
<td>Issues subject to environmental policy</td>
<td></td>
</tr>
<tr>
<td>5. 9.21</td>
<td>VK Chapter 1</td>
<td>Past environmental policies and their current status Assn. 2 due</td>
<td></td>
</tr>
<tr>
<td>7. 10.5</td>
<td>VK Chapters 2, 3</td>
<td>Report on research status choice of policy for the final paper Past environmental policies and their current status Guest speaker: Chris Jellen</td>
<td></td>
</tr>
<tr>
<td>8. 10.12</td>
<td>VK Chapters 4, 5 B Part I, steps 1-4</td>
<td>Columbus Day, no class</td>
<td></td>
</tr>
<tr>
<td>9. 10.19</td>
<td>VK Chapters 4, 5 B Part I, steps 1-4</td>
<td>The policy making process Guest speaker: Kirby Date</td>
<td></td>
</tr>
<tr>
<td>10. 10.26</td>
<td>VK Chapters 6 B Part I, steps 5-8</td>
<td>The policy making process</td>
<td></td>
</tr>
<tr>
<td>11. 11.2</td>
<td>VK Chapter 7 B Part II, sections 1-3</td>
<td>The environmental policy information base Guest speaker: Amy Wainwright Assn. 3 due</td>
<td></td>
</tr>
<tr>
<td>12. 11.9</td>
<td>VK Chapter 9 B Part II, sections 4-6</td>
<td>The environmental policy information base due Guest speaker: Bob Leidich</td>
<td></td>
</tr>
<tr>
<td>13. 11.16</td>
<td>VK Chapter 10, 12 B Part III, sections 1-3</td>
<td>The environmental policy value base Guest speaker: Bill Skowronski</td>
<td></td>
</tr>
<tr>
<td>14. 11.23</td>
<td>Chapter 15 B Part III, sections 4-6</td>
<td>The environmental policy value base due Assn. 5</td>
<td></td>
</tr>
<tr>
<td>15. 11.30</td>
<td>Chapter 16</td>
<td>The global context of environmental policy Presentations of term paper Final PAPER due</td>
<td></td>
</tr>
</tbody>
</table>

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 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. 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.

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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.

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**ASSIGNMENT 4**

Final paper outline (1-2 pages)

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**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.

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**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.
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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.
environmental policy

Dr. Sanda Kaufman

Cleveland State University  LCUA  Fall 2009

- 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

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

Please

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