ESP 220J — Introduction to Environmental Policy
Syllabus - Fall 2012

Instructor:

Dr. Travis Wagner
Department of Environmental Science
University of Southern Maine

Office: 106 Bailey Hall, telephone: 228-8450, email: twagner@usm.maine.edu
Office hours: Mondays and Wednesdays 11:00 to 2:30, Tuesdays 10:30 to 12:00, and by appointment.

Class Meetings:

Mondays and Wednesday - 9:30 to 10:45 a.m., 235 JMC-Gorham Campus

Course Objectives:

Upon successful completion of this course, students will be able to:

1. *Define* an environmental problem.
2. *Model* the symptoms and causes of an environmental problem.
3. *Demonstrate* competency in conducting policy research to accurately define and solve an environmental problem using empirical data.
4. *Develop* the ability to critically analyze the formulation, construction, development, and implementation of environmental policies.

Course Overview:

This course is an intensive introduction to the field of environmental policy. You will be studying policy formulation, design, analysis, implementation, and evaluation. In this course, particular emphasis is given to air and water pollution and municipal solid waste.

As shown in Figure 1, this course focuses on the application of the rational policy process model for studying how environmental policy *should be* formulated, developed, implemented, analyzed, and evaluated. A significant portion of the course focuses on policy design and policy solutions evaluation using science (risk assessment), and economics (cost-benefit analysis). Using the rational policy process model, you will identify and analyze an environmental pollution problem in Maine of your choosing (yes, it *must* be pollution related and yes it *must* be in Maine), design a responsive environmental policy, identify and evaluate unintended consequences, and communicate this policy. One of the primary products of

environmental policy is writing. Therefore, this course is writing intensive and you are expected to improve your written and verbal communication skills.

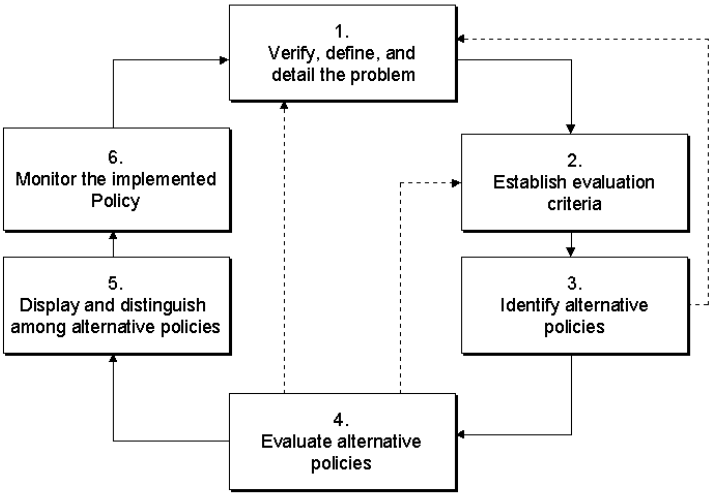

Figure 1. The Rational Policy Process.

This course examines environmental policy from a Policy Science perspective, which embraces the disciplines of political science, economics, sociology, natural and applied sciences, and law in studying policy. Consequently, because of the multifaceted nature of environmental policy, this course will introduce topics that also will be studied more fully in advanced DES courses and other disciplines including micro- and environmental economics, environmental risk assessment and management, environmental ethics, environmental politics, environmental regulation, and the natural sciences.

The course format will be a mixture of lecture, discussion, and research with emphasis on critical analysis of assigned readings, case studies, in-class activities, and topical discussions of issues.

Students are expected to come to each class fully prepared to participate actively in discussions.

Course Materials:

REQUIRED TEXTBOOK

- Bardach, E. (2011). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. 4th Ed. Washington, DC: CQ Press.

RECOMMENDED TEXTBOOK

- Hacker, D. (2006). *A writer's reference*, 6th Edition. Boston, MA: Bedford/St. Martin's.

ASSIGNMENTS

- For detailed descriptions of all assignments, see the *Assignments* folder in BB.
- Required course readings (beyond the textbook) are posted in BB under *Course Documents*, Assigned Readings folder.

Summary Course Outline:

Week	Class	Tentative Topics	Complete these Readings (posted in BB)	Assignments Due
1	Sep 5	INTRODUCTION TO POLICY SCIENCE		
2	Sep 10	THE NEED FOR GOOD POLICY Avoiding the Ultimate Sink	– Search for Ultimate Sink – Bardach, pp: XV-XX	**Problem Set #1**
	Sep 12	POLICY RESEARCH Searching for Empirical Evidence	Meet in 219 Bailey	
3	Sep 17	THE RATIONAL POLICY PROCESS Bardach's 8-fold approach	Bardach, pp: 1-15 and 79-106	**Problem Set #2**
	Sep 19	PROBLEM DEFINITION What is the problem?	– Development of Policy Problems – Environmental Problems	
4	Sep 24	ROOT CAUSE ANALYSIS What is causing the problem?	Introduction to Root Cause Analysis	**Policy Research Proposal**
	Sep 26	ROOT CAUSE ANALYSIS		**Problem Set #3**

Week	Class	Tentative Topics	Complete these Readings (posted in BB)	Assignments Due
5	Oct 1	GOAL DESCRIPTION What is the policy trying to achieve?		
	Oct 3	SOLUTIONS DEVELOPMENT	Bardach, pp: 16-46	**Environmental Problem Proposal**
6	Oct 8	**NO CLASS - OCTOBER BREAK**		
	Oct 10	ENVIRONMENTAL POLICY TOOLS – Part 1	Environmental Policy Tools	
7	Oct 15	ENVIRONMENTAL POLICY TOOLS – Part 2	Extended Producer Responsibility	
	Oct 17	POLICY PROCESS IN MAINE	– How the Environmental Policy Process Works in Maine – Bardach, Appendix C	**Problem Analysis**
8	Oct 22	POLITICAL PROCESS IN MAINE *Guest Speaker, Melissa Walsh-Innes*		
	Oct 24	SOLUTIONS COMPARISON Economic Analysis	CBA Environment Canada	
9	Oct 29	SOLUTIONS COMPARISON Cost Benefit Analysis		**Problem Set #4**
	Oct 31	SOLUTIONS COMPARISON Risk Analysis	Risk Assessment Basics	**Problem Set #5**
10	Nov 5	SOLUTIONS COMPARISON Unintended Consequences	Bardach, pp: 47-68	**Problem Set #6**
	Nov 7	IMPLEMENTATION Backward Mapping & Principle-Agent Theory	– Backward Mapping – NY Times Policy	
11	Nov 12	AIR POLLUTION	TBP (to be posted)	
	Nov 14	AIR POLLUTION		**Solution Analysis Draft**
12	Nov 19	WATER POLLUTION	TBP	
	Nov 21	**NO CLASS - THANKSGIVING**		
13	Nov 26	WATER POLLUTION		
	Nov 28	SOLID WASTE	TPB	

Week	Class	Tentative Topics	Complete these Readings (posted in BB)	Assignments Due
14	Dec 3	SOLID WASTE		
	Dec 5	TOXICS CONTROL		
15	Dec 10	COMMUNICATING POLICY		**Presentation - Final Policy Research Project**
	Dec 12	COMMUNICATING POLICY		**Paper - Final Policy Research Project**

***Scheduled readings to be completed <u>before</u> class.

Course Requirements:

SCHEDULE AND GRADING:

No.	Assignment	Points	Due Date
1	*Problem Set 1 - Problem Analysis	10	Sept. 10
2	*Problem Set 2 - Policy Research	10	Sept. 17
3	Policy Research Proposal	10	Sept. 24
4	*Problem Set 3 - Root Cause Analysis	10	Sept. 26
5	Environmental Problem Analysis	30	Oct. 3
6	*Problem Set 4 - Cost Benefit Part 1	10	Oct. 29
7	*Problem Set 5 - Cost Benefit Part 2	10	Oct. 31
8	*Problem Set 6 - Risk Assessment	10	Nov. 5
9	Solution Analysis Draft	20	Nov. 14
10	Presentation - Final Policy Research Project	10	Dec. 10
11	Paper - Final Policy Research Project	40	Dec. 12
12	Attendance	15	
13	Quizzes	TBD	
	TOTAL	**185**	

******Problem Sets are due by 6:00 p.m. on the specified day and are to be submitted digitally through the assignments in BB.*

Course Policies:

COMPUTERS AND HANDHELD ELECTRONIC DEVICES

The use of electronic devices (e.g., laptop computers, smart phones, dumb phones, etc.) for purposes other than the topic being discussed in class is a barrier to learning to the user and fellow students and is highly distracting and disrespectful to me. Therefore, the laptop/handheld electronic use policy for this is class is as follows:

1. Use of laptops is permitted **only** in the first row of the classroom.
2. Emailing, video watching, or other non-authorized use/communication during class time is prohibited.(If you really feel the need to text, go out into the hallway.)
3. Use of handheld electronic devices is prohibited at all times.
4. Texting, tweeting, or any other personal communication with such devices during class time is strictly prohibited.
5. Exceptions to the above due to a disability must be arranged through the Office of Support for Students with Disabilities.
6. A student in violation of any of these policies will be given a warning. The second violation is grounds for ejection of the class period.

ATTENDANCE AND PARTICIPATION

Attendance and participation count for a significant portion of your grade because if you are not in class you cannot adequately learn the material. I reserve the right to employ additional quizzes on the readings as part of this grade if I feel it is necessary (i.e., I will use quizzes on the readings if it is apparent you are not completing the reading as determined by your participation).

ACADEMIC HONESTY

Academic integrity is taken very seriously in this course. Instances of Academic Integrity will be dealt in accordance with USM's Academic Integrity Code. When in doubt, ask me or for more information (http://usm.maine.edu/ocs/Academic%20Integrity%20-%20Students.htm).Types of academic integrity violations include, but are not limited to cheating, plagiarism, and fabrication:

<u>Cheating</u> = Using unauthorized notes, study aids, or information on your work or exams.

<u>Plagiarism</u> = Submitting material that in part or whole is not entirely your own work without proper attribution. For example, copying information from textbooks or the

Internet in your papers without proper referencing. This also includes attempting to submit another person's data/results as your own regardless of whether you have their permission.

Fabrication = Falsifying or inventing any information, data, or citation.

GRADING

You will be graded based on your performance throughout the course. Not only are you expected to come to class, you are expected to contribute to discussions; it is your responsibility to yourself, to your fellow classmates, and to me. If you miss class, obtain the notes from a classmate and keep up on the readings. If you become confused about lecture or reading material (or intrigued) stop by during my office hours, make an appointment, call, or email me.

MISSED CLASSES AND LATE ASSIGNMENTS

There are no make-up quizzes or exams unless the need for one is discussed prior to the scheduled exam time and even then, it is at my discretion. Late assignments are not accepted unless it is arranged in advance or it is necessary due to a documented emergency. Acceptance of a late assignment, which is at my discretion, will be penalized 10% for each day late. Assignments are due at the start of the class period unless otherwise noted. Remember that if you miss a class in which there is a quiz or an in-class assignment, your grade will be affected twice (attendance and quiz/assignment scores). Thus, it is imperative to contact me with problems before they arise. I have voice mail and email so I can be contacted day or night (note: both voice mail and email time and date your message.) If you start to feel like you are falling behind or are having difficulty, see me immediately.

THE AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act of 1992 is a federal law mandating the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations, please make an appointment to see me as soon as possible. Only students who are registered with the Office of Academic Support for Students with Disabilities (237 Luther Bonney, 780-4706) are eligible for accommodation. Students experience difficulty in courses for a variety of reasons. For problems in writing skills and time management, make an appointment to see a student tutor at the Academic Support Center, 242 Luther Bonney (780-4470). Help is also available through the Counseling Center, 106 Payson Smith (780-4050). In addition, the Learning Centers in Portland, 253 Luther Bonney Hall (780-4228) and Gorham, Costello Sports Complex (228-8224) offer a series of academic workshops.