

**PLS 543**  
**Environmental Policy Analysis**  
**Fall 2007**

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Office Hours: T 2:45 - 5:00 & by appointment

<http://people.uncw.edu/imperialm/>

Classroom: LH 110

Class times: M 6:30 – 9:15

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### **Course Objectives**

This course is designed to provide you with a general understanding of the theories and concepts surrounding environmental policy analysis in the United States. Accordingly, emphasis is placed on applying theories and concepts of public policy analysis and public administration to environmental problems. Specifically, the course objectives are to:

- Help you to better understand how science and human values influence the development and implementation of environmental policies;
- Develop your appreciation of the complexity of issues, problems and challenges associated with analyzing environmental policies and programs;
- Develop your appreciation of the complexity of environmental issues, enhance your ability to analyze environmental problems, find creative solutions, and implement policies and programs effectively; and
- Learn how to communicate the results of your analysis to managers, decisionmakers, and the general public.

These objectives will be met by exposing you to a variety of theories and concepts in the readings, class discussion, videos, and occasional guest speakers. The course will develop your critical thinking abilities by analyzing case studies and controversial environmental issues. Your oral communication skills will be enhanced through class presentations. Writing assignments will be used to improve your ability to communicate your ideas and arguments in written form.

### **Readings**

The following books are required for this course and can be purchased at local bookstores or through vendors on the Internet:

- Layzer, Judith A. 2005. *The Environmental Case: Translating Values into Policy*. Second Edition. Washington, DC: Congressional Quarterly Press. ISBN 1-56802-898-9 (Required)
- Rosenbaum, Walter A. 2005. *Environmental Politics and Policy*. Sixth Edition. Washington, DC: Congressional Quarterly Press. ISBN 1-56802-878-4 (Recommended)

Additional required and recommended readings have been placed on reserve in the library or have links on the class web site. Copies of the lecture notes and overheads used in class can also be found on the class web site.

### **Expectations & Approach**

This is not a lecture-dominated class where the instructor speaks and the students passively listen. This is a seminar class where students take an active part in their learning through class discussions, group work, and case analysis. Course readings are supplemented with videos, occasional guest speakers, and other information available on the class web site. Part of your learning will be cognitive or factual in nature. However, much of what you learn in this course will involve developing your analytical skills, enhancing your self-awareness of the organizations in which

you work, and sharing your professional experiences with others in the class. I encourage you to prepare yourself for, and be open to, the variety of ways that you can learn from this course.

Another important part of your learning involves the analysis of case studies and controversial environmental issues. Case studies are compilations of problem situations actually faced by public managers. A case places you into a real world situation and forces you to sort through and analyze various issues or courses of action. I encourage you to discuss the cases and debate the issues with others prior to class.

### **Course Requirements**

Your grade in this class will be based on your ability to understand and apply the theories, concepts, and techniques discussed in the course readings. More specifically, your grade will depend on your performance on the following course requirements:

#### ***Class Participation***

Students are expected to complete the assigned readings and come to class prepared to discuss all readings, handouts, and assignments that are due. To ensure that students are prepared to discuss the readings, I will randomly ask students to summarize a reading, describe a theory, or discuss a case. Each student should also be prepared to share with the class questions that the readings raised and be able to identify the most significant point or contribution that the author makes to the practice of public administration.

While attendance will not be taken on a regular basis, poor classroom attendance may result in a failing participation grade since you cannot participate if you are not in class. Therefore, you should notify the instructor when you are unable to attend class. If you should miss a session when a video is shown, it may be possible to make arrangements to view the film privately at the library or to borrow the video. In certain circumstances it may also be possible to make-up other in-class activities with a written assignment if frequent absences have become a problem. Your participation grade will also be lowered due to the frequent inability to respond to the instructor's questions, poor class preparation, lack of enthusiastic participation in class exercises, or the failure to treat others in the classroom with respect (e.g., talking while others are talking, ridiculing other students, etc.). Simply put, in order to receive an "A" in this class you must be a civil, active contributor to class and not merely score well on exams and assignments.

#### ***Issue Memos***

One of the ways we will examine and apply the concepts discussed in the readings is by analyzing a series of environmental issues. Each issue involves a series of readings providing arguments for and against a particular policy question. The websites for each issue also contain additional hyperlinks to handouts and other websites and you are encouraged to do independent research to answer the question posed in the assignment. Class discussion of the issues will be supplemented with debates, group exercises, and video clips.

You are required to prepare a memo that provides your response to the issue. I will take your best least **6 of 8** grades. You are encouraged to prepare the additional memo to improve your class grade. When writing your memos, you are encouraged to develop your own arguments based on the readings and class discussions. They should be argumentative in nature and you should use facts from the readings/class discussion/videos to support your arguments. Your memos will also be graded on their technical merits (e.g., spelling, grammar, punctuation, etc.). A sample memo is provided, however, any standard single-spaced, 12 pt. font, 1 inch margin memo format is acceptable (Most word processor software has templates). Your memos are limited to 2 single-spaced pages. See the websites for each issue for further directions.

#### ***Paper/Project***

You are required to prepare a research paper on a topic of your choosing. Since you will obviously spend a lot of time on this assignment I encourage you to choose an issue of interest to you. The only requirement is that it should address some sort of environmental policy or management issue. In certain cases a project may be accepted in place of a paper if it adds to your professional development. You will be required to submit a short paper/project proposal

early in the semester when indicated on the course schedule. Your paper proposal must include a 1 - 2 page abstract that clearly indicates the environmental problem and research questions you will examine. It should also include a proposed outline of the paper. It must also include a list of 10 references (in addition to websites) to government reports, books, or journal articles that will constitute the core bibliography of your research paper.

I have high expectations for your paper. There is no set length requirement but I expect most of the papers will be at least 20 or more double-spaced pages. They should be well written, be professional in appearance, and be properly referenced in any acceptable style. All papers must be professional in appearance and include a title page, abstract, use headings/subheadings, have page numbers, and include a bibliography of references consulted. In terms of content, there is some flexibility but all *research* papers involve researching a topic and must clearly specify a research question and use data to answer the question. The term data should be broadly construed. See the assignment web page for more detail on the requirements for this assignment.

We will have our own mini-conference near the end of the semester where you will present your paper or someone else's paper depending on the format of the conference. I expect your presentations to be professional and to use appropriate audiovisual aids (e.g., power point). You will have 10 to 12 minutes for your presentation.

Your final paper will be evaluated based on your analysis, the organization of your ideas, the strength and substance of your arguments, your ability to properly apply the concepts discussed in class, and the quality of your writing (e.g., spelling, grammar, punctuation, etc.). The assignment web page includes evaluation forms that illustrate the areas where the presentation and paper will be evaluated

***Exam***

There will be one take home exam that requires you to apply the theories and concepts discussed during the semester. The exam will be posted on the website approximately one week before it is due.

**Grading**

All written work will be evaluated based on your analysis of the readings and cases, the organization of your ideas, the strength and substance of your arguments, your ability to properly apply the concepts discussed in class, and the quality of your writing (e.g., spelling, grammar, punctuation, etc.). Failure to complete an assignment or failing to follow directions will result in a 0 for the assignment. The final course grade will be calculated based upon the following weights:

Class Participation (20%)	20% (200 Points)
Issue Memos (best 6 of 8 @ 5% each)	30% (300 Points)
Paper/Project (30%)	25% (250 points)
Exam (25%)	25% (250 points)

Course grades will be calculated based on the following: A (920 – 1000), A- (900 – 919), B+ (880 – 899), B (820 – 879), B- (800 – 819), C+ (780 – 799), C (720 – 779), C- (700 – 719), D+ (680 – 699), D (620 – 679), D- (600 – 619), and F (0 – 599). There is no rounding up or down.

Be advised that I have a zero tolerance policy for cheating. Anyone caught cheating will receive a failing grade for the course.

**Late Assignments/Incompletes**

Tentative due dates for course assignments are listed on the attached course schedule and are subject to change based on class progress and student preferences. You should check the course schedule and announcements pages on the course web site periodically for changes in due dates. Students may bring forward requests for changing the dates of major assignments for class approval with a minimum of one-week advance notice to the class.

Unless I have agreed in advance, all assignments are due at the end of the class period they are due. Informing the instructor of your intention to be absent does not waive your obligation to submit the work that is due. Late assignments lose one full letter grade per class they are late. An incomplete will only be granted when there are serious extenuating circumstances that occur after the withdrawal period.