Environmental Planning, Policy and Politics 094
Spring 2018
Tufts University

Class Time: Thursday 6:00 PM - 9:00 PM         Class Location: Lane Hall, Room 100A
Lecturer: Steve Long   Email: Stephen.Long@tufts.edu       Phone (617) 312-5932
Office Hours: After each class and by appointment up to one hour before class
Teaching Assistant: Val Weiner  Email: valerie1weiner@gmail.com

Course Description:

This course will immerse students in environmental policy history, governance and dynamics on the local, state, national and global levels. Students will gain an understanding of the social and political origins of policy along with current trends and future directions. We will focus on the environmental policy process: agenda setting, formulation, implementation, evaluation and policy change. The class will highlight the dynamic roles and relationships among policymakers, advocates and stakeholders. Students will gain an understanding of the suite of policies and strategies that help determine environmental outcomes.

The class will provide a practical approach to help develop policy skills and knowledge. Class exercises and activities will provide hands-on experiences. Guest speakers will provide “real world” examples of how they manage environmental policy challenges and opportunities. Readings will provide a launching point for active dialog and lines of inquiry. Writing assignments with synthesize the environmental policy history and current challenges and approaches to solutions. Finally, students will come away with a “Tool Kit” to help them apply strategies and tactics to environmental policy solutions.

Course Goals and Objectives:

The primary goal of this course is for students to develop understanding of the environmental policy history, context, process and dynamics. A second goal is to provide students with practical tools engage in environmental policy, develop solutions and produce outcomes.

By the end of this course students will be able to:

• Understand the history and foundations of environmental policies
• Learn about the roles and dynamics among governmental institutions and stakeholders
• Appreciate the nexus between science, society and policy
• Develop skills necessary to effectively engage in environmental policy
Typical Class Format
Most classes will follow a format designed to foster dynamic and active discussions and learning experiences.

- **Arrival and Written Reflection:** Students will have a brief time to do a written reflection on the readings assigned for the class. Questions will be provided in advance. Notebooks will be provided by the instructor. Notebooks will be collected at the end of each class. The instructor and teaching assistant will read and grade the reflections between classes. Notebooks will be returned at the start of each class.

- **Group Discussion of Current Events:** We will discuss as a large group current events based suggestions by students who provide multiple sources of news media.

- **Small Group Discussion of Readings and the Current Event:** Students will hold small group discussions on readings. Students should identify themes from the readings related to current events.

- **Group Discussion of Readings and the Current Event:** A larger group dialog to debrief on the reading and themes will be either facilitated by the instructor or rotated among small groups for the **Commentary assignment** (see syllabus schedule).

- **Lecture:** The instructor will provide case studies and background to complement the readings.

- **Guest Speakers and/or Videos** will provide “real world” example of environmental policy

- **Break and snack**

- **Debrief on speaker/video**

- **Simulation/Exercise/Role Play:** In many classes students will participate in experiential learning.

- **Debrief:**
  - Plus/Delta: What worked well and could be improved about each class
  - Top Takeaways: each class will generate a list of the top takeaways. We will compile the takeaways into a “guidance document” for future use.

Course Requirements:
This course does not have prerequisites.

Readings: Students must read all assigned materials before the class for which they are listed. Coming to each class prepared to discuss the assigned readings is essential to success in this course. Readings include required (read all of it), skim (get a sense of the concepts) and optional (your choice). Reading include:


- Other Readings are either found on Trunk OR on the Internet (URLs provided in the Syllabus)
Articles from journals, professional publications and popular press
Primary sources of environmental policies, such as laws, regulations and reports

Assignments:

**In-Class Written Reflection**: Many class meetings will begin with a *5-minute in-class writing exercise and small group discussion of the results*. These exercises will count toward the class attendance and participation grade and will be collected at the end of each class. The writing exercises are intended to provide ongoing feedback on course progress for students as well as encourage completion of readings and attendance. The instructor will provide each student with their own notebook for this assignment.

**Commentary: Readings and Current Events**: This writing assignment involves individual and group approaches. The assignment will be rotated among groups of students and each student will participate in one group assignment. Each student in the group will write a critical essay, 3 pages double-spaced, selecting and connecting a topic from the readings for the day to an environmental news article and/or one of the supplementary readings posted to Trunk. This is not intended to be a summary of the readings instead you are encouraged in the paper to offer comments, raise questions, suggest further lines of inquiry or relate the topic to your own research or experiences. All of the commentators for that day will get together in advance and prepare a coordinated set of questions, one question per commentator for that day to raise to inspire class discussion based on the readings and connections to current news events. In class each commentator will present their topic and then each commentator will take turns asking their questions off the class in a pre-arranged order.

**Local Government Issue Paper**: Each student will be required to write and submit a 3-5 page double-spaced written analysis of a local environmental policy issue or program. The paper should highlight municipal efforts to address or manage the issue including resources devoted, department responsible, and any associated state or federal regulatory requirements, and an evaluation of the program’s effectiveness.

**Final Policy Paper**: Each student will select an environmental issue and associated public policies and write a 12-15 page paper (not including references and appendices). Describe a major national environmental law within the public policy framework. Synthesize and reflect on major lessons learned from class discussion, presentations and text that you can relate to the law and its outcomes.

**Quizzes**

**Quiz One** Each student shall choose a non-governmental organization (NGO), association (business, trade or professional) and provide written analysis evaluating the organization’s mission, resources, and techniques used to advance an environmental cause. I will only answer questions on the quiz up until the class before the quiz and not the day of the quiz.

I reserve the right to add quizzes if students are not keeping up with readings.
Percentage of Final Grade

- Class Participation 10
- Written Reflections 15
- Commentary 20
- Local Government Issue Paper 20
- Final Policy Paper 35

Student Conduct

Sensitivity:
Developing solutions to today’s environmental challenges requires everyone to try to be persuasive, polite and persistent. This class will address sensitive and at times charged topics. We aim to create a welcoming environment for all. Students are encouraged to use their best communication skills. We will all practice mindfulness, patience and respectful listening.

Absence Policy:
If you are unable to attend class due to illness or family emergency, please email me at your earliest convenience to let me know. To receive credit for a class missed due to illness or emergency, please email your five-minute writing exercise on the readings assigned for that class. A doctor’s note will not be required as proof of illness, instead please be courteous to your classmates and do not come to class if you are not feeling well.

Promptness:
Class will begin promptly at the assigned start time— students are requested to be in the classroom ready to begin at that time. Chronic lateness without explanation will lead to points being deducted from a student’s attendance and participation grade. Also, not all classes may be held in the classroom, students who are late run the risk of the class departing for an alternative location without them.

Smart-phone and laptop policy:
Students are asked to refrain from cell-phone, smart-phone and laptop use while class is in session. Exceptions may be made at the instructor’s discretion for family emergencies, accommodations and other circumstances with prior approval.

Rewriting Short Papers:
As revising and improving written work is key to success in writing you are encouraged to revise and resubmit your short papers if you want to try for a higher grade. I reserve the right to lower as well as raise grades for resubmissions so please be certain your work is substantially improved including changes to most paragraphs before resubmitting.

Tufts Academic Honor Statement: “Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts’ Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask me for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected
cases of academic integrity violations to the Dean of Student Affairs Office” (Tufts 2016).

Professor is very cranky about plagiarism and is not afraid to involve the Judicial Affairs Administrator.

TurnItIn Statement: “As part of this course, I reserve the right to choose to utilize TurnItIn in the Trunk learning management system to help determine the originality of your work. TurnItIn is an automated system which instructors can use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. When papers are submitted to TurnItIn, the service will retain a copy of the submitted work in the TurnItIn database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. For more information, see Turnitin.com or review Tufts’ Academic Integrity policies” (Tufts 2016).

Accommodations Statement: Section 504 of the American with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. “If you have a disability that requires reasonable accommodations, please contact the Tufts University Student Accessibility Services office at Accessibility@tufts.edu or 617-627-4539 to make an appointment with an SAS representative to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision” (Tufts 2016). Students with documented learning disabilities are also encouraged to meet with your professors during the first few weeks of classes to discuss any necessary modifications and preferred learning strategies. Please come to my office hours or stop by at your convenience.

Course Outline

   • Activity: Student Profiles and Personality Testing

1/25: History and Major Laws/Stakeholders and Advocacy
   • Readings: Vig/Kraft: Ch 1 Transition and Ch 3 Advocacy in Trump Era
   • In Class Video: Selections from American Experience: “Earth Days”
   • Activity: Stakeholder Perspectives

2/1: Leadership, Power and Representation: Executive and Legislative Branches
   • Readings:
     o Vig/Kraft: Ch 4 Presidential Powers and Ch 5 Congress
     o President:
       ▪ New York Times tracker of Trump Administration environmental policy
     o Congress:
       ▪ New Yorker: The Empty Chamber: Just How Broken is the Senate
       ▪ Atlantic: How to Turn Republicans and Democrats into Americans
  o Activity: Law Matching; Legislative Process

2/8: Conflict in Water Pollution Control: Judicial Branch and State/Federal Powers
• **Assignment One: Organizational Profile**
• **Readings:**
  o Vig/Kraft: Ch 2 State Roles and Ch 6 Courts
  o Political Profile of Massachusetts (from the Almanac of American Politics): [https://ballotpedia.org/Massachusetts_state_profile_2018](https://ballotpedia.org/Massachusetts_state_profile_2018)
  o Background/Not Required:
    ▪ CRS American National Government: An Overview (Trunk)
• Guest: Margaret VanDeusen, Deputy Director and General Counsel, Charles River Watershed Association
• Video: Frontline: Poisoned Waters

2/15: Nexus Between Science and Policy: Regulating Water Resources
• **Group One Assignment: Lead Discussion**
• **Readings:**
  o Vig/Kraft: Ch 7 The Environmental Protection Agency
  o Water Policy Ripple Effect (Trunk)
  o Skim: MA Water Conservation Standards
• Guest: Martin Suuberg, Commissioner, Massachusetts Department of Environmental Protection
• Activity: Permitting for water withdrawals

2/22: NO CLASS Make-up date from Monday classes

3/1: Climate Change: Reducing Emissions (incentives and conflicts)
• **Group Two Assignment: Lead Discussion**
• **Readings:**
  o Vig/Kraft: Ch 8 Energy Policy
  o CECP Update (Massachusetts Clean Energy and Climate Plan) (Trunk)
  o E&E: “A Bunch of House Republicans…” (Trunk)
• Guest: Joanne Bissetta, Director, MA Green Communities Program
• Activity: Position Statement on Balancing Development and Impacts Renewables

March 8: Climate Change: Adaptation and Resiliency
• **Group 3 Assignment: Lead Discussion**
• **Readings:**
  o EEA Climate Change Adaptation Report (Trunk)
  o Executive Order: Climate Change Strategy (Trunk)
• Climate Change 2007: Lifting the Taboo on Adaptation (Trunk)
  • Guest: Katie Theoharides, Assistant Secretary for Climate Change, Massachusetts Executive Office of Energy and Environmental Affairs
  • Activity: Program Design for Municipal Vulnerability Preparedness Program

March 15: Natural Resources: Tensions and Solutions between Nature and People
• Assignment 2 Due: Local Policy Paper
• Readings:
  o Vig/Kraft: Ch 10 Market Principles;
  o Article: McCauley: “Selling Out…” (Trunk)
  o Read: Benefits MA ROI Summary (Trunk)
    ▪ Skim-Read: Benefits MA ROI Report (The Return on Investment in Parks and Open Space in Massachusetts) (Trunk)
• Video: Earth A New Wild: Plains
• Activity: Twitter Debate

March 22: Spring Recess: No Class

March 29: Business and Government/Cannabis Law -- How Green is Pot?
• Group 4 Assignment: Lead Discussion
• Readings:
  o Vig/Kraft Ch 11 Sustainable Production
  o Marijuana and the Environment: High Time for Conservation: Adding the Environment to the Debate on Marijuana Liberalization
  o Skim-Read:
    ▪ MA Marijuana Law (Trunk)
    ▪ Summary of Marijuana Draft Regulations (Trunk)
• Activity: Best Management Practices reducing energy/water impacts of Growing Pot

April 5: Sustainable Development: Oxymoron or Solutions?
• Group 5 Assignment: Lead Discussion
• Readings:
  o Read: Changes to the Land Executive Summary and Policy Addendum (Trunk)
    ▪ Skim-Read: Changes to the Land Final Report (Trunk)
  o Housing Choice Initiative: https://www.mass.gov/orgs/housing-choice-initiative
• Activity: Drafting Legislative Testimony

April 12: Cities: Salvation or Crisis?
• Group 6 Assignment: Lead Discussion
• Readings:
  o Vig/Kraft Ch 12 Cities
  o Washington Post “America’s Forgotten Towns… (Trunk)
  o New Yorker: “In the Air Discontent Grows in China’s Most Polluted Cities” (Trunk)
• Activity: TBD

April 19: Global: Climate Change and Population
• Readings:
  o Vig/Kraft: Ch 13 Climate Change and Ch 14 Population
  o Video: Merchants of Doubt

April 26: Conclusion
• Reading: Vig/Kraft Ch 15 Conclusion
• Activity: Compile and Rank the Top Lessons Learned