Course Description:

This course will immerse students in environmental planning, policy and politics. We will cover history, governance and dynamics of policy on multiple scales -- local, state, national and international. Students will gain an understanding of the social and political origins of policy along with and current trends and future directions. We will focus on the environmental policy process, highlighting the dynamic roles and relationships among policymakers, advocates and stakeholders. We will also learn about the suite of policies and strategies that help determine environmental outcomes.

The class will provide a practical approach to help students develop policy skills and knowledge. Class exercises and activities will provide hands-on experiences with policy development and implementation. Guest speakers will provide “real world” examples of how they manage environmental policy challenges and opportunities. Class discussions, in small groups and plenary, will require authentic conversations to share experiences and explore solutions. Readings will provide a launching point to draw upon current events 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 foster environmental policy solutions.

The instructor has 35 years of professional experience in the field of environmental planning, policy and politics. He draws content for the course from his experiences working for a global conservation organization, a state environmental agency and the state legislature. He also has worked on a broad of issues ranging from hazardous and solid waste, to land and water protection to climate change. He provides reflections on his experience to provide meaningful context and real-life stories on historical, contemporary emerging trends.

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.
• **Discussion:** We will use a variety of discussion formats
  • Group Discussion We will debrief and discuss readings.
  • Small Group Discussions: Students will hold small group discussions.
  • Student-Led Discussions: Students will be divided into small groups which will take turns leading class discussion.
• **Guest Speakers and/or Videos** will provide “real world” example of environmental policy and problem solving.
• **Break and snack:** We will take turns providing snack.
• **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 “Tool Kit” 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). Although I prefer not to, I reserve the right to add quizzes if the written reflections indicate that students are not keeping up with readings.

Reading include:
• Two texts provide the foundation for the course:
• Other Readings as noted include:
  o Articles from journals, professional publications and popular press
  o Primary sources of environmental policies, such as laws, regulations and reports
Assignments:

**In-Class Written Reflection**: Class meetings will begin with a **15-minute in-class writing exercise**. 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 reflection is in place of a quiz. 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.

**Class Presentation and Written Commentary**: Students will be divided into small groups. Each small group will have a turn at doing a panel presentation to the class and facilitating class discussion. Each student in the group will identify an outside news article or reading that relates to the topic of the assigned class reading. In advance of class, each group will meet and determine coordinated coverage of the readings and how the outside readings tie to the theme of the class. More importantly, the team will prepare discussion questions and facilitate a class discussion. Each student in the group will prepare a written commentary, 3 pages double-spaced. The commentary will demonstrate an understanding of concepts in the readings by synthesizing the class assigned readings and outside readings. Commentators are encouraged to raise questions, challenge assumptions, suggest further lines of inquiry, and relate the topic to your own research or experiences.

**Non-Governmental Organization Profile Paper**: Each student will be required to write and submit a 3-5 page double-spaced written description of a non-governmental organization (business, trade or professional) and provide written description the organization’s mission, resources, and techniques used to advance an environmental cause.

**Final Policy Paper**: Each student will select an environmental issue and associated public policies and write a 12-15 page double-spaced written 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.

**Percentage of Final Grade**

- Class Participation 10%
- Written Reflections 10%
- Presentation/Commentary Paper 20%
- NGO Profile paper 20%
- Final Policy Paper 35%
Student Conduct

Sensitivity:
Developing solutions to today’s environmental challenges requires everyone to be conscious of their language, tone and content. 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. We will develop a shared agreement of ground rules for engagement during the first class.

Absence Policy:
If you are unable to attend class due to illness or family emergency, please email or text me and the teaching assistant at your earliest convenience. To receive credit for a class missed due to illness or emergency, please email your writing reflection 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. Since we only meet once a week, please make all efforts to attend class. If you miss a class please let me know at least 48 hours in advance, and I am happy to meet in advance of the subsequent class and review the previous class content.

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 (see below on 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. There is not an option to rewrite the final longer paper.

Late Assignments: Students are expected to turn in assignments at the designated date and time.
Please note that late assignments will not be accepted unless a prior arrangement has been made at least 24 hours in advance of the due date. Reasonable excuses include a family emergency, illness or other circumstances beyond your control. Late assignments without an excuse will be penalized one-half grade per half day (up to 12 hours after time due) and a full grade for a full day (between 12 and 24 hours after time due). Please be responsible and don’t expect the instructor or TA to remind you of getting late assignments in on time.
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 an 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.

Course Outline

1/17: Introduction
• Readings: None
• Activities: Student Profiles, Small Groups, and Classroom Civility Code

1/24: Context: Policy Process, History and Foundational Laws
• Readings:
  o Vig/Kraft Ch 1 U.S. Environmental Policy: Achievements and New Directions
  o Layzer Ch 1 A Policymaking Framework…
  o Foundational Environmental Laws (Canvas)
• In Class Video: Selections from American Experience: “Earth Days”
• Activity: Law Matching

1/31: The Chief Executive and Executive Branch
• Readings:
  o Vig/Kraft: Ch 4 Presidential Powers and Environmental Policy
Layzer: Ch 2 The Nation Tackles Air and Water Pollution
- CRS American National Government (Canvas)

- GROUP ONE LEADS DISCUSSION AND COMMENTARY PAPERS DUE
- Activity: Air Quality Challenge

2/7: Representation: Legislative Perspectives
- Readings:
  - Vig/Kraft: Ch 5 Congress
  - E&E: “A Bunch of House Republicans…” (Canvas)
  - Boston Globe “What the 1974 midterms can Teach us about 2018 (Canvas)
  - Memo: The Language of Conservation (Canvas)
- GROUP TWO LEADS DISCUSSION AND COMMENTARY PAPERS DUE
- Activity: Lobbying

2/14: Non-Governmental Organizations: Advocacy and Partners
- Readings:
  - Vig/Kraft: Ch 3 Advocacy in the Trump Era
  - Layzer: Ch 4 Ecosystem Based Management
  - “How to Convince Someone When the facts Fail” Scientific American (Canvas)
- GROUP THREE LEADS DISCUSSION AND COMMENTARY PAPERS DUE
- Guest: Julia Blatt, Executive Director, Massachusetts Rivers Alliance
- Activity: Matching your profile to an NGO

2/21: NO CLASS -- Make-up date for Monday classes

2/28: Science and Policy: Regulating Water Resources
- Readings:
  - Vig/Kraft:
    - Ch 2 Racing to the Top, the Bottom or Middle of the Pack
    - Ch 7 The Environmental Protection Agency
  - MA Water Conservation Standards (Canvas)
- GROUP FOUR LEADS DISCUSSION AND COMMENTARY PAPERS DUE
- Guest: Martin Suuberg, Commissioner, Massachusetts Department of Environmental Protection
- Activity: Permitting for water withdrawals

3/7: Climate Change: Reducing Emissions (Avoiding the Unmanageable)
- ASSIGNMENT ONE DUE: Non-Profit Group Profile
- Readings:
  - Vig/Kraft: Ch 8 Energy Policy
  - Layzer Ch 13 Cape Wind
  - CECP Update (Massachusetts Clean Energy and Climate Plan) (Canvas)
- GROUP FIVE LEADS DISCUSSION AND COMMENTARY PAPERS DUE
- Guest: Joanne Bissetta, Deputy Director, Massachusetts Green Communities Program
Activity: Balancing Renewables Development and Their Impacts

3/14: Climate Change: Adaptation and Resiliency (Managing the Unavoidable)
- Readings:
  - Layzer Ch 16: Hurricane Katrina Hit New Orleans
  - Executive Order: Climate Change Strategy (Canvas)
  - Climate Change 2007: Lifting the Taboo on Adaptation (Canvas)
  - Executive Summary: State Hazard Mitigation and Climate Change Adaptation Plan (Canvas)
- Guest: Sarah White, State Hazard Mitigation Officer, MA Emergency Management Agency
- Activity: Program Design for Municipal Vulnerability Preparedness Program

3/21: Spring Recess: No Class

3/28: Natural Resources: Tensions and Solutions between Nature and People
- Readings:
  - Layzer Ch 8 Jobs Versus the Environment…
  - Article: McCauley: “Selling Out…” (Canvas)
  - Return on Investment Summary (Canvas)
  - Changes to the Land Executive Summary and Policy Addendum (Canvas)
- GROUP SIX LEADS DISCUSSION AND COMMENTARY PAPERS DUE
- Activity: Debate Nature versus People

4/4 Cities: Salvation or Crisis?
- Readings:
  - Vig/Kraft Ch 12 Taking Sustainable Cities Seriously
  - Washington Post “America’s Forgotten Towns… (Canvas)
  - Skim Read: STAR Community Rating System (Canvas)
- GROUP SEVEN LEADS DISCUSSION AND COMMENTARY PAPERS DUE
- Activity: Policy development for sustainable cities

4/11: Sustainable Production: Commercial-Scale Cannabis
- Readings:
  - Vig/Kraft Ch 11 Toward Sustainable Production
  - “Marijuana and the Environment: High Time for Conservation: Adding the Environment to the Debate on Marijuana Liberalization” (BioScience • August 2015 / Vol. 65 No. 8) (Canvas)
- GROUP EIGHT LEADS DISCUSSION AND COMMENTARY PAPERS DUE
- Activity: Best Management Practices reducing energy/water impacts of Growing Pot
4/18: International Governance Climate Change
• Readings:
  o Vig/Kraft Ch 13 Global Climate Change Governance: Where to Go After Paris?
  o Layzer Ch 12 Climate Change: The Challenges of International Environmental Policymaking
• GROUP NINE LEADS DISCUSSION AND COMMENTARY PAPERS DUE

4/25: Wrap-Up and Lessons Learned
• Readings:
  o Vig/Kraft Ch 15 Conclusion
  o Layzer: Ch 17 Conclusion
• GROUP TEN LEADS DISCUSSION AND COMMENTARY PAPERS DUE
• Activity:
  o Review Class Tool Kit

5/2: FIELD TRIP
• Activity: Field Trip to Cambridge stormwater wetland
• Meet at student center and take shuttle to Red Line (David Square to Alewife)