

San Francisco State University
Fall 2016

PA/GEOG 776
Environmental Policy
Thursdays 6:00 - 8:45 PM
SF State Downtown Campus (835 Market St.), Room 617
(directions, info about DTC at <http://www.sfsu.edu/~downtown/>)

“Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing.”

- Arundhati Roy, author of *The God of Small Things*

“Among the environmental trends undermining our future are shrinking forests, expanding deserts, falling water tables, collapsing fisheries, disappearing species, and rising temperatures. The temperature increases bring crop-withering heat waves, more-destructive storms, more-intense droughts, and, of course, ice melting. We are crossing natural thresholds that we cannot see and violating deadlines that we do not recognize.”

- Lester Brown, *Plan B 4: Mobilizing to Save Civilization*

“Designing a system for intrinsic responsibility could mean, for example, requiring all towns or companies that emit wastewater into a stream to place their intake pipes downstream from their outflow pipe.”

- Donella H. Meadows, *Thinking in Systems: A Primer*

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Hours: Thursdays, 4-5:50 pm, and by appointment

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Course website on iLearn.sfsu.edu: PA 776 (GEOG 776 has been combined within this site, so that all iLearn materials/administration occurs through PA 776)

Introduction

This course offers an introduction to environmental policy in the United States - a topic that is becoming a mainstream element of the planning and administrative realm, and across all disciplines. It is designed to examine environmental problems as inter-disciplinary, interconnected issues anchored in their fundamental ecological, physical, and natural resource components, but inextricably linked to broader social, political, and economic factors and context. It will introduce you to national policies that have been designed and implemented to address these environmental problems, as well as state and regional/local extensions of these regulations, and/or particular programs developed independently of national policies. Our exploration and discussion of environmental policy will center on the need to adopt inter-disciplinary, multi-stakeholder approaches to effective policy design.

In order to understand this broader context, we will briefly examine the history of environmental policy in the United States, basic governance structures that affect environmental policymaking, key theories underlying policy development, and the structure and components of pre-eminent national policies themselves. We will use case studies of specific policy processes and decisions to compare and contrast how environmental policy design has been more or less effective in various arenas, and why. We will analyze the specific environmental policy programs and tools (national, state, and local) that have been used in these cases, as a way to consider policy alternatives and options for the future. By the end of the course, students will have a broad view of environmental policy and politics in the United States, and will be able to apply this knowledge to practices and programs in the work arena.

Objectives

The purpose of the course is to introduce graduate students to the scope of U.S. environmental policy as well as to select California and local environmental policies, and to provide MPA students in the public policy and environmental administration tracks with a substantive elective. The course may also be beneficial to graduate students in geography, business, and public health, as well as advanced undergraduates in environmental studies and urban studies. The course has been developed with the assumption that the students have no prior academic exposure to U.S. environmental policy.

The specific objectives of the course are:

Course Objectives

- To understand the historic evolution of policy approaches to environmental issues in the U.S.
- To understand basic U.S. governance structures that affect environmental policy development and implementation, as well as key policies themselves.
- To understand policy tools used in environmental problems, and the assumptions and value systems underlying them.
- To explore major public and private sector stakeholders who influence environmental policy, as well as those affected by it.
- To empower public and private sector workers with a broad understanding of major environmental policies in the U.S., and how they affect their organizations.

Student Learning Outcomes

- Demonstrated understanding of the fundamental attributes of major U.S. environmental policies.
- Assessment of the inter-dependent social, economic, and political causes/components of environmental problems.
- Analysis of national, state, or local environmental policy.
- Improvement of skills (e.g. writing, presentation) to better communicate environmental policy goals, and to coordinate environmental policy approaches.

Course Structure and Process (note: *the syllabus is subject to change, depending on the circumstances, needs, and experience level of the class*)

The objectives of the course will be met specifically through readings, student-led discussions, lectures, activities, and assignments. **Assigned readings must be completed prior to the class meetings in which they are listed.** This will facilitate class discussions and activities. Lectures and readings will supplement each other; they are *not* a substitute for each other. Thus, class participation is critical to your success in this course, and will enhance you and your classmates' learning. Specific elements of these procedures are as follows:

Grading

Your **final grade in the class will be based on five types of activities** described below. Details about these will be discussed in class.

1. **Book review, synthesis, and teaching (20%):** Select a book from the proposed course book list (will be distributed in the book review assignment itself), and teach its fundamentals to the class. Prepare an 8-10 page written report of the book reviewed.
2. **Attendance and written professional memo assessing actual environmental policy/prog ram hearing in the Bay Area (15%):** Attend an official, scheduled public hearing, held by a public agency, about a proposed environmental policy or program. Present a hearing summary to the class, highlight key stakeholder viewpoints, and prepare a brief (2-page), written summary (i.e. professional memo) for submission.
3. **Environmental policy brief (25%):** Research, analyze, and prepare a 12-15 page written report on a national, state, or regional environmental policy or program of your choosing. This will include an analysis of the multi-dimensional causes of the environmental problem (i.e. ecological/physical, social, political, economic), a description of how the policy is supposed to alleviate it, a survey and compare/contrast analysis of the major stakeholders involved, your assessment of the policy's effectiveness, and your ideas on how it might be modified or improved (or, alternatively, why you feel it is effective as-is). Students must submit a one-page research proposal at the time of the topic selection. An oral briefing in class, using visual presentation tools and techniques, is also required.
4. **Class participation (20%):** Given the focused nature of the class, and its seminar setting, class participation is both required, and weighted heavily as part of the final grade. You are expected to participate in all class discussions by voicing your opinions and assessments of readings and research, analyzing case studies presented, asking questions, and evaluating your classmates' presentations and arguments.
5. **Written examination (20%):** A take-home examination at the end of the semester will test your comprehension of the major ideas and policy tools presented and discussed in the course.

In general, your grade for each assignment will follow these guidelines:

Grade	Standard
A	Meets all requirements of the assignment in a timely, sound, clear thorough, and professionally presented manner.
B	Meets almost all of the requirements in a timely, sound, clear, thorough, and professionally presented manner; or meets all of the requirements but lacks timeliness, soundness, clarity, thoroughness, or professional presentation
C	Meets some of the requirements in a timely, sound, clear, thorough, and professionally presented manner; or meets all of the requirements but lacks a combination of timeliness, soundness, clarity, thoroughness, or professional presentation.
D, F	Less than the standard for "C". Both of these grades are failing for graduate students.

Texts and Readings

The **required texts** are as follows (all except the V&K text are available as Kindle/digital downloads, as an alternative to hard copies.). Assigned readings from these are listed in the detailed syllabus below, and/or are to be assigned as the course proceeds:

- (Meadows) Meadows, D. H. 2008. *Thinking in Systems: A Primer*. Chelsea Green Publishing.
- (S&T) Salzman, J. & Thompson, B.H. 2013. *Environmental Law and Policy (Concepts and Insights)*. 4th edition. New York: Foundation Press.
- (V&K) Vig, N.J. & Kraft, M.E. (eds.). 2016. *Environmental Policy: New Directions for the Twenty-First Century, 9th Edition*. CQ Press.
- An additional book for your book report (to be assigned/selected from book report list in separate report assignment description). Not all of the books on the reading list are available at the SFSU library, so you should expect to purchase the book you will review.

Other required readings: There will be additional required readings assigned each week, as listed in the detailed weekly syllabus schedule, below. These readings will be available on the course website (iLearn) as PDF files. (*Note: there will be additions/modifications/updates to these readings as the course progresses*).

Book reviews: you are also required to read your classmates' book reviews ahead of the scheduled presentations. They will be posted on the class website before their presentations.

Week-by-Week Schedule

Schedule and Readings will be divided into three main sections/parts:

Part 1: The Historical and Theoretical Context/Underpinnings of Environmental Problems and Policy Development

Part 2: Broad Approaches and Challenges to Environmental Policy Development

Part 3: Policy Solutions (Legislation, Tools, Programs) Across Specific Sectors/Arenas

[Note: "TBA" = "To Be Assigned" - i.e. specific readings/chapters/pages will be assigned as course proceeds)

Week & Date	Readings (complete PRIOR to class)	Topics	To Do (or submit Online)
1 - Aug 30		Introductions; course overview	Assign book reviews (BR) Assign public hearing activity & presentation (PH) Student environmental background/interests
Part 1 : The Historical and Theoretical Context of Environmental Problems and Policy Development			
2 - Sep 6	Assigned book S&T, Chap 1 V&K, Preface and Chap 1 ; Appendix 1 Meadows, pp.ix - 34 Ostrom et al (2007)	Historical development of US environmental policy; thinking in systems versus silos	Systems thinking: problems and case studies (in-class) * E-mail professor with PH date; attend public hearing during week (PH) * Select book for review (BR)
3 - Sep 13	Assigned book S&T, Chap 2 Meadows, Chap 3 Jackson (2009) H&G (1971)	Socio-political-economic-ecological causes of environmental problems; values in shaping policy; key drivers of environmental impacts	Attend public hearing during week (PH)
4 - Sep 20	No class meeting. In lieu of class, students will attend (or will have already attended) public hearing, prepare PH write-up, & book report		Attend public hearing during week (PH); prepare PH write-up Work on BR paper
5 - Sep 27	PH Memo DUE Sep 25! Assigned book V&K 4, 5 Meadows, Chap 5 Rittel & Webber (1973)	"Wicked" problems and multi-stakeholder interests: U.S. governance & structure; governmental players, private interests, non-profit/advocacy, and more	PH write-up due online by NOON Sun, Sep 25 PH presentations (in-class)

Part 2 : Broad Approaches and Challenges to Environmental Policy Development			
6 - Oct 4	V&K 6, 7 (review 4 & 5) Gen (2011) H&G (1971) ??	* Federal roles in environmental policy formulation (continued from Week 5) * Ecology-economics connections (intro)	<i>Assign environmental policy brief (EPB)</i> PH presentations (in-class)
7 - Oct 11	Book Report due Oct 9! Book review (<i>All students read online reports for the week's presentations</i>) Aronson et al (2007) UNEP Ecosystem Report (2005) <i>Others TBA (case studies)</i>	* Ecosystem services and natural capital: melding economy and environment * Case studies & policy implications for valuing natural capital & ecosystem services	* BR - Written book reviews due online by NOON, Sun Oct 9 BR presentations -
8-Oct 18	EPB Topic selection due Mon Oct 17! Book review V&K 11, 12 Meadows 6, 7 Doremus et al (2011) Scarlett (2013)	* Holistic thinking for policy development: opportunities and synergies * Social and political considerations: equity, security, migration	* Selection of EPB topics * <i>Select EPB presentation dates on-line (iLearn site)</i> BR presentations -

Part 3: Policy Solutions (Legislation, Tools, Programs) Across Specific Sectors/Arenas			
9 - Oct 25	EPB proposal due Oct 23! Book review V&K Ch 2 & App. I (review) S&T Ch 3, 12 CEQA Overview (PDF on iLearn)	* Environmental policy tools; federal-state distinctions; NEPA, CEQA, local programs/policies	1-page EPB proposal due by NOON on Sun, Oct 23 BR Presentations -
10 - Nov 1	Book review S&T Ch 4, 7 <i>(Skim/refresh readings from Oct 25)</i> <i>Others TBA</i>	Water: quality and supply	BR presentations - Oral EPB presentations
11 - Nov 8	Book review S&T Ch 5 (review 4) <i>Others TBA</i>	Air quality, transportation	BR presentations - Oral EPB presentations -

12- Nov 15	Book reviews V&K 3, 8 S&T Ch 11	Natural Resources overview; energy sources & policy, climate change	BR presentations - Oral EPB presentations -
13-Nov 22	THANKSGIVING BREAK-NO CLASS MEETING		<i>Work on EPB written brief</i>
14-Nov 29	EPB Brief due Nov 27! Book reviews S&T Ch 10 V&K 13 <i>Others TBA</i>	Natural Resources: policy history & public trust; species (Endangered Species Act); wetlands; Kyoto/Paris & beyond	EPB - Written brief due online by NOON, SUN Nov 27 BR presentation - Oral EPB presentations
15 - Dec 6	Book reviews V&K 9 S&T Ch 8, 9	Toxins, waste, food/land/agriculture	Take-home Exam handed out BR presentations - Oral EPB presentations -
16-Dec 13	V & K 14, 16 Meadows Ch 7 (review) & Appendix, p. 187-195 <i>Others TBA</i>	Emerging/"new"/other arenas (e.g. oceans/fisheries, global concerns); critique of the statutory framework; alternative behavior and approaches	Course evaluation Take home exam due by NOON, Sun Dec 18!
17 - Dec 20	No in-class exam: Take-home written exam due on-line by NOON, Sun Dec 18		

Professor's Policies

Class Attendance, Timeliness, and In-Class Behavior

Absences and/or consistent lateness, early departure, etc., will reduce your grade. Class time will include lectures and various learning activities that build student knowledge. Students are expected to attend all classes, to be on time for class, and to stay for the entire class duration (barring exceptional circumstances cleared with the professor prior to a particular class meeting). In addition, students are expected to focus on the class itself; texting, cell phone usage, and the use of computers for anything but immediate class activities are not permitted.

Submission of Assignments

Written assignments should be submitted on the course website, unless otherwise noted. Assignments turned in after the due dates will be accepted for up to two weeks (with the exception of the final exam), but *severely* marked down. Assignments submitted by the next class meeting after the due dates will be marked down by 10%; for the second week after due date, by 20%. Assignments more than two weeks late will be marked down by 50%, and *no assignments (including the final exam) will be accepted after Sunday, December 18, at noon.*

Plagiarism

University policy explicitly prohibits plagiarism in any form, and plagiarized submissions will receive a failing grade (and will not constitute meeting a given assignment's requirements). SFSU's website describes plagiarism as follows:

"Plagiarism is the use of another's words or ideas without acknowledgement of their source. It occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs or the whole text of another with appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own." ([http://www.sfsu.edu/~oip/flservices/SurvivalGuide/V 2 Plagiarism.html](http://www.sfsu.edu/~oip/flservices/SurvivalGuide/V2%20Plagiarism.html))

Plagiarism can range from very subtle, to blatant - and may often be inadvertent if students are unaware of what exactly constitutes plagiarism. Therefore, it is essential that students understand what is permissible (and not). For a fuller explanation of the many facets of plagiarism, common questions, and how to avoid it, please refer to <http://conduct.sfsu.edu/plagiarism>.

University Policies

All standard university policies apply to this class. Please note, in particular, "Principles of Conduct for a Multicultural University," which can be found at [http://hr.sfsu.edu/Labor Compliance ProfDev/emp relations/hr Directives/P530D](http://hr.sfsu.edu/Labor%20Compliance%20ProfDev/emp%20relations/hr%20Directives/P530D)

Changes to Syllabus

This syllabus is subject to change, depending on the needs, circumstances, and experience level of the class. Please keep up to date with any syllabus modifications.

Professor's Commitment and Obligations

To complement and enhance your best efforts in this class, I commit to giving you my best efforts in building your understanding and skills in environmental policy. This includes the academic and pedagogic structure for learning, accessibility, and constructive feedback.

College of Health and Social Sciences (CHSS) Policies Fall 2016

B. CHSS Policy

Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

Final Exam: According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

[http : //www.sfsu.edu/~acadres/final exams/finalfl6.htm](http://www.sfsu.edu/~acadres/final%20exams/finalfl6.htm)

CHSS Withdrawal Policy: The last day to drop a class is September 14, 2016 until 11:59pm. Starting September 15 - November 22, 2016 you must submit a paper withdrawal petition. Withdrawal from a class starting September 15, 2016 will be considered for *serious and compelling* reasons only and **must have accompanying documentation. The following reasons are **not** considered *serious and compelling*: Changing your major, poor performance, class not required for graduation/major, lacking the pre-requisite, instructor forgot to drop me, not attending class or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, **documentation will be required**, along with a copy of unofficial transcripts. Submit your petition **within a reasonable timeframe (e.g., within 2 weeks of a change in work hours.)** From November 23 - December 14, 2016 you may not withdraw from a class or the University, except only in the case of a **serious** documented illness or verified accident.**

Withdrawals **cannot** be initiated electronically and must be submitted using a paper application. All electronic submissions of withdrawals will be denied automatically by the Associate Dean. **You are only allowed to withdraw from a maximum of 18 units and take a class no more than 2 times at SF State.** Approval from the instructor and/or Chair does not constitute automatic approval from the associate dean so continue attending class until a decision is made. Please refer to the following website for further information on withdrawal policies: <http://chss.sfsu.edu/src>

CR/NC Option: The last day to request CR/NC option is October 19, 2016 until 11:59pm. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes via permission numbers is August 24 - September 14, 2016. It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting September 15, 2016, a Waiver of College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

Check your registration through *SF State Gateway*: Sign up for CR/NC, drop and add classes by the appropriate deadline online through *SF State Gateway*. **ALWAYS** check your registration after making any changes and **BEFORE** deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. **It is ALWAYS the student's responsibility to ensure their schedule is correct, even if the instructor indicates they will drop you.**

This can be viewed on the Registration Calendar at the following website:
<http://www.sfsu.edu/~admisrec/reg/regsched2167.html>

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable

accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu).

Student Disclosures of Sexual Violence: SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/

Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>