

## PUBLIC POLICY: ENVIRONMENT

Pol 314  
Fall 2009

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### SYLLABUS

#### Required Texts

Anderson, James – Public Policy Making, 6<sup>th</sup> edition  
Bullard, Robert – Dumping in Dixie  
Kingdon, John – Agendas, Alternatives, and Public Policies, 2<sup>nd</sup> edition  
Rosenbaum, Walter – Environmental Politics and Policy  
Shafritz, Jay and K. Layne, C. Borick – Classics of Public Policy

#### Scope and coverage

Public policy covers both substantive issues and methods of analysis. This course focuses on current policy issues in the United States relating to the environment, although we will touch briefly on health care as a contrast. We will also investigate how other countries handle similar issues. The material includes both how policies get shaped and why local results often fall short of expectations.

#### Service Learning

This course will have a service-learning component. You will be expected to work as a team with other class members to produce a final project (web site and a paper) which focuses on a specific problem currently being debated on the local level. We will try to base the teams on your interest in specific environmental policies. Our hope is that these projects will benefit local agencies and engage them in a discussion of environmental issues.

#### Assignments and grading

The grading scheme for this course contains both individual and team components.

**Individual Component:** Class Participation and blog entries: 10%

Mid Term: 20%

Take Home Final Exam: 20%

Participation in Team work as evaluated by peers: 10%

Research description and design: 5%

Literature review: 5%

**Team Work:** 30% of your final grade will be based on your team project. All members of a team will receive a common grade here and are expected to participate in all stages.

Paper – first draft: 5%

Final paper: 10%

Web site design and content: 10%

Note that Davidson academic regulations call for a failing grade for anyone who misses more than one fourth of the regularly scheduled class meetings.

### The Honor Code

Because you will be doing some work as part of a team, a special comment is needed about the Honor Code. Work that is done by a team and for which the team receives a grade must be done jointly. We will ask for a separate section on the final paper and individual comments about group participation. However, you should share freely among yourselves as you complete these assignments. Obviously you must do your own work on the midterm and the final.

Use of the writing center or the speaking center is **not** a violation of the honor code. The people who work there have been trained how to help without doing the work for you. Please take advantage of their expertise.

### Matters of Style

In writing papers, you are expected to follow all rules of standard English and to produce a product of which a literate college graduate would be proud. Buy a dictionary and use it. By all means, make use of Spell Check. Papers should be typed, have a cover sheet, and be held together firmly with some marvel of modern technology. For further suggestions, see the style sheet on Blackboard. Be warned that we will take issues of grammar and punctuation seriously in grading papers.

If you are having trouble with writing, make an appointment with the Writing Center. Allow time for them to help you and you to help yourself. We will be happy to look at opening paragraphs or outlines or to make general suggestions about how to approach a topic. The earlier you start, the better chance you have of doing well.

Please also take advantage of the Speaking Center. You should go as a team so that you can practice the presentation you will make to the class.

### Office Hours

Padhy – Chambers 2009, ext. 2280

M+W: 2:30-3:30      T+Th 9:30-11:00

Thornberry – Chambers 2027, ext. 2282

M+W: 10-11:30, T + Th: 2:00-2:30

Goals for the course:

1. Understand how policy is made and implemented – or not.
2. Learn about the roles and capabilities of various levels of government and how institutions shape policy choices.
3. See how U. S. policy differs from policies of other countries.
4. Appreciate the role of citizens in policy formation and change, including the role of interest groups.
5. Enhance a capacity for research strategies and source evaluation, especially with regards to environmental issues.
6. Practice working as a team with others.
7. Apply concepts learned in class to real world problems.
8. Develop oral and written skills, especially involving data presentation.
9. Gain skills in web building and design.
10. Contribute to the local community.

Accommodations for Students With Disabilities

Full accommodations are the legal right of students with all kinds of disabilities, whether learning disabilities or physical disabilities. We are happy to provide these accommodations. If you are a student with a learning disability documented by Davidson College who might need accommodations, please identify yourself within the first week of class so that we can learn from you as early as possible how best to work with your learning style. Students with other disabilities are also encouraged to self-identify if there is any way in which we can make accommodations that will enhance your learning experience. All such discussions will be fully confidential unless you stipulate otherwise.

## Daily Topics

Aug 25 – **What is Public Policy?** A pp. 1-9, S #2

On reserve: Dye pp. 1-9

Aug 27 – **How do we study public policy?** A pp. 18-31, R #1; S #7

On reserve: Dye 11-30

Sept. 1— **What are the different types of policy?** A pp. 9-17, S 12, 40

Sept 3 – **How does the structure of government affect policy?** R#2, 3; S #4,5

<http://www.ci.davidson.nc.us/DocumentView.aspx?DID=1105>

<http://sites.google.com/site/greenrulesdavidson/home/comments-and-questions>

Sept 8 – **Who are the main actors in the process?** S #8-11; A #2, pp. 211-214

Sept 10 – **How and why are policy goals set?** R #4, 5; S #27

Sept 15 – **How can librarians help me?**

Research your legislative foundation: CQ Almanac

<http://library.cqpress.com/cqalmanac/toc.php?mode=cqalmanac-toc&level=3&values=2007+-+110th+Congress%2C+1st+Session~Chapter+10+-+Energy+and+Environment>

Sept 17 – **What are the issues with Air and Water?** R #6

Sept 22 – **What are the issues with Energy and Waste Disposal?** R #7, 8

Sept 24 – **What are policy agendas?** K # 1-3, Appendix; S #13, 14

Sept 29 – **How does agenda setting work?** K # 4-6; A #3

Oct 1 – **How do agendas become policy?** K #7-10; A # 4

Oct 6 – Mid Term

Oct 8 – **Can the U.S. act alone?: climate change as international issue** R #10; S #3

Oct 13 – **Fall Break**

Oct 15 – **What role does the court system play?** S #28, 41;

Sierra Club v. Morton

<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&vol=405&invol=727>

Oct 20 – **What are “Standing” and “Taking”?**

Lucas v. South Carolina Coastal Council

[http://supct.law.cornell.edu/supct/html/historics/USSC\\_CR\\_0505\\_1003\\_ZS.html](http://supct.law.cornell.edu/supct/html/historics/USSC_CR_0505_1003_ZS.html)

Lujan v. Defenders of Wildlife:

[http://supct.law.cornell.edu/supct/html/historics/USSC\\_CR\\_0504\\_0555\\_ZS.html](http://supct.law.cornell.edu/supct/html/historics/USSC_CR_0504_0555_ZS.html)

Oct 22 – **How do courts structure environmental options?**

Massachusetts v. EPA,

<http://supct.law.cornell.edu/supct/search/display.html?terms=environment%20or%20environmental%20or%20EPA&url=/supct/html/05-1120.ZS.html>

Environmental Defense v. Duke Energy

<http://supct.law.cornell.edu/supct/search/display.html?terms=environment%20or%20environmental%20or%20EPA&url=/supct/html/05-848.ZS.html>

Oct 27 – **How important is the budgetary process?**

A #5 ; <http://www.gpoaccess.gov/usbudget/>;

<http://throb.typepad.com/special/2004%20US%20Budget.jpg>

[http://thomas.loc.gov/cgi-bin/cpquery/R?cp110:FLD010:@1\(hr921\)](http://thomas.loc.gov/cgi-bin/cpquery/R?cp110:FLD010:@1(hr921))

[http://thomas.loc.gov/cgi-bin/cpquery/R?cp110:FLD010:@1\(sr416\)](http://thomas.loc.gov/cgi-bin/cpquery/R?cp110:FLD010:@1(sr416))

<http://library.cqpress.com/cqalmanac/document.php?id=cqal07-1006-44911-2047865&type=toc&num=9>

Oct 29 – **What can happen in policy implementation?** A #6

Nov 3— **How do policies get evaluated?** A # 7, 8; S # 42, 43

Nov 5 – **How does health care differ from environmental policy? Part I**

<http://library.cqpress.com/cqalmanac/document.php?id=cqal93-1105926&type=toc&num=17>

<http://library.cqpress.com/cqalmanac/document.php?id=cqal94-1103561>

Nov 10 – **How does health care differ from environmental policy? Part II**

<http://content.healthaffairs.org/cgi/content/full/27/6/w462>

<http://content.healthaffairs.org/cgi/content/full/27/6/w533>

Nov 12— **Is a clean environment a Human Right?** North Carolina constitution:

[http://statelibrary.ncdcr.gov/nc/stgovt/article\\_vii-xiv.htm#XIV](http://statelibrary.ncdcr.gov/nc/stgovt/article_vii-xiv.htm#XIV)

Nussbaum: “Capabilities as Fundamental Entitlements: Sen and Social Justice,” *Feminist Economics* 9(2-3) 2003

Nov 17— **What is Environmental Justice?** B #1-4

Nov 19 – Paper due

Nov 24 – **How can we address Environmental Justice? B # 5-7**

Nov 26 – **Thanksgiving**

Dec 1 – **Teams 1 + 2 presentation**

Dec 3 –**Team 3 presentation, evaluation**

Dec 8 –**Optional class day:** we may not need to use this day but keep the time free just in case.

## STYLE SHEET

1. Commit yourself to a specific stance. Frame and answer useful and interesting questions. Be controversial; don't be wishy-washy. You need to show that there may be other points of view, but you should show that your ideas are worth consideration and are superior.
2. Pre-write. Take time before you actually start the paper to jot down major points that have to be made. Consider what details you want to emphasize and what examples will illustrate your ideas.
3. Develop your thoughts. Not only the whole paper but also each paragraph should have a beginning, a middle, and an end.
4. Use specific examples. Quote directly from sources where appropriate and useful. Use the social science notation style rather than footnotes. You should always have a works cited page at the end of your paper.
5. Be selective. Don't tell me everything you know. Use illustrations as an example of a larger point. Never waste time merely summarizing situations. Quote liberally but with a larger goal in mind.
6. Find your own voice. Develop a sense of a specific audience. In this course you should address either a specific policy maker or a leader of an action group committed to working on the problem you are investigating.
7. Use action verbs. Choose distinct nouns. Avoid "this" when the reference is vague.
8. Pay attention to spelling, punctuation, and grammar. [Examples include: Avoid split infinitives. Do not begin sentences with conjunctions except on rare occasions. Do not end sentences with prepositions.]
9. Use gender-inclusive language.
10. Document properly and concisely.
11. Watch transitions. Try reading your work out loud to a sympathetic friend. Can someone who hears your thoughts make sense of them?
12. Visit the writing center.

13. Be sure to leave enough time for revising, editing, and proofreading your papers. You ought to have 24 hours between each draft. Two drafts are a minimum. This time frame will need to be expanded for group work as you circulate drafts to each other.

14. Keep a journal of your own errors. You will identify patterns of mistakes that will make improving your writing much easier.

\*\*\*\*\* MOST IMPORTANT RULE OF ALL \*\*\*\*\*

15. BE INTERESTING

Writing well is hard work, but the results should be fun.

