

GEOG340
Environmental Policy
An introduction to issues of environmental policy in the United States

Class Meetings: Lutz Hall, Room: 225
M | W | F: 11:00-11:50

Instructor: **Wes Grooms, Ph.D.**
Office: (502) 852 – 8961
wes.grooms@louisville.edu

COURSE DESCRIPTION & OBJECTIVES

ULINK course description: A study of environmental policy in the United States including: environmental policymaking among all government branches, environmental policy at the state and local level, economics of environmental policy, sustainability, environmental justice, climate change, and global implications of environmental policy; each of these will be addressed to varying degree during this course.

- Introduces students to the broad field of environmental policy.
- Engages the role of ‘values’ in environmental policymaking.
- Focuses on political and economic considerations in environmental policymaking, and the use of case studies to understand environmental policy analysis.

TEACHING PHILOSOPHY AND COURSE ETHOS

I believe all students are capable of success in the classroom. I also recognize that students engage with and learn from materials in different ways. This is why, in my courses, I have provided assignments in various formats intended to address these differences while still assessing student learning. I also believe in challenging students by assigning rigorous work while providing the time and resources to help them succeed. The quality of your work should therefore be higher than it might otherwise be. I will grade all of the assignments with this expectation in mind.

This is your chance to engage with people who share your interests in issues of the environment and the contexts, processes, and actors (e.g. management, inhabitants, values, politics, and economics) associated with the development and implementation of policy. Take advantage of it. Make yourself more aware, more broadminded, better able to understand those individuals and/or ideas you disagree with, and better able to express yourself. Test your own ideas and try out new ones through the assignments. Push yourself to learn. Please ask questions, and make me aware of issues as early as possible. Treat each other respectfully; we are here to learn, not argue.

IMPORTANT CONSIDERATIONS & PEDAGOGICAL METHODOLOGIES

Where useful, I employ the pedagogical principle of *docendo discimus*, which translates to “by teaching, we learn.” This method of instruction encourages deeper engagement with, and learning of, course materials due to the requirement you must present and lead discussions of them. It also teaches, or gives you the chance to practice, oral presentation skills, which will also be useful in your professional and public lives. I use this pedagogical methodology for some portions of this course. The remainder of the course is a seminar, which requires that the assigned reading be completed prior to each class session to permit informed discussions and examination of the material. This means I do not formally lecture, but rather, lead the class in discussion focused on the points you (and I) have identified in the reading as salient, controversial, confusing, etc. You are required to compose discussion points/questions for each class session as described more fully in the description of the “Yes, No, Hmmm” assignment to inform these discussions.

OBLIGATIONS OF STUDENTS

Students are obligated to:

- Read all assigned materials *BEFORE* that week’s assignments are due.
- Attend class and participate actively in discussions to demonstrate preparation.
- Ask clarifying questions when needed.
- Complete all assignments.
- Prepare for, and collaborate fully in, group presentation and discussion leading.
- Edit all assignments for clarity, readability, spelling, grammar, and punctuation.
- Properly cite references in written assignments.

INSTRUCTOR AVAILABILITY

Email is my preferred method of communication. I will usually respond within 1 hour between 10:00am and 8:00pm, including weekends. I will make every effort to respond in 24 hours or less; if I do not respond within 24 hours, assume I did not receive your message and contact me again. If these times are not convenient for you, please let me know and I will be happy to accommodate your schedule if at all possible. I provide you with these times to make it easier to communicate with me, not to limit our contact.

Should you *need* to contact me quickly, you may do so via text to 202-549-1779; identify yourself as a student. ***If you call this number be sure to leave a message*** because I often block unknown numbers that don’t leave messages to combat scammers/marketers.

<p>Office Hours and Office Location</p>	<p>Office Hours Because my office is located so far from the classroom in Lutz Hall, I will be available to meet M, W, and F immediately after class and by appointment.</p>	<p>Regular Office Location Department of Urban & Public Affairs 426 W Bloom Street Office: Room 231 Mailbox: #G</p>
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REQUIRED TEXTS:

Understanding Environmental Policy, 2nd edition.

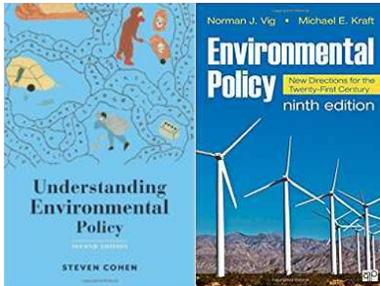
Steven Cohen, 2014, Columbia University Press.

Amazon Price 8-13-18: From \$24/used.

Environmental Policy: New Directions for the Twenty-First Century, 9th edition.

Norman Vig & Michael Kraft, 2016, Sage Publications.

Amazon Price 8-13-18: From \$16/used.



The text material we will cover during the first two weeks of class will be posted to Blackboard to avoid any problems with delayed shipments.

OTHER RECOMMENDED ENVIRONMENTAL POLICY TEXTS:

This Changes Everything: Capitalism vs. The Climate

Naomi Klein, 2014, Simon & Schuster Paperbacks.

The Oxford Handbook of U.S. Environmental Policy

Sheldon Kamieniecki & Michael Kraft (editors), 2013, Oxford University Press.

The Environmental Case: Translating Values Into Policy, 4th edition.

Judith Layzer, 2016, Sage Publications.

Environmental and Natural Resources Economics, 4th edition.

Steven Hackett, 2015, Routledge.

NOT ENVIRONMENTAL POLICY BUT HIGHLY RECOMMENDED:

The Structure of Scientific Revolutions

Thomas Kuhn, 2012[1962], University of Chicago Press.

LATE CLASS ENROLLMENT POLICY

If you enroll in this class after it begins, you must still complete all reading and assignments. Assignment due dates have been structured to minimize this potential problem.

SYLLABUS REVISIONS:

This syllabus is a guide for the course. As the instructor I reserve the right to modify the syllabus as necessary to meet learning objectives, to compensate for missed classes, or for similar reasons of need or merit; any revisions to the syllabus will be announced via Blackboard/e-mail and will be made at the sole discretion of the instructor.

Your UofL email account must be active to receive messages from the instructor.

Inactive UofL accounts will not be acceptable cause for not receiving notifications.

LATE ASSIGNMENTS POLICY

Assignment due dates and times are listed in the course schedule below. All assignments must be submitted to Blackboard.

Blackboard is accessible via this link: <https://blackboard.louisville.edu/>

Group Presentations

Group presentations **must be made on time** as they serve as the basis of the course those weeks. If a group member is absent, the remaining group members must be prepared to present their material. **Microsoft PowerPoint** is preferred for these presentations, but other presentation software (e.g. Prezi) is acceptable if all group members agree. You must confirm far enough in advance to permit correction that your intended presentation software works with/on the computer in the classroom.

Written Assignments

Written assignments must be submitted in Microsoft Word to permit their being checked by SafeAssign and so I may provide feedback on your thought paper. Failure to submit assignments in Microsoft Word will result in a 50% grade reduction and an obligation to resubmit it in Microsoft Word within 24 hours of notice from the instructor.

Submission of internet article notes/questions and “Yes, No, Hmmm” discussion notes will not be accepted late; missed submission deadlines for these assignments will result in scores of 0.

The thought paper will be accepted without question up to seven days after they are due; each day late will result in a ½ letter grade reduction. A paper turned in three days late that would have received an “A” (100) would receive a “B” (85). Likewise, a “B” (85) paper turned in three days late would receive a “C” (70). An “A” (100) paper turned in seven days late would receive a “D” (65); note that an “A” paper scored at (90) would receive an “F” (55) if turned in seven days late.

Thought papers will not be accepted more than seven days late.

CITATION REQUIREMENTS:

All written assignments must follow American Psychological Association (APA) style. If you are unfamiliar with APA style, ask questions sooner rather than later. Each APA citation has two parts, the in-text citation (author, date) and the bibliography entry (complete source details). See:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

GRADING POLICY

Standard “+” and “-” grade ranges (below) will be used ONLY for the final course grade.

- | | | |
|-------------------|------------|-------------|
| • A+: 100-97 | • A: 96-93 | • A-: 92-90 |
| • B+: 89-87 | • B: 86-83 | • B-: 82-80 |
| • C+: 79-77 | • C: 76-73 | • C-: 72-70 |
| • D+: 69-67 | • D: 66-63 | • D-: 62-60 |
| • F: 59 and below | | |

Group Presentations: There are two presentations from each group during the course. The first presentation is on the material in the textbook chapter assigned to that group. The second presentation is the storyboard presentation, also on that topic, but includes additional research on the topic, and includes images (GIS-generated or other) that support the presentation. Together, these constitute 25% of your course grade. (text-based presentation = 10%; storyboard presentation = 15%).

Thought Paper: Using chapters 1-7 in the Environmental Policy (EP) textbook AND either chapters on MARKETS or SUSTAINABILITY/GLOBAL ISSUES as your source material, you will write a 10-page, double-spaced, thought paper. Explicit instructions for constructing the paper for this assignment are on the Thought Paper Assignment Sheet. This assignment constitutes 25% of your course grade.

Extra credit – Well-integrated material from *additional* sources will earn you a maximum of 10 extra points on the thought paper, which will act as extra credit (conceivably, you could earn 110% on this assignment). To earn these extra points, the effort must rise above simply adding one additional source and citing it once. It must be clear that you expended effort to expand your knowledge and understanding, the evidence of which will be your incorporation of this additional knowledge and understanding into the paper. This is an all or none proposition. A minimum of three (3) additional sources must be referenced and cited in the paper to be eligible for these extra credit points.

Attendance and Participation: As (primarily) a seminar course, it is vital both to the operation of the course and to your individual learning that you come to class well prepared and that you critically engage the material. As such, your attendance and

participation are graded. Together, these constitute 25% of your course grade (attendance = 10%; participation = 15%).

Participation is not measured by the amount of class time one consumes. Rather, it is measured by the extent to which one comes to class prepared and contributes constructively to the discussion. The question is, within the context of your participation style, were you prepared and engaged? We will use this outline as a general guideline:

Excellent Attendance and Participation (90-100%): Student attends class each week and participates in discussion each week. Student consistently asks questions or makes observations that demonstrate deep reflection and analysis. Student engages actively and civilly in small group and other in-class activities.

Above Average Attendance and Participation (80-89%): Student has no unexcused absences, participates in discussion most weeks, and engages fairly actively and civilly in small group and other in-class activities.

Average Attendance and Participation (70-79%): Student has one unexcused absence and frequently asks questions or makes observations that demonstrate deep reflection and analysis. Community member generally engages actively and civilly in small group and other in-class activities.

Lackluster Attendance and Participation (60-99%): Student misses two or more classes, rarely participates in discussion, or fails to engage actively and civilly in small group and other in-class activities.

Poor Attendance and Participation (50-59%): Student misses three or more classes, clearly arrives to class unprepared and remains disengaged during discussions, or does not engage civilly.

Internet Environmental News Article Notes/Questions: Details of the assignment are below. These constitute 5% of your course grade.

100%: Article clearly relates to that week's course topic (1) and student question demonstrates understanding of week's course material (2) and serious consideration of it as pertains to the article subject matter (3).

80%: One of the 100% grade criteria are absent.

60%: Two of the above criteria are absent.

0%: None of the criteria are present or assignment is not submitted on time.

“Yes, No, Hmmm” Discussion Points: Details of the assignment are below. These constitute 15% of your course grade.

100%: One each of “Yes” “No” and “Hmmm” are submitted.

80%: One required item missing.

60%: Two required items missing.

0%: Assignment not submitted.

EPA Phone App Review Paper: Details of the assignment are below. These constitute 5% of your course grade.

100%: Reviews clearly evidence apps were used based on completeness of description and experience with them; both reviews submitted.

75%: One excellent (above) and one poor (below) review submitted.

50%: Both reviews do not evidence app use and/or only one excellent review submitted.

25%: Only one poor (above) review submitted.

0%: Reviews not submitted.

FINAL GRADE: Final grades in each of these categories are weighted as noted above and added together to determine your final course grade. For example, if you earn a total of 90 points for your presentations, 85 points for your discussion board posts, and 85 points for your weekly reaction papers, your grade for the course will be as follows:

Group Presentations	Attendance & Participation	Thought Paper	Other Assignments	FINAL GRADE
90 X .25 = 22.5	85 X .25 = 21.25	85 X .25 = 21.25	80 X .25 = 20.00	(85; B)

More details on these assignments are in the ‘assignment requirements’ section below. The thought paper assignment has a detailed rubric and instruction sheet available on Blackboard. Rubrics for the group presentations are on Blackboard as well.

ASSIGNMENT REQUIREMENTS**1. Group Presentations:**

- a. **Textbook Presentations:** On the assigned dates in the semester, three groups will each present on one chapter that discusses the application of a policy analysis framework to an environmental concern. These will be selected by students on a first come, first served basis during the first week of class. This is the “learn by teaching” pedagogical method discussed above. Requirements:
 - i. For your presentation, assume the role of instructor; your job in the presentation is to attempt to explain the readings. Prepare a presentation that addresses the topics in the text.
 - ii. Presentations should be a min. of 15 mins long and a max. of 30 mins long.
 - iii. Each group must engage the other students in discussion of the material after their presentation is complete for the remainder of the class. The other students will have prepared “Yes, No, Hmmm” discussion notes from the chapter and may also ask questions based on the presentation itself or to inquire of the presenters what their reactions to the material were.
 - iv. **PRESENTATIONS must be uploaded to Blackboard by 10:45am the day they will be given.**
 - b. **Storyboard Presentations:** The group members, using the knowledge gained from their text-based presentation, will do additional research on the topic as well create or locate images that assist in instructing the class about the subject. The length of these presentations should match those of the text-based presentations, and the presenters should engage the class in discussion for the remainder of the class period.
 - i. **PRESENTATIONS must be uploaded to Blackboard by 10:45am the day they will be given by one student in each group.**
- 2. Thought Papers:** These demonstrate your *understanding* and *critical engagement* with each week’s readings. Details on completing the assignment and a rubric are on the thought paper assignment sheet on Blackboard.
 - a. **THOUGHT PAPERS must be uploaded (in Microsoft Word ONLY) to Blackboard by 10:45am on the due date. They may be submitted up to seven (7) days late as described elsewhere in this syllabus with the attendant grade reduction.**
- 3. “Yes, No, Hmmm” Discussion Points/Questions:** For each class’ reading, you will record (in MSWord) at least one (1) item that you fully agree with / that resonates with you (“Yes”). You will also record at least one (1) item that you fully disagree with / that you react negatively to (“No”). Finally, you will record at least one (1) item that causes you to pause and consider it at length / you are unsure whether you agree or disagree with it (“Hmmm”). Be sure to list which book and chapter or article is assigned that class, and the page number(s) each of

the items you record is located on in the reading. List page numbers from the texts you are pulling your discussion points/questions from.

- a. **Must be uploaded to Blackboard by 10:45am prior to each class. Must bring to class a hardcopy to reference for discussion purposes, OR have access to the article and your “Yes, No, Hmmm” points via electronic device.**

4. **Internet Environmental News Article Notes/Questions:** You should be keeping up with current issues about the environment during the course as they can further inform class discussions. On the dates noted in the course schedule, you should have identified and read an online article about the environment that is related to the course material being covered that week. You may obtain articles from websites other than the following recommended sites to comply with the requirements of this assignment.

<https://www.nytimes.com/section/climate>

<https://www.epa.gov/>

<https://www.greenpeace.org/usa/>

<https://www.sciencedaily.com/news/top/environment/>

https://www.bbc.com/news/science_and_environment

In Microsoft Word, you will copy the URL where the story can be read, and type at least one discussion question/point. Your discussion question/point **MUST be related** to the material being covered in class during that week.

- a. **The MSWord file must be uploaded to Blackboard NLT 10:45am the day of the assignment. You must also either bring a hard copy of the article and your discussion question/point or bring a device from which you can refer to the article and your discussion question/point.**

5. **EPA App Reviews:** On the day noted in the course schedule, you will download two of the following apps (your choice). For the next two months you will use them to get a good sense of what information they provide, how easy they are to use, etc. Approximately two months after downloading them, on the date noted in the course schedule, you will submit to Blackboard (in MSWord) 1 page reviews of the two apps you used.

EPA AIRNow

EPA Smoke Sense

EPA Response On The Go

EPA H2S Calculator

EPA SunWise UV Index

EPA Pesticide Label Matcher

EPA Indoor AirPLUS

EPA HiveScience

TECHNOLOGY

Students *depend* on technology to submit work. Please keep in mind you may need to find alternate internet sources if the computer at your home/work has an outage. University of Louisville and many public libraries offer computer access. Technical difficulties caused by University of Louisville will of course not affect grades; **HOWEVER, you are expected to notify the instructor immediately if such difficulties prevent your timely submission of assignments to Blackboard.**

The IT Help Desk:Phone at **502-852-7997**E-mail at helpdesk@louisville.eduOnline <http://louisville.edu/it/departments/consulting/helpdesk/>Blackboard Assistance:

Phone at 502-852-8833

E-mail at bbsupport@louisville.eduOnline <http://louisville.edu/delphi/blackboard/help>*Blackboard shuts down every Friday night from 10:00 PM UNTIL 2:00 AM Saturday.*

If cyber communication is disrupted, you may have to submit homework assignments in an alternate manner, such as by FAX (502) 852-4558 or to the Instructor's physical mailbox in the Department of Urban and Public Affairs, 426 W. Bloom Street, 1st floor mailroom, mailbox #G. **YOU SHOULD NOTIFY THE INSTRUCTOR IN THESE INSTANCES.** If you don't wait until the last minute to complete assignments, this should not be a problem for any of us.

ADDITIONAL IMPORTANT STUDENT INFORMATION

Please make sure you take the time to read the important information listed below. These University student policies and information outline student expectations, rights and responsibilities, university resources, and reporting options. If you have any questions about the information listed below, please contact the Dean of Students Office at 502-852-5787 or email your questions to dos@louisville.edu.

TITLE IX STATEMENT

Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or Univ of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-

sponsored program, or involving a campus visitor or University student or employee (whether current or former) **is not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide at: (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

And/Or: <http://louisville.edu/titleix/>

ACADEMIC (DIS)HONESTY

Academic dishonesty of any kind will not be tolerated. Plagiarism on any assignment constitutes academic misconduct. All written assignments will be checked for plagiarism using plagiarism software. Academic dishonesty will be dealt with as severely as University policy permits. *Plagiarism is intentionally or carelessly using someone else's ideas or words without using correct citation that gives credit to the author.*

RELIGIOUS HOLY DAYS AND OBSERVANCES

<http://louisville.edu/calendars/2018-2019-work-restricted-religious-holy-days/view>

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

STUDENT RIGHTS AND RESPONSIBILITIES

<http://louisville.edu/dos/students/studentrightsandresponsibilities>

The Code of Student Rights and Responsibilities is set forth in writing in order to give students general notice of their rights and responsibilities at the University of Louisville.

STUDENT HANDBOOK

<http://louisville.edu/dos/students/policies-procedures/student-handbook.html>

The University of Louisville's Student Handbook informs students of academic matters, opportunities for involvement, and describes programs/services to help improve the quality of each student's educational experience. The Handbook also provides information about the policies governing students during their tenure at the University. These policies express expectations of behavior and protect the rights of the individual. Each student and student group is held responsible for the policies of the University currently in effect or put into effect by the appropriate authorities of the University of Louisville.

STATEMENT ON DIVERSITY**Statement provided by Office of the Vice Provost for Diversity and Equal Opportunity:**

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

For more information, please visit:

<http://louisville.edu/diversity/>

Office of Diversity and International Affairs

Belknap Campus

Grawemeyer Hall, 2nd floor

Louisville, KY 40292

(502) 852-5719

DISABILITY RESOURCE CENTER

The University of Louisville is committed to equal opportunity for all academically qualified students and does not discriminate based on disability. The mission of the Disability Resource Center (DRC) is to coordinate services that ensure individuals with disabilities have equal access to take full advantage of the University's educational, social, and cultural opportunities.

For more information, please visit:

<http://louisville.edu/disability>

Disability Resource Center

Belknap Campus

120 Robbins Hall

Louisville, KY 40292

(502) 852-6938

COURSE SCHEDULE***WEEK 1: Getting Started / Understanding Environmental Policy***

DATE	READING	ASSIGNMENTS	DUE
Mon. 8/20	N/A	Introductions & Interests / Review Syllabus and Assignments	N/A
Wed. 8/22	Preface & Chapter 1 (UEP pp. ix-xii) (UEP pp. 3-10)	Preface & Understanding Environmental Policy “Yes, No, Hmmm” Discussion Notes	8/22 @ 10:45am MSWord to Blackboard & Hardcopy in class
Fri. 8/24	N/A	Guest Lecture: DJ Biddle Storyboard Assignment Information	N/A
	Group Presentation Assignment Sheet	Complete Topic Preference Rank Order Survey	8/24 @ in class
	Group Storyboard Assignment Sheet	Group Assignments made for Storyboard assignment	8/24 @ in class
	Env. article from Internet	Place link to story and one discussion question related to the week’s topic(s) in a MSWord file; submit to Backboard and bring hardcopy or device to access class for discussion.	8/24 @ 10:45am MSWord to Blackboard & Hardcopy in class

COURSE SCHEDULE

WEEK 2: Understanding Environmental Policy (cont'd)

DATE	READING	ASSIGNMENTS	DUE
Mon. 8/27	Chapter 2 (UEP pp. 11-54)	A Framework for Understanding the Environmental Policy Issue “Yes, No, Hmmm” Discussion Notes	8/27 @ 10:45am MSWord to Blackboard & Hardcopy in class
Wed. 8/29	N/A	VIDEO: <i>This Changes Everything</i> First 60 minutes; remainder on 8/31	
Fri. 8/31	N/A	VIDEO: <i>This Changes Everything</i> Completion	
	N/A	VIDEO: The State of the Environmental Movement. Panel Discussion on Movie <i>This Changes Everything</i> .	
	Env. article from Internet	Place link to story and one discussion question related to the week’s topic(s) in a MSWord file; submit to Backboard and bring hardcopy or device to access class for discussion.	8/31 @ 10:45am MSWord to Blackboard & Hardcopy in class

COURSE SCHEDULE***WEEK 3: Environmental Policy and Politics in Transition***

DATE	READING	ASSIGNMENTS	DUE
Mon. 9/3	<i>LABOR DAY / NO CLASS</i>	<i>LABOR DAY / NO CLASS</i>	<i>LABOR DAY / NO CLASS</i>
Wed. 9/5	Chapter 1 (EP pp. 2-32)	1) U.S. Environmental Policy: Achievements & New Directions “Yes, No, Hmmm” Discussion Notes	9/5 @ 10:45am MSWord to Blackboard & Hardcopy in class
Fri. 9/7	Chapter 2 (EP pp. 33-57)	2) Racing to the Top, the Bottom, or the Middle: State Gov. “Yes, No, Hmmm” Discussion Notes	9/7 @ 10:45am MSWord to Blackboard & Hardcopy in class
	Env. article from Internet	Place link to story and one discussion question related to the week’s topic(s) in a MSWord file; submit to Backboard and bring hardcopy or device to access class for discussion.	9/7 @ 10:45am MSWord to Blackboard & Hardcopy in class

COURSE SCHEDULE***WEEK 4: Environmental Policy and Politics in Transition (cont'd) & Federal Institutions and Policy Change***

DATE	READING	ASSIGNMENTS	DUE
Mon. 9/10	Chapter 3 (EP pp. 58-78)	3) Environmental Advocacy in the Obama Years “Yes, No, Hmmm” Discussion Notes	9/10 @ 10:45am MSWord to Blackboard & Hardcopy in class
	N/A	VIDEO: EPA Administrator Gina McCarthy presents to the Council on Foreign Relations: <i>Bridging U.S. Enviro. & Foreign Policy</i>	N/A
	EPA phone app Assignment info.	Download and use TWO EPA phone apps for 2 months and write reviews; 1 page reviews on each app	Download in class Reviews due 11/19
Wed. 9/12	Chapter 4 (EP pp. 80-102)	4) Presidential Powers and Environmental Policy “Yes, No, Hmmm” Discussion Notes	9/12 @ 10:45am MSWord to Blackboard & Hardcopy in class
Fri. 9/14	Chapter 7 (EP pp. 151-170)	7) The Environmental Protection Agency “Yes, No, Hmmm” Discussion Notes	9/14 @ 10:45am MSWord to Blackboard & Hardcopy in class

COURSE SCHEDULE***WEEK 5: Federal Institutions and Policy Change (Cont'd) & Economic Influence on Environmental Policy***

DATE	READING	ASSIGNMENTS	DUE
Mon. 9/17	Chapter 5 (EP pp. 103-127)	5) Environmental Policy in Congress “Yes, No, Hmmm” Discussion Notes	9/17 @ 10:45am MSWord to Blackboard & Hardcopy in class
Wed. 9/19	Chapter 6 (EP pp. 128-150)	6) Environmental Policy in the Courts “Yes, No, Hmmm” Discussion Notes	9/19 @ 10:45am MSWord to Blackboard & Hardcopy in class
Fri. 9/21	Chapter 1 (ENRE pp. 3-15) (PDF on Blackboard)	1) Introduction “Yes, No, Hmmm” Discussion Notes	9/21 @ 10:45am MSWord to Blackboard & Hardcopy in class
	Env. article from Internet	Place link to story and one discussion question related to the week’s topic(s) in a MSWord file; submit to Backboard and bring hardcopy or device to access class for discussion.	9/21 @ 10:45am MSWord to Blackboard & Hardcopy in class

COURSE SCHEDULE***WEEK 6: Economic Influence on Environmental Policy (cont'd)***

DATE	READING	ASSIGNMENTS	DUE
Mon. 9/24	Chapter 2 (ENRE pp. 18-32) (PDF on Blackboard)	2) Values “Yes, No, Hmmm” Discussion Notes	9/24 @ 10:45am MSWord to Blackboard & Hardcopy in class
Wed. 9/26	Chapter 3 (ENRE pp. 35-53) (PDF on Blackboard)	3) Markets “Yes, No, Hmmm” Discussion Notes	9/26 @ 10:45am MSWord to Blackboard & Hardcopy in class
Fri. 9/28	Chapter 10 (EP pp. 215-238)	10) Applying Market Principles to Environmental Policy “Yes, No, Hmmm” Discussion Notes	9/28 @ 10:45am MSWord to Blackboard & Hardcopy in class
	Env. article from Internet	Place link to story and one discussion question related to the week’s topic(s) in a MSWord file; submit to Backboard and bring hardcopy or device to access class for discussion.	9/28 @ 10:45am MSWord to Blackboard & Hardcopy in class

COURSE SCHEDULE***WEEK 7: Issues of Sustainability...and Beyond***

DATE	READING	ASSIGNMENTS	DUE
Mon. 10/1	Chapter 11 (EP pp. 239-264)	11) Toward Sustainable Production “Yes, No, Hmmm” Discussion Notes	10/1 @ 10:45am MSWord to Blackboard & Hardcopy in class
Wed. 10/3	Chapter 12 (EP pp. 265-286)	12) Taking Sustainable Cities Seriously “Yes, No, Hmmm” Discussion Notes	10/3 @ 10:45am MSWord to Blackboard & Hardcopy in class
Fri. 10/5	N/A	VIDEO: Mark Lakeman & Jon Young: <i>Beyond Sustainability – Building Community Resilience Through Nature Connection</i>	Video is 2 hours; class welcome to stay to watch entire video
	Env. article from Internet	Place link to story and one discussion question related to the week’s topic(s) in a MSWord file; submit to Backboard and bring hardcopy or device to access class for discussion.	10/5 @ 10:45am MSWord to Blackboard & Hardcopy in class

COURSE SCHEDULE***WEEK 8: Global Issues and Controversies***

DATE	READING	ASSIGNMENTS	DUE
Mon. 10/8	<i>FALL BREAK / NO CLASS</i>	<i>FALL BREAK / NO CLASS</i>	<i>FALL BREAK / NO CLASS</i>
Wed. 10/10	Chapter 14 (EP pp. 311-332)	14) Environment, Population, and the Developing World “Yes, No, Hmmm” Discussion Notes	10/10 @ 10:45am MSWord to Blackboard & Hardcopy in class
Fri. 10/12	CLASS BEING HELD IN URBAN STUDIES DEPARTMENT TODAY 426 West Bloom Street (NW corner of campus, 1 block north of Cardinal Blvd) Room 200 Sustainability Scholars Roundtable – Resilience Justice		
	Chapter 13 (EP pp. 288-310)	13) Global Climate Change Governance “Yes, No, Hmmm” Discussion Notes	10/12 @ 10:45am MSWord to Blackboard

COURSE SCHEDULE

WEEK 9: Applying an Environmental Policy Analysis Framework

DATE	READING	ASSIGNMENTS	DUE
Mon. 10/15	Chapter 6 (UEP pp. 128-155)	6) How Can We Assess the Risks of, Prepare for, and Slow Climate Change? “Yes, No, Hmmm” Discussion Notes	10/15 @ 10:45am MSWord to Blackboard & Hardcopy in class
Wed. 10/17	Chapter 3 (TEC pp. 63-87) (PDF on Blackboard)	3) Love Canal: Hazardous Waste and the Politics of Fear “Yes, No, Hmmm” Discussion Notes	10/17 @ 10:45am MSWord to Blackboard & Hardcopy in class
Fri. 10/19	N/A	Guest Lecture(s) on Soil Remediation / Brownfields 1) Lauren Heberle, Ph.D., UofL Sociology Dept. 2) Allison Smith, Ph.D., UofL Biology Dept. & Director of Louisville Metro Brownfields Division.	N/A
	Env. article from Internet	Place link to story and one discussion question related to the week’s topic(s) in a MSWord file; submit to Backboard and bring hardcopy or device to access class for discussion.	10/19 @ 10:45am MSWord to Blackboard & Hardcopy in class

COURSE SCHEDULE***WEEK 10: Project Work Week***

DATE	READING	ASSIGNMENTS	DUE
Mon. 10/22	<i>PROJECT WORK / NO CLASS</i>	<i>PROJECT WORK / NO CLASS</i>	<i>PROJECT WORK / NO CLASS</i>
Wed. 10/24	<i>PROJECT WORK / NO CLASS</i>	<i>PROJECT WORK / NO CLASS</i>	<i>PROJECT WORK / NO CLASS</i>
Fri. 10/26	<i>PROJECT WORK / NO CLASS</i>	<i>PROJECT WORK / NO CLASS</i>	<i>PROJECT WORK / NO CLASS</i>

COURSE SCHEDULE***WEEK 11: Group Presentations on Applying an Environmental Policy Analysis Framework***

DATE	READING	ASSIGNMENTS	DUE
Mon. 10/29	Chapter 3 (UEP pp. 57-81)	3) Why Can't NYC Get a Congestion Charge? "Yes, No, Hmmm" Discussion Notes	10/29 @ 10:45am MSWord to Blackboard
	N/A	VIDEO: Charlie Komanoff presenting: <i>A Spreadsheet Cure for Traffic Gridlock – Modelling and Advocating Congestion Pricing for NYC</i>	N/A
Wed. 10/31	NO CLASS		
	N/A	Group 1 Presentation Preparation Work Day	N/A
	Chapter 7 & 8 (UEP pp. 159-191)	7) What has the Framework Taught Us? 8) Conclusions "Yes, No, Hmmm" Discussion Notes GROUP 3	10/31 @ 10:45am MSWord to Blackboard
	Chapter 16 (EP pp. 358-373)	16) Conclusion "Yes, No, Hmmm" Discussion Notes GROUP 2	10/31 @ 10:45am MSWord to Blackboard
Fri. 11/2	N/A	Group 1 Presentation: <i>Why Can't NYC Get Congestion Pricing?</i> Groups 2 & 3 Bring "Yes, No, Hmmm" Questions to class	11/2 @ 10:45am Presentation to Blackboard

COURSE SCHEDULE

WEEK 12: Group Presentations on Applying an Environmental Policy Analysis Framework (cont'd)

DATE	READING	ASSIGNMENTS	DUE
Mon. 11/5	Chapter 4 (UEP pp. 82-105)	4) Who is Responsible for E-waste and How Can We Ensure Safe Disposal “Yes, No, Hmmm” Discussion Notes	11/5 @ 10:45am MSWord to Blackboard
	N/A	VIDEO: <i>What happens to our e-waste?</i>	
	N/A	VIDEO: <i>ToxiCity – Life at Agbobloshie, the world's largest e-waste dump in Ghana</i>	
Wed. 11/7	NO CLASS		
	N/A	Group 2 Presentation Preparation Work Day	N/A
	Chapter 7 & 8 (UEP pp. 159-191)	7) What has the Framework Taught Us? 8) Conclusions “Yes, No, Hmmm” Discussion Notes GROUP 1	11/7 @ 10:45am MSWord to Blackboard
	Chapter 16 (EP pp. 358-373)	16) Conclusion “Yes, No, Hmmm” Discussion Notes GROUP 3	11/7 @ 10:45am MSWord to Blackboard
Fri. 11/9	N/A	Group 2 Presentation: <i>Who is Responsible for E-waste and How Can We Ensure Safe Disposal?</i> Groups 1 & 3 Bring “Yes, No, Hmmm” Questions to class	11/9 @ 10:45am Presentation to Blackboard

COURSE SCHEDULE***WEEK 13: Group Presentations on Applying an Environmental Policy Analysis Framework (cont'd)***

DATE	READING	ASSIGNMENTS	DUE
Mon. 11/12	Chapter 5 (UEP pp. 106-127)	5) Why is Hydrofracking Contentious? “Yes, No, Hmmm” Discussion Notes	11/12 @ 10:45am MSWord to Blackboard
	N/A	VIDEO: CUNY Forum – <i>The Fracas Over Hydrofracking: Energy, Economy, Environment</i>	
Wed. 11/14	NO CLASS		
	N/A	Group 3 Presentation Preparation Work Day	N/A
	Chapter 7 & 8 (UEP pp. 159-191)	7) What has the Framework Taught Us? 8) Conclusions “Yes, No, Hmmm” Discussion Notes GROUP 2	11/7 @ 10:45am MSWord to Blackboard
	Chapter 16 (EP pp. 358-373)	16) Conclusion “Yes, No, Hmmm” Discussion Notes GROUP 1	11/7 @ 10:45am MSWord to Blackboard
Fri. 11/16	N/A	Group 3 Presentation: <i>Why is Hydrofracking Contentious?</i> Groups 1 & 2 Bring “Yes, No, Hmmm” Questions to class	11/16 @ 10:45am Presentation to Blackboard

COURSE SCHEDULE***WEEK 14: EPA App Reviews and Thanksgiving Break***

DATE	READING	ASSIGNMENTS	DUE
Mon. 11/19	N/A	EPA app review discussion.	11/19 @ 10:45am MSWord to Blackboard & Hardcopy to class
Wed. 11/21	<i>THANKSGIVING BREAK / NO CLASS</i>		<i>THANKSGIVING BREAK / NO CLASS</i>
Fri. 11/23	<i>THANKSGIVING BREAK / NO CLASS</i>		<i>THANKSGIVING BREAK / NO CLASS</i>

COURSE SCHEDULE***WEEK 15: Environmental Justice***

DATE	READING	ASSIGNMENTS	DUE
Mon. 11/26	N/A	Thought Paper Due	11/26 @ 10:45am MSWord to Blackboard
	Holifield, R. 22(1): pp. 78-90. (2001). (PDF on Blackboard)	"Defining environmental justice and environmental racism." <i>Urban Geography</i> "Yes, No, Hmmm" Discussion Notes	11/26 @ 10:45am MSWord to Blackboard & Hardcopy to class
Wed. 11/28	Bowen, W. M., M. J. Salling, et al. (1995). 85(4): pp. 641-663 (PDF on Blackboard)	"Toward environmental justice: Spatial equity in Ohio and Cleveland" <i>Annals of the Association of American Geographers</i> "Yes, No, Hmmm" Discussion Notes	11/28 @ 10:45am MSWord to Blackboard & Hardcopy to class
Fri. 11/30	Miller, V., M. Hallstein, et al. (1996). pp. 62-85 (PDF on Blackboard)	"Feminist Politics and Environmental Justice" In <i>Feminist Political Ecology: Global Issues & Local Experiences</i> "Yes, No, Hmmm" Discussion Notes	11/30 @ 10:45am MSWord to Blackboard & Hardcopy to class

COURSE SCHEDULE***WEEK 15: Group Storyboard Presentations***

DATE	READING	ASSIGNMENTS	DUE
Mon. 12/3	N/A	Group 3 Storyboard Presentation Hydrofracking Policy	12/3 @ 10:45am Presentation to Blackboard
Wed. 12/5	N/A	Group 2 Storyboard Presentation E-waste Policy	12/5 @ 10:45am Presentation to Blackboard
Fri. 12/7	N/A	Group 1 Storyboard Presentation Congestion Pricing Policy	12/7 @ 10:45am Presentation to Blackboard

COURSE ENDS