

HUDSON COUNTY COMMUNITY COLLEGE

ENVIRONMENTAL PUBLIC POLICY ENV 205

Credits: 3

Readings: The main textbook is:

- Environmental Policy and Politics. Michael Kraft. 6th Edition. 2013. Pearson education ISBN: 978020574537

In addition to textbook, the class will read articles about environmental public policy from major media sources and academic journals. Articles will either be uploaded to Blackboard or hyperlinked on the syllabus.

Course description: This course deals with how American society has responded to environmental problems through public policy. Major federal environmental policies will be examined such as the National Environmental Policy Act, the Endangered Species Act, and the Clean Water Act. The course will also examine governmental agencies involved in regulation and implementing of these and similar policies. The course also covers economic analysis of environmental problems and proposed market-based solutions as well as a historical evolution of environmental policies and mechanisms. Finally the course covers contemporary issues such as global climate change, environmental justice, and the urban environment.

Student outcomes/objectives: *Upon successful completion of this course, students will be able to:*

1. Articulate coherent understanding of the broad outlines of US environmental policy.
2. Critically analyze environmental policies as discussed in the news media, political campaigns, and other avenues.
3. Describe major environmental policy issues facing America, including air quality, water quality, waste management, energy policy, and natural resource policy.
4. Assess the ability of existing current public policies to address the environmental problems outlined above.
5. Evaluate three broad public policy tools to address environmental problems—command and control, market alternatives, and process policies—and their applicability to new environmental challenges.
6. Outline the history of environmental public policy in America and describe the 3 generations of environmental public policy.
7. Describe each branch of government’s role in setting and executing environmental public policy.
8. Compare the influence of advocacy groups and political elections on environmental public policy.

9. Analyze mechanisms used to enforce compliance with environmental policies and acts.
10. Evaluate conflicts between natural resources preservation, economic development and environmental policies.
11. Evaluate international and federal policies on dealing with global environmental issues such as global warming.
12. Describe the “policy process.”
13. Write a policy evaluation paper based on basic principles of public policy analysis

Class Schedule and Readings

Week	Topic
1	<p><i>Introduction and Course Overview</i></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Sustainability and limits to growth • Economic development vs. the environment OR sustainable development • Three perspectives on environment (scientific, economic, and moral) • Three generations of environmental policy • What is public policy? • Forms of policy: regulatory, distributive, redistributive <p>Readings:</p> <ul style="list-style-type: none"> • Kraft, Chapter 1
2	<p><i>US Government and Public Policy Introduction</i></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Three branches of government and separation of powers <ul style="list-style-type: none"> ○ Congressional: Law making power and appropriations ○ Executive: Implementation of laws ○ Courts: Setting boundaries of laws • Multiple veto points and multiple points of access • Federalism, role of states and cities • Policy process <ul style="list-style-type: none"> ○ Role of policy entrepreneurs • Different ways of evaluating policy <p>Readings:</p> <ul style="list-style-type: none"> • Kraft P. 72-84, 96-97, 235-241 • “What sank the Senate's climate bill,” <i>Washington Post</i>

	<p>Http://www.washingtonpost.com/wp-dyn/content/article/2010/07/28/AR2010072804527.html</p> <p>Paper:</p> <ul style="list-style-type: none"> • Intro to Policy Paper – and how to pick a topic • Intro to Current Events Presentations <p>Assignments:</p> <ul style="list-style-type: none"> • Short response 1
3	<p><i>Environmental Economics</i></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Externalities • Tragedy of the commons • Air pollution • Clean Air Act <p>Readings:</p> <ul style="list-style-type: none"> • Kraft P. 31-35, 136-140, 10-11 • “The Parable of the Clyde” <i>The Economist</i> http://www.economist.com/news/britain/21584322-devastation-fishery-shows-idiocy-much-environmental-politics-parable • “A Tale of Two Fisheries” <i>New York Times</i> http://www.nytimes.com/2000/08/27/magazine/a-tale-of-two-fisheries.html?pagewanted=1 <p>Assignments:</p> <ul style="list-style-type: none"> • Current Events Presentation • Short response 2 • Paper: Turn in topic
4	<p><i>Policy Tools I (Command and Control) & Quiz 1</i></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Command and control policies <ul style="list-style-type: none"> ○ How to set pollution standards ○ Cost benefit analysis <p>Readings:</p> <ul style="list-style-type: none"> • Kraft P. 161-176, 245-251 • “How the Corps Turned Doubt into a Lock” <i>Washington Post</i> http://www.washingtonpost.com/wp-srv/WPcap/2000-02/13/091r-021300-idx.html • “Fateful Voice of a Generate Still Drowns Out Real Science” <i>New York Times</i> http://www.nytimes.com/2007/06/05/science/earth/05tier.html

	<p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 1 • Current Events Presentation
5	<p><i>Policy Tools II & III- Market Incentives & Process Policies</i></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Subsidies, taxes, and incentives • Market trading mechanisms <ul style="list-style-type: none"> ◦ Acid rain prevention • NEPA and Environmental Impact Statements • Collaborative decision making • Corporate social responsibility • Public – private partnerships <p>Readings:</p> <ul style="list-style-type: none"> • Kraft P. 37-42, 141-145, 35 (acid precipitation), 224-226, 259-260 (The promise of market incentives), 282-284. • Market Based Approaches to Environmental Policy (on Blackboard Connect) • “Just How Far Can Trading Emissions be Extended?” <i>New York Times</i> http://www.nytimes.com/2002/05/31/business/just-how-far-can-trading-of-emissions-be-extended.html?pagewanted=1 <p>Assignment:</p> <ul style="list-style-type: none"> • Current Events Presentation • Short Response 3 • Paper – turn in sources
6	<p><i>Field Trip – Hackensack River</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • "Introduction to Wetlands": https://www.epa.gov/sites/production/files/2016-02/documents/wetlandsoverview.pdf • History of the Meadowlands: http://www.njsea.com/njmc/about/district/history.html • "Stew of Contaminants Found in the Hackensack River": http://www.northjersey.com/story/news/environment/2017/02/10/stew-contaminates-found-hackensack-riverbed-tests/97548744/ • “Hackensack River a Simmering, Toxic Stew” • https://www.northjersey.com/story/opinion/editorials/2018/01/22/hackensack-river-simmering-toxic-stew/1050163001/

	<p>Assignment:</p> <ul style="list-style-type: none"> • Short Answer 4: How did the Hackensack River and Meadowlands wetlands become so polluted? What should be done about that pollution today? • Paper – turn in sources
7	<p><i>Toxic Substances and Public Health</i></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Toxic, hazardous, and solid waste policies <ul style="list-style-type: none"> ◦ Superfund • Precautionary Principle <p>Readings:</p> <ul style="list-style-type: none"> • Kraft P. 42-49, 145-154 • <i>Wingspread Conference</i>, “Statement of Precautionary Principle” and “FAQs” http://www.sehn.org/wing.html and http://www.sehn.org/ppfaqs.html • Cass Sunstein, “Behind a New Principle for U.S. National Security” <i>Bloomberg Review</i> http://www.bloombergvew.com/articles/2013-12-20/how-we-wrote-new-rules-for-national-security • http://www.iflscience.com/health-and-medicine/banned-europe-safe-us <p>Assignment:</p> <ul style="list-style-type: none"> • Current events
8	<p><i>Field Trip – Liberty State Park</i></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Water policies <ul style="list-style-type: none"> ◦ Clean Water Act ◦ Safe Drinking Water Act ◦ Point source vs non-point source pollution <p>Question: What values does Liberty State Park offer Jersey City? Using cost-benefit analysis, do you believe one can quantify those benefits? (quantify means put a dollar figure on them). Why or why not?</p> <p>Readings:</p> <ul style="list-style-type: none"> • TBA • Short Response 5 • Paper: Turn in outlines
9	<p><i>Environmental Politics and Energy Policy & Midterm</i></p>

	<p>Core Concepts</p> <ul style="list-style-type: none"> • Energy policy <ul style="list-style-type: none"> ○ Energy production policies <ul style="list-style-type: none"> ▪ Fossil fuels and renewables ○ Energy efficiency policies <ul style="list-style-type: none"> ▪ CAFE standards • Interest group behavior and group theory • Public opinion on environmental protection <p>Readings:</p> <ul style="list-style-type: none"> • Kraft, Chapter 4, P. 49-53, 181-199 • Energy Articles - TBD <p>Question: Describe the differences in the sources of energy Americans use for electricity and transportation? What is the impact of that difference on climate change?</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Midterm
10	<p><i>Natural Resource Policies</i></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Endangered Species Act • Ecosystem-based management • Federal land use and management <ul style="list-style-type: none"> ○ Federal agencies: (NPS, USFS, BLM) ○ User Fees • Federal bureaucracy <p>Readings:</p> <ul style="list-style-type: none"> • Kraft P. 199-223 • “Endangered Species” – New Article <p>Do you agree or disagree with the Republican proposals to reform the Engandered Species Act? Justify your answer.</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Short Response 6 • Current Events Presentation
11	<p><i>Environmental Justice & Quiz 2</i></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Disparate environmental and public health impacts based on race and class

	<ul style="list-style-type: none"> • Community organizing <p>Readings:</p> <ul style="list-style-type: none"> • “Almost Everything You Need to Know about Environmental Justice,” <i>United Church of Christ</i> http://d3n8a8pro7vhmx.cloudfront.net/unitedchurchofchrist/legacy_url/421/almost-everything-you-need-to-know-about-environmental-justice-english-version.pdf?1418423801 • “Far from the reservation by still sacred?” <i>New York Times</i> http://www.nytimes.com/2007/08/12/business/yourmoney/12tribe.html?pagewanted=3&en=3977fadf8f9120&ex=1187582400 <ul style="list-style-type: none"> • What should happen to the oil refinery? Should it be built? Why or why not? <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz 2 • Paper – Rough draft • Current events
12	No Class – Thanksgiving
13	<p><i>International Environmental Policy and Climate Change</i></p> <p>Core Concepts:</p> <ul style="list-style-type: none"> • Problems of collective action • Population growth • Biodiversity • Montreal Protocol • Climate change policy <ul style="list-style-type: none"> ○ Kyoto Protocol ○ Current efforts <p>Paper:</p> <ul style="list-style-type: none"> • Students present final drafts • Professor - How to deliver a presentation <p>Readings:</p> <ul style="list-style-type: none"> • Kraft P. 52-61, 36-37, 292-306 • Read Vox Card explainer Cards 1-25 http://www.vox.com/cards/global-warming/hasnt-global-warming-slowed-down-in-the-last-15-years • “State of Denial” Intro, Prologue, and Chapter I, <i>Sacramento Bee</i> http://www.sethlondon.com/portfolio/sacbee/denial/text.html#index

	<ul style="list-style-type: none"> We learned in class that many Americans care about the environment, but they do not prioritize the environmental politically. In other words, when Americans vote, they primarily cast their votes on economic, education, national security, and other issues, but not environmental policy. How would you change that? What tools and strategies should environmental activists use to get more Americans concerned about climate change? <p>Assignment:</p> <ul style="list-style-type: none"> Short Response 7 Current Events Presentation
14	<p><i>Urban Environment</i></p> <p>Core Concepts</p> <ul style="list-style-type: none"> Urban sprawl vs. density Local sustainability Can cities impact global environmental trends? <p>Readings:</p> <ul style="list-style-type: none"> Ed Glaeser, "The Lorax Was Wrong," <i>New York Times</i> http://economix.blogs.nytimes.com/2009/03/10/the-lorax-was-wrong-skyscrapers-are-green/ "Mayor's Environmental Record: Grand Plans and Small Steps Forward" <i>New York Times</i> http://www.nytimes.com/2009/10/23/nyregion/23green.html?pagewanted=all "A New Year Means Cleaner Air for New Yorkers" <i>New York Times</i> http://nextcity.org/daily/entry/air-clean-new-yorker-heat-conversion-oil-natural-gas Evaluate Ed Glaeser's argument about cities being a positive force for the environment. <p>Assignment:</p> <ul style="list-style-type: none"> Short Response 8 Paper – Final draft & presentation
15	Final Exam

Course Requirements and Evaluation

Students will be assessed in the course on the following

1. Attendance and classroom participation	15 points
2. Online Discussion Postings	10 points
3. Two quizzes	20 points
4. Midterm exam	15 points
5. Final comprehensive exam	25 points
6. Policy Paper & Presentation	25 points
7. Current Events Presentation	5 points

1. Attendance: Attendance is mandatory unless you have prior permission from the instructor or in case of an emergency. Please contact me as soon as possible if you think you may be forced to miss a class.
 - a. Classroom Participation: Students are expected to contribute actively to classroom discussion and classroom activities. Students are assessed not on the quantity of their comments, but the quality. Comments that constructively respond to either the lecture or fellow students' comments are most appreciated. I will also call on students to further discussion and ensure that everyone is processing the materials. Students will receive an update at each quiz and midterm on their participation grade.
2. Online Discussion Postings: There will be 8 short responses throughout the semester. Students are expected to respond to the prompt with at least one well-crafted paragraph before class. Students will be graded based on quality of response and improvement over the semester. Students may skip 2 of the 8 postings over the course of the semester. These are due before the start of class and can be turned in on paper or via email.
3. Two 30-minute quizzes will be assessed covering the prior three weeks of material.
4. An hour mid-term will be assessed covering all material discussed to that point.
5. A 90-minute final exam covering all material will be assessed.
6. Students will write a 4-page policy evaluation paper on the topic of their choice. The paper will be introduced in the 2nd class session. Students will turn in different elements of the paper over the semester and discuss them with the class. Students will deliver a 10-minute professional presentation on their paper in class.
7. Current events presentation: students will pick a current event relating to environmental public policy and deliver a 5-10 minute presentation on it.

ADDITIONAL POLICIES AND INFORMATION

- Canvas: Canvas will have the up to date weekly assignment for the course. Please check Canvas each week instead of the syllabus.
- Classroom Conduct: My expectation is that all students will be engaged and respectful.

- Late Work: Unless the instructor makes an exception, late work will be penalized with a one-grade reduction per day (e.g. from an A- to a B+ for one day late, A- to B for two days late, etc.).
- Electronic Devices & Clickers: All electronic devices are not permitted for use during class with two exceptions. First, students can make individual requests to the professor to use electronic devices for note taking, which will be considered on a case-by-case basis. Second, students may use devices for “Kahoot” quizzes through the semester.

Classroom Recording Policy:

Hudson County Community College prohibits the audio-visual recording, transmission, and distribution of classroom sessions. Classes may only be recorded with the advance written permission of the instructor. The complete classroom recording policy is listed in the student handbook.

Mandatory Use of HCCC Email: Members of the HCCC community are required to check their official HCCC email address in order to stay current with college and course communications. All college business communication between faculty, students, and staff must be sent via an official HCCC email address. If an employee or student elects to forward or link his/her HCCC email to a separate and private account, that individual remains responsible for all material transmitted to that account. Employees of HCCC shall not be responsible for any material that remains undelivered, due to defects in the private non-HCCC accounts. Failure in the operations of private email accounts shall not be cause for excuse from communications between the students and the employee. Students that encounter difficulty with HCCC email should view the FAQ’s section on the Portal.

Incomplete: An Incomplete grade for the course is given under specific conditions when a student, because of serious or unexpected reasons, cannot complete the requirements of the course. To arrange for an incomplete grade, the student must see the instructor before final exam, so proper documentations could be established and submitted to Division and The Office of Academic Affairs.

Disability Support Services: Students with disabilities who believe that they might need accommodations in this class are encouraged to contact Disability Support Services at (201) 360-4157, as soon as possible to better ensure that such accommodations are implemented in a timely fashion. All disabilities must be documented by a qualified professional such as a physician, licensed learning disabilities teacher consultant (LDTC), Psychiatrist, Psychologist, Psychiatric Nurse, Licensed Social Worker or Licensed professional Counselor, who is qualified to assess the disability that the student claims to have and make recommendations on accommodations for the student. All information provided to the Disability Support Services Program will be confidential between the program, professors involved with the student and the individual student.

Academic integrity: Academic Integrity is central to the pursuit of education. For students at HCCC, this means maintaining the highest ethical standards in completing their academic work. In doing so, students earn college credits by their honest efforts. When they are awarded a certificate or degree, they have attained a goal representing genuine achievement and can reflect with pride on their accomplishment. This is what gives college education its essential value.

Violations of the principle of academic integrity include:

- Cheating on exams
- Reporting false research data or experimental results
- Allowing other students to copy one’s work to submit to instructors

- Communicating contents of an exam to other students who will be taking the same test
- Submitting the same project in more than one course, without discussing this first with instructors
- Submitting plagiarized work. Plagiarism is the use of another writer's word or ideas without properly crediting that person. This unacknowledged use may be from published books or articles, the internet, or another student's work.

Violations of Academic Integrity: When students act dishonestly in meeting their course requirements, they lower the value of education for all students. Students who violate the college's policy on academic integrity are subject to failing grades on exams or projects, or for the entire course. In some cases, serious or repeated instances of academic integrity violations may warrant further disciplinary actions. Detailed information on the College's Academic Integrity policy may be found in the HCCC Student Handbook. The handbook also contains useful information for students on completing research projects and avoiding plagiarism.