



**GVPT 417-Seminar in Advanced Topics in Environmental Policy Analysis
Fall Semester, 2022**

Instructor:

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Office: Tydings, Room 1127D

Office Hours: Wednesdays 12.00p-1.00p

Course Information:

Pre-requisites: ENSP 102 or GVPT 273

BLENDED LEARNING COURSE

Meeting Times: MW 1:00-1:50p & ONLINE

Class location: TYD 2102

Course Description

In this course, students will learn a series of tools on how to analyze environmental policy. This course provides an in-depth view of methods of environmental policy analysis including understanding of various analytic techniques used in the making, implementation, and evaluation of environmental policies.

This is an advanced course requiring comprehensive knowledge in environmental policy, and students must have previously completed ENSP 102 or GVPT 273. It resembles a graduate seminar in which students come to class well-prepared and have completed the assigned readings for the week beforehand. It is also a project-based course with significant group work, in-class presentations, and discussion. Therefore, students must be ready to work in groups throughout the semester.

This course should be of interest to students who are seeking graduate studies or a career in the field.

Course Text & Readings :

- Required: Layzer, J.A.(2019). The environmental case: translating values into policy (5th ed.). CQ Press.

- We will use a variety of sources for our readings, including research articles published in peer-reviewed journals, environmental reports by national and international organizations and newspaper articles. These readings will be available on ELMS under “Modules”.

Course Structure

Blended Learning Course: The content of the course will be delivered in a blended learning format, incorporating both classroom meetings and asynchronous coursework.

In-Person Attendance & Participation: Attendance to the in-person sessions is *required*. Students can expect to earn full credit for participation by being present and on-time for each class meeting, participating during class discussions, and completing the assigned readings.

Asynchronous Work: During most weeks, asynchronous material will be assessed through short written assignments, reflections, and discussion posts on ELMS. **All blended learning assignments for each week are due by 11:59pm on Sunday.**

Project-Based Course: The objective of this course is to understand and apply various analytical tools used in the field. As such, this class is heavily based on group projects and discussion. Therefore, students must be prepared to come to class well-prepared to exchange ideas and participate in class discussions. Active participation in this course is important for both the quality of the discussions and for your grade in this class.

Grades

In this class, you will be assessed based on the following:

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| 1. Performance on the blended learning assignments | 20% |
| 2. Performance on group projects | 30% |
| 3. Performance on the mid-term exam | 20% |
| 4. Performance on the final exam | 20% |
| 5. Attendance (including in-class participation) | 10% |

Total 100%

Grading Scale

Final grades will be assigned on the following scale:

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|----|---------|
| A+ | 98-100% |
| A | 92-97% |
| A- | 90-91% |

B+	88-89%
B	82-87%
B-	80-81%
C+	78-79%
C	72-77%
C-	70-71%
D+	68-69%
D	62-67%
D-	60-61%
F	59% or lower

Mid-term exam- The mid-term will reflect course materials including key themes, concepts, and debates covered from the *first half* of the semester. You will be asked to critically think about topics covered until this point. The mid-term exam will be available on ELMS on **Monday, October 17th, 2022, from 1:00p-3:00p**

Final Exam – The final will reflect course materials from the *second half* of the semester. You will be asked to critically think about topics covered until this point. The final exam will be available on ELMS **on Thursday, December 15th from 1:30pm-3:30pm.**

Groups Presentations

This is a project-based course with significant group work. You must be prepared to work in a team during the semester. You will have a total of *four* presentations during the semester. Each presentation will be based on groups, and you will be divided into your groups during the first day of class.

1. Takoma Park and Net Zero

The purpose of this project is to understand the process, politics, and challenges of local environmental policymaking. Focusing on Takoma Park, students will understand *the 2020 CLIMATE EMERGENCY RESPONSE FRAMEWORK Resolution*. The resolution serves as a critical policy to combat the ever-growing threat of global climate change caused by carbon and other greenhouse gas emissions created from industrial activity.

For this project, students can also use outside research and other sources of information, including reports, newspapers, and articles to develop an in-depth analysis of the specific strategies and priorities to ensure the city can reach its net-zero goals by 2035 and fossil-free by 2045.

Groups will meet to brainstorm ideas during week two's asynchronous work timeframe. The respective groups will present in class on **Monday, September 26th**. **Submit summary papers (individually) on ELMS. More details are on ELMS.**

2. Debate: An Analysis of Hydropower in the United States

The hydropower debate will be a group research project about the impact, benefit-sharing mechanisms, local community impact, impact on biodiversity and the politics of the construction and use of dams to generate power in the United States.

Outside research is welcome as you complete the project, although we will watch an in-depth video in class as well. **Prior to the debate, submit position statements and summary papers (individually) on ELMS.** The debate will be on **Monday, October 3rd, 2022. More details are on ELMS.**

3. Deliberative Polling Exercise

Deliberative polling is a technique to determine informed public opinion by presenting knowledgeable, informed, balanced, and verifiable information to participants, with the intent to spread the results to larger populations. A separate and detailed assignment sheet is available on ELMS. Presentations will be due in class on **Monday, November 14th and Wednesday, November 16th, 2022.**

4. An Analysis of Energy Initiatives in the United States (Focus: Solar Energy)

The purpose of this assignment is to comprehend, analyze and dissect the recent initiatives by the U.S. government to address climate change, by attempting to reach a carbon-free electricity sector by 2035. *The Bi-partisan Infrastructure Law Funding is targeted to boosting careers in underserved areas across the United States.*

As a team, you will focus on analyzing the *Community Solar Subscription Platform*, which is intended to connect families to solar energy, create employment opportunities and lower electricity bills.

You will analyze how some communities in the country face disproportionately higher energy bills, the economic and health burdens associated with higher energy bills, and obstacles to accessing affordable, clean energy.

You will also look at the criticism, concerns, and competing perspectives in successfully completing the goals of this initiative. More details in a separate assignment sheet will be made available on ELMS. Students will be required to have a presentation on **Monday, December 5th** and **Wednesday, December 7th, 2022. Submit summary papers(individually) on ELMS.**

Individual Research Paper: Hometown Reflection

The purpose of the hometown reflection is to help you understand the importance of participation in Environmental Policymaking by engaging with events in your own community and how you can make a difference. This is a 5-page reflection paper, focusing on a local environmental issue (must be ongoing). You will look at the history behind the issue (i.e., when it began), the impact on local communities, biodiversity and where we are today. You will also look at the stakeholders involved including policymakers. Finally, you will include a list of five policy recommendations on how to resolve the issue, based on what you have learned from this course. The reflection paper is due on **November 28th, 2022, on ELMS before midnight. More details are available on ELMS.**

Course Schedule (Subject to Change As I See Fit)

<u>Week</u>	<u>Topic & Readings</u>
Week 1	08/29: Course Overview <ul style="list-style-type: none"> • Syllabus Review • Break up into groups for the semester
	08/31: A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Politics. Layzer Chapter 1
Week 2	9/5: LABOR DAY NO CLASS
	9/7: A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Politics. Layzer Chapter 1 Asynchronous Work: Takoma Park & Net Zero Read "Climate Emergency Response Resolution." https://takomaparkmd.gov/initiatives/project-directory/sustainability-and-climate-action-plan-2019/ Meet in groups to brainstorm session on Takoma Park & Reaching Net Zero. See ELMS for details
Week 3	9/12: Takoma Park and Net Zero Group presentations

	<p>9/14: No class.</p> <p>Watch video: The Problem with Hydropower: “Damnation” https://www.youtube.com/watch?v=laT1bNVDQN8</p>
Week 4	<p>9/19: No class.</p> <p>Read: Biden Administration Launches \$630 Million in Programs to Modernize Nation's Hydropower Fleet Department of Energy Hydropower Program Department of Energy</p> <p>Asynchronous Work: Individual Reflection paper based on “Damnation”.</p>
	<p>9/21: Regulating Polluters I:</p> <p>The Nation Tackles Air and Water Pollution: The Environmental Protection Agency and the Clean Air and Clean Water Acts. Layzer Chapter 2</p> <p>Asynchronous Work: Groups meet to discuss hydropower debate strategy, research and planning</p>
Week 5	<p>9/26: Regulating Polluters II: Ecosystem-Based Management in the Chesapeake Bay. Layzer Chapter 4.</p>
	<p>9/28: Energy Initiatives Analysis: Hydropower in the United States.</p> <p>Asynchronous Work: Reflection paper based on discussion questions Layzer Chapter 4.</p>
Week 6	<p>10/3: Group Presentations: Hydropower in the United States</p>
	<p>10/5: History, Changing Values, and Natural Resource Management I Oil Versus Wilderness in the Artic National Wildlife Refuge. Layzer Chapter 6</p> <p>Asynchronous Work: Reflection paper based on discussion questions Layzer Chapter 6</p>

Week 7	10/10: History, Changing Values, and Natural Resource Management II Federal Grazing Policy: Some Things Never Change. Layzer Chapter 7
	10/12: History, Changing Values, and Natural Resource Management III Jobs Versus the Environment: Saving the Northern Spotted Owl. Layzer Chapter 8. Asynchronous Work: Reflection paper based on discussion questions Layzer Chapter 8
Week 8	10/17: The mid-term exam will be available on ELMS from 1:00p-3:00p
	10/19: Playground or Paradise? Snowmobiles in Yellowstone National Park. Layzer Chapter 9

Week 9	10/24: Crisis and Recovery in the New England Fisheries. Layzer Chapter 10 Asynchronous Work: Reflection paper based on discussion questions Layzer Chapter 10 10/26: The Deepwater Horizon Disaster: The High Cost of Offshore Oil. Layzer Chapter 11
Week 10	10/31: Climate Change: The Crisis of our Time. Layzer Chapter 12 Asynchronous Work: Reflection paper based on discussion questions Layzer Chapter 12
	11/2: Cape Wind: If Not Here, Where? If Not Now, When . Layzer Chapter 13
Week 11	11/7: Fracking Wars: Local and State Responses to Unconventional Shale Gas Development. Layzer Chapter 14
	11/9: Participation & Involvement in Environmental Policymaking: Deliberative Polling in Texas United States. Department of Energy, National Renewable Energy Laboratory (U.S.), Thomas, D. L., Guild, W., Swezey, B. G., Lehr, R. L., & National, R. E. L. (N. R. E. L. G. C. O. (2003). Listening to customers : how deliberative polling helped build 1,000 mw of new renewable energy projects in texas. United States. Dept. of Energy. Retrieved July

	<p>21, 2022, from http://www.osti.gov/servlets/purl/15003900-ooZylw/native/.</p> <p>Asynchronous Work: Groups Meet to Brainstorm Ideas on the Deliberative Polling Exercise</p>
Week 12	11/14: Group Presentations on Deliberative Polling I
	11/16: Group Presentations on Deliberative Polling II
Week 13	<p>11/21: Gender Research and Environmental Policy. Where do we stand?</p> <p>Arora-Jonsson, S. (2014). Forty years of gender research and environmental policy: where do we stand? <i>Women's Studies International Forum</i>, 47, 295–308. https://doi.org/10.1016/j.wsif.2014.02.009</p> <p>Asynchronous Work: Reflection paper based on Gender Research and Environmental Policy</p>
	11/23: Thanksgiving Break. No Class
Week 14	<p>11/28: Making Trade-Offs: Urban Sprawl and the Evolving System of Growth Management in Portland, Oregon. Layzer Chapter 15</p> <p>Hometown Reflection Papers Due by Midnight on 11/28 on ELMS.</p>
	<p>11/30: Contemporary Energy Initiatives in the United States. An Analysis</p> <p>Read articles:</p> <p>Biden-Harris Administration Launches New Solar Initiatives to Lower Electricity Bills and Create Clean Energy Jobs Department of Energy</p> <p>Biden announces new funding to make homes more energy efficient (cnbc.com)</p> <p>Asynchronous Work: Groups Meet to Work on Energy Initiative Analysis Presentations</p>
Week 15	12/5: In Class presentations -Energy Initiative Analysis
	12/7: In Class presentations -Energy Initiative Analysis
Week 16	<p>12/12: Post Katrina: Lessons from a Disaster. Layzer Chapter 16</p> <p>Conclusions: Politics, Values, and Environmental Policy Change. Layzer Chapter 17</p>

	<p>**Last day of Classes**</p> <p>Final Exams Week 12/14: No Class</p>
<u>Week 17</u>	12/15(Thursday): Final Exam available on ELMS from 1:30p-3:30p

Make-up Assignments

If a student has a [university-approved](#) excuse and if the instructor is notified in writing, prior to the examination or assignment, and the student can provide official documentation to validate the excuse, arrangements for a make-up may be made.

If a student fails to do any of these things, the student will receive a zero for the exam or assignment. ***You must provide me with actual documentation that validates the excuse and clearly demonstrates that you were unable to complete the assignment (or exam) by the due date.*** If a student fails to notify the instructor or provide the proper documentation, the student will receive a zero for the assignment (or exam).

For COVID related illnesses, please follow the guidelines stipulated by the university [here](#).

Attendance and Participation

This course is based on collaboration and group work. I expect students to be engaged during each class session. This means coming to class prepared and on time. Prepared means coming to class with ideas, comments, and questions so you can actively participate in small group work, and larger class discussions.

Participation also means respectfully listening to the ideas and perspectives of your classmates, even if you may not agree with them. Diversity of thought is encouraged in this class. Inappropriate comments, yelling, or interrupting other students because you do not agree with their perspectives is not welcome.

Lateness to Class

Students arriving in class **repeatedly** late will be penalized. ‘Repeatedly late’ means that you are consistently coming to class more than 15 minutes after class has begun. Students repeating this behavior will not get attendance points for that class session. If you know you will be late to class for a special reason, you can e-mail Dr. Kazungu, at least, 24 hours beforehand.

Technology in the Classroom

Cell phones are prohibited in class. Students will be required to turn off their phones or put their phone on silent. Students who are caught texting, looking at their phones during class will be penalized against their attendance grade.

Note taking devices including laptops are allowed in class for in-class purposes. Students using laptops/iPads for browsing the web and non-class related purposes will be penalized against their attendance grade.

Exams, Assignments, and Grading

I will not accept late work. Late assignments will be subjected to 5 points less on your grade for that assignment. This includes due dates on class projects and presentations. Please review your syllabus schedule to be mindful of due dates for the semester.

I will only discuss a grade with you in my office. I will not discuss a grade with you before or after class in the classroom, in the hallway, via e-mail or over the phone. Any discussion of exam grades should take place within my office hours or by appointment in my office if you are not able to attend the scheduled office hours.

Academic Integrity

Plagiarism, cheating, not citing another person's ideas or work will be subject to the university's policy on [academic integrity](#) including but not limited to the following:

- **Cheating:** fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.
- **Fabrication:** unauthorized falsification or invention of any information or citation in any academic course or exercise.
- **Facilitating Academic Dishonesty:** knowingly helping or attempting to help another to violate any provision of this Code.
- **Plagiarism:** representing the words or ideas of another as one's own in any academic course or exercise. In all your assignments, presentations, drafts of papers, you may use words or ideas written by someone else in publications, news sources, reports etc. but properly cite them. Always refer to [UMDs citation](#) help tools when in doubt.
- **Self-Plagiarism:** the reuse of substantial identical or nearly identical portions of one's own work in multiple courses without prior permission from the current instructor or from each of the instructors if the work is being submitted for multiple courses in the same semester.

UMD Resources

For a comprehensive list of UMD resources including COVID-19 click [here](#).