# Upper-division Writing Requirement Review Form (12/1/08)

## I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Course # (i.e. ANTH 455) or sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies</td>
<td>EVST 367</td>
</tr>
</tbody>
</table>

**Course(s) Title**: Environmental Politics and Policy

**Description of the requirement if it is not a single course**

## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Saha</td>
<td></td>
<td>2/5/09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone / Email</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>243-6285</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Chair</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Len Broberg</td>
<td></td>
<td>2/5/09</td>
</tr>
</tbody>
</table>

## III. Overview of the Course Purpose/Description

Provides students with an understanding of political processes by which environmental problems are recognized and addressed by public institutions in the U.S. Seeks to foster an understanding of the factors that shape environmental policy making and to develop the ability to research, analyze, and participate competently in current policy debates.

## IV. Learning Outcomes:

**Student learning outcomes**: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Identify and pursue more sophisticated questions for academic inquiry</th>
<th>Students investigate and analyze current environmental policy issues, predict outcomes, and provide strategic advice to policy actors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>Students write a case study analysis using political science framework (“Government Politics Model) and instructor-prepared case study materials. Students apply the same analytic framework to information obtained through original research using primary sources (interviews of policy actors) and wide range secondary sources (newspaper articles, government reports, scientific journal articles, NGO and think tank reports, etc.). Use of diversity of sources is strongly encouraged and a grading criterion for policy research paper. Students submit annotated bibliographies and draft interview questions. Students are taught interviewing techniques. Students are taught to evaluate subjectivity of sources, appropriate use of quotes and citations.</td>
</tr>
</tbody>
</table>
Manage multiple perspectives as appropriate

Students analyze public decision making contexts (“Rules of the Game”) and interests, resources, and strategies of diverse sets of policy actors for current environmental issues, and thereby develop an understanding and appreciation of multi-stakeholder political processes. Students also prepare and present oral arguments for in-class role play exercise, a simulated judicial hearing on a controversial natural resource management issue. Students also learn to distinguish between analytical writing and person opinion and consider appropriate uses of both.

Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline

Primary emphasis is on conventions of writing policy analyses using analytic writing style, particularly use of logical reasoning and substantiation of arguments with evidence. Students are nevertheless encouraged to and given some freedom to provide personal commentary and opinion.

Use multiple drafts, revision, and editing in conducting inquiry and preparing written work

Students submit drafts of two major writing assignments, obtain instructor’s and TA’s feedback, and make revisions. Drafts and final paper are graded.

Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline

Students are taught standard citation and referencing styles and are required to use them (are evaluated accordingly). Again, analytic writing and policy analysis techniques and conventions are emphasized throughout the course.

Develop competence in information technology and digital literacy

Students receive two computer classroom trainings on conducting policy research using a wide range of electronic resources. One session is led by Mansfield Library librarian (Barry Brown). Instructor provides “policy research resources” guide specifically tailored to the major.

V. Writing Course Requirements Check list

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>☑️  Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>☑️ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>Are detailed requirements for all written work</td>
<td>☑️ Yes ☐ No</td>
<td></td>
</tr>
</tbody>
</table>
assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?

Some details are in syllabus. Other details are included in written assignments handed out and covered in class well before due dates. Students’ questions in these regards are answered.

Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

Through instruction on analytic writing, critical thinking, and research skills, and through in-class grammar and writing workshops, often using student writing samples. Also through major writing assignments.

Will written assignments include an opportunity for revision? If not, how will students receive and use feedback to improve their writing ability?

掀 Yes □ No

Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?

掀 Yes □ No

VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

Formal Graded Assignments
1) 2-3 page policy evaluation homework
2) 2-3 page political process homework
3) 4-5 page policy process homework
4) 6-7 case study analysis
5) 10 page research paper
6) In-class midterm with two essay questions and several short-answer questions

Course grade: Assignments 1-3 (20%); Case Study Analysis (20%); Research Paper (30%); Midterm Exam (20%). Writing quality counts for 25% of grade for case study analysis and research paper.

Informal Ungraded Assignments
In class writing exercises.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

EVST 367W
ENVIRONMENTAL POLITICS AND POLICIES
CRN 72710 / Fall 2008 / TR 11:10 am – 12:30 pm / JRH 203

Dr. Robin Saha
Course Description

This course teaches students how to analyze and research environmental and natural resource policy issues and how to advise policy actors on political strategies to protect their interests. The goal is for students to develop an understanding of the complex dynamics of policy making to prepare them to become active, engaged citizens and to pursue policy-related careers. The focus is on current domestic policy issues.

Students learn about factors that affect the development of policy issues in the public and governmental spheres. The course begins by providing a basic foundation on the features of the U.S. political system. We then briefly examine how environmental problems become recognized, develop into public issues, and gain the attention of government. The course primarily examines the policy making process of formulating and adopting policies to address public issues. Thus, a fundamental objective is for students to understand how governmental decisions are made and how various outside actors attempt to influence those decisions.

This class uses a Government Politics Model to analyze current natural resource and environmental policy issues. Models are tools to help us “see” the various components of complex systems – in our case the political system – and understand the relationships among various policy actors. Models not only help us explain current policy debates, but also predict their outcomes and identify ways that various policy actors can “tweak” the outcome in their favor. To be successful in the course, students will demonstrate mastery in applying the model. Students will have opportunities to practice using the model individually and as a class.

In learning to apply the Government Politics Model students begin by identifying key decision makers and their political interests. Student also must be able to describe the decision making process, which we refer to as the Rules of the Game. A large part of the course is devoted to understanding the rules of the game, for example, how Congress, agencies, and the courts make decisions – often in various steps or stages. Next students identify the political interests and stakes of other policy actors and assess their ability to influence the decision makers at different stages of the decision making process. In evaluating the
relative power of these actors, we consider their political access (to decision makers), political resources, and their tactics or strategies. Thus, to master the Government Politics Model students must understand and be able to apply these important concepts (decision makers, Rules of the Game, policy actors, access, interests and stakes, resources, tactics and strategies) in analyzing current policy issues.

Students will develop their policy analysis skills using the Government Politics Model by conducting a case study analysis of a current issue, getting feedback, and doing a revision. Students will then have the opportunity to demonstrate their policy analysis skills by conducting their own issue investigations and policy analyses on current topics of their choosing. This major assignment requires doing original research, including interviewing policy actors.

By the end of the course students will:

- Understand the basic organization, decision making processes, and interrelationships among federal policy making institutions, including Congress, the president, executive branch agencies, and the courts.
- Understand and appreciate the influence of interest groups, the media and public opinion in environmental decision making.
- Be able to research and analyze current policy debates, predict outcomes, and strategically advise policy actors by using the Government Politics Model, i.e., by identifying decision makers, ascertaining the Rules of the Game, assessing the relative influence of policy actors by analyzing actors’ interests, resources, tactics, and access to decision makers.
- Have improved skills and confidence in analytic writing, public speaking, and civic debate.
- Attain knowledge of and interest in how to effectively participate in current environmental policy decisions, i.e., citizenship skills and sensibilities.

Class Structure

The class is highly interactive and will include a combination of lecture, discussion, and a variety of activities such as small group discussions, guest speakers, videos, etc. Considerable class time will also be devoted to research project development.

Requirements

Students must be prepared to develop and demonstrate upper division critical thinking, writing and oral communication skills. The course requires:

- Regular class attendance
- Active participation in class
- Homework assignments
- Case study analysis and revision
- A mid-term exam
• Research-based policy analysis

Students are expected to be prepared to discuss assigned readings and participate in class activities, complete all required assignments, including several homework assignments and a case study analysis assignment, which provides an opportunity to develop analytic skills needed to predict outcomes of and recommend strategies to influence current policy debates. A rewrite will help develop your writing skills and fulfill the Upper Division Writing Requirement.

You will then put your analytic skills to use by conducting policy research, for which you will investigate and analyze a current policy issue. This semester the class will focus on climate and energy policy. The instructor may also offer one or more well-defined group research project options.

Grading Policy
Course grades are based on the following components:

1. Participation (10%)
2. Homework assignments (20%)
3. Case study analysis, including revision (20%)
4. Midterm exam (20%)
5. Policy research paper (30%)

Late homework assignments will not be accepted. The case study analyses turned in late will receive a letter grade reduction for each class period they are late, and assignments not turned in will receive a grade of "zero." Policy research papers will receive a letter grade reduction for each day late. If unforeseen or special circumstances occur or are anticipated, you must speak with the instructor in advance of due dates.

Attendance Policy
Regular attendance is a requirement. Attendance will be taken each day in class. Students who have 5 or more unexcused absences throughout the term may receive up to a full letter grade reduction in their course grade. Excused absences will be given on a case-by-case basis. Students wishing to have an excused absence generally must notify the instructor in advance of a class that they will miss, or provide an acceptable reason such as illness or death in the family, and may be required to provide verification. Repeated lateness to class is disruptive to the learning environment and may also result in a course grade reduction. Students at risk of incurring a grade reduction due to poor attendance will be given noticed and given an opportunity to improve.

Extra Credit
Extra credit (for up to a maximum of 2.5% boost in your course grade) can be earned by attending a public hearing or meeting and completing a report about it. Public hearings are an important component of democratic participation. Here is
your chance to see what goes on and perhaps participate yourself. You must
attend in person (not watch community access cable) and provide a short (3 to 4
page) report that identifies the date, location, presiding agency, level of
government, the topic or decision under consideration, a rough timeline for the
decision to be made, and the law or policy for which the hearing is required. You
should also summarize and assess the nature of the comments, identify which
arguments or testimony you found more compelling, explain why and provide
your own opinion on the issue. Finally, indicate if you provided testimony or
could see yourself doing so. Due by Tues., Nov. 18.

Description of Major Assignments

1. **Case Study Analysis** – To help hone your analytic skills for the term paper,
you will be given a short written case study to analyze the policy making
process of a specific issue, using the *government politics model*. Because the
course meets the University’s *Upper Division General Education Writing
Requirement*, case study analyses will receive and initial grade, substantial
feedback for improvement, and then will be revised, resubmitted, and re-
graded. Both versions will be counted toward the assignment grade. First
drafts are due Thurs., Oct. 2, and revised papers are due Thurs., Oct. 16.

2. **Policy Research Paper** – The purpose of the project is to conduct original
research and analysis on a current policy issue related to energy or climate
change that is being actively debated and will soon be decided. *Students will
pick topics subject to the instructor’s approval during the week of Oct. 27.*
Students will determine the location of the issue in the policy process,
research the background for this issue, and gather information needed to
write individual policy analyses using the *government politics model*. This
effort should involve preparing interview questions and interviewing key policy
actors, and if possible decision makers, as well as gathering information
through other means on actors’ interests, stakes in the issue, resources, and
strategies employed. As part of this major assignment, an **Issue
Background** will be due Thurs., Nov. 13. Students are encouraged to meet
individually with the instructor or TA during the week of Nov 13. Additional
information will be handed out in class and special training sessions (**Policy
Research Workshops**) will prepare students to conduct this research

In this assignment you will bring course materials to bear in analyzing the
group research project. In addition to providing an issue background and
identifying the location of your issue in the policy making process, your goal
will be to illustrate an in-depth understanding of policy developments for the
issue. The following indicates the kinds of information and analyses that
should be included:

- What are the positions of the main policy actors, and why?
- What influence they have had on the development of policy to date?
- What is the source of their influence, i.e., what resources and
  advantages do they have?
• What is the nature of their access to the key decision makers in the policy making process?
• How have they influenced policy in the past?
• What are the strategies they are employing now?
• How are they likely to influence future direction of the policy?
• Picking one policy actor, what strategies would you recommend she/he employ and why?

The above is not intended to be an exhaustive check-list. Rather it is intended to get you to think about pieces of information and aspects of analysis that are necessary to gain an in-depth understanding about policy development regarding a particular issue. Thus, rather than asking yourself whether you have methodically and dutifully hit upon every point raised above, you should ask yourself whether you have covered all the main pieces that will result in in-depth understanding of the issue. You will be revising your Issue Background as your second formal paper revision required to fulfill the Upper Division General Education Writing Requirement.

Policy Research Papers are due on the last day of classes Thurs., Dec. 4.

Additional instructions and guidelines for each assignment will be handed out and discussed in class.

Academic Dishonesty and Plagiarism

Plagiarism is a serious violation of academic integrity. All work and ideas submitted are expected to be your own or must be fully and accurately attributed to verifiable sources. The Academic Policies and Procedures in the 2008-09 University Catalog states: “Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.” If you have any doubts about plagiarism and citing of others’ work or ideas, especially web sources, please consult the instructor.

Reading Materials and Phone Communications

There is no required text. All reading materials will be on Electronic Reserve (E-RES). Materials on E-RES can be accessed through the Mansfield Library course reserves home page: http://eres.lib.umt.edu/eres/default.aspx by searching for by the course (EVST 367) or the instructor (Saha). The course reserve page password is “EVST367”.

Phone communications may be necessary for gathering information (conducting interviews) for the research papers, particularly for national or regional policy topics. It is recommended that each student plan for several hours of prime time long-distance phone calls.
Class Schedule

In addition to the readings listed below, supplementary readings will be posted on E-RES throughout the term, for the role play exercise, for example. Due dates for assignments are also shown in the schedule below.

Tues 8/26 Course Introduction

**POLITICAL PROCESS HOMEWORK HANDED OUT**

Thurs 8/28 Introduction to Environmental Politics and Policy **POLITICAL PROCESS HOMEWORK DUE**


Tues. 9/2 Introduction to Public Land History and Policy

Fairfax (2005) Changing Expectations: From the Civil War to the Weeks Act, 1865-1911 (Ch 3)

Thurs. 9/4 Public Lands Policy Continued


McClure and Schneider (2001) The General Mining Act of 1872

Ring (2008) A Fractured Party

**POLICY EVALUATION HOMEWORK HANDED OUT**

Tues. 9/9 Introduction to the Bedrock Environmental Laws **POLICY EVALUATION HOMEWORK DUE**

Kraft (2004) Judging the State of the Environment (Ch 2)

**POLICY PROCESS HOMEWORK HANDED OUT**

Thurs 9/11 Bedrock Environmental Laws Continued / The Policy Process


**RECOMMENDED:** Kingdon (1995) Agenda Setting (Ch 13)

Tues 9/16 Policy Process Case Example – The Clean Air Act

Layzer (2002) The Nation Tackles Pollution: The Environmental Protection Agency and the Clean Air and Water Acts (Ch 2)
Thurs 9/18  Introduction to the Legislative Process

   HOMEWORK DUE

   Project Vote Smart (2005) How a Bill Becomes a Law
   http://www.vote-smart.org/resource_govt101_02.php

   RECOMMENDED: Kraft (2006) Environmental Policy in Congress:
   From Consensus to Gridlock (Ch 6)

Tues 9/23  Legislative Process Continued / Public Policy Theories and Models

   / The Government Politics Model

   (Ch 3), p. 69-77 only

   The Government Politics Model

   CASE STUDY ANALYSIS ASSIGNMENT HANDED OUT

Thurs 9/25  Topic to be announced

   Readings to be assigned

Tues 9/30  Case Study Analysis Practicum

Thurs 10/2  Interest Group Behavior

   CASE STUDY ANALYSIS ASSIGNMENT DUE

   Advocacy and the Permanent Campaign (Ch 4)

Tues 10/7  Interest Group Role Play Prep Day

   Readings to be assigned

Thurs 10/9  Interest Group Role Play

Tues 10/14  Introduction to Climate Policy

   Gerrard (2007) U.S. Policy (Ch 3)

   Rabe (2007) Taking It to the States (Ch 16)

   RECOMMENDED: Gerrard (2007) Introduction and Overview (Ch 1)

Thurs 10/16  Public Opinion and Climate Policy

   CASE STUDY ANALYSIS REVISION DUE

   Opinion (Ch 5)

Tues 10/21  Midterm Review

Thurs 10/23  Midterm Exam
Tues 10/28  Policy Research Workshop I (researching current policy issues)  
   SPECIAL TRAINING DAY, CLASS MEETS IN MANSFIELD LIBRARY, RM. 283  
   CURRENT ISSUE ASSIGNMENT HANDED OUT

Thurs 10/30  Science and Policy  CURRENT ISSUE ASSIGNMENT DUE  
   Dessler and Parson (2006) The Science and Politics of Global Climate Change (Ch. 3)  
   Pegg (2007) Effects of Bush Climate Science Censorship Linger

Tues 11/4  Election Day – No Class

Thurs 11/6  Policy Research Workshop II  
   SPECIAL TRAINING DAY, CLASS MEETS COMPUTER CLASSROOM, LOCATION TBA  
   ISSUE BACKGROUND ASSIGNMENT HANDED OUT

Tues 11/11  Veteran's Day – No Class

Thurs 11/13  Media and the Policy Process  ISSUE BACKGROUND ASSIGNMENT DUE  
   Greenblatt (2004) Media Bias

Tues 11/18  Policy Research Workshop III  LAST DAY TO SUBMIT EXTRA CREDIT ASSIGNMENTS  
   Rouge Communications. Modules 1-7  
   http://www.roguecom.com/interview/

Thurs 11/20  Research Day

Tues 11/25  Research Day

Thurs 11/27  Thanksgiving – No Class

Tues 12/2  Research Day

Thurs 12/4  Course Wrap Up  POLICY RESEARCH PAPERS DUE

Friday 12/12  Finals Week – Final Class Meeting  10:10 A.M. – 12:10 P.M.