

The Edward J. Bloustein School of Planning and Public Policy
Rutgers University

Environmental Planning and Management
34:970:618

Spring 2009
EJB 113 Wednesday 1:10-3:50

Professor Michael Greenberg- mrg@rci.rutgers.edu Room 536, EJB Building (next to State Theater, 33 Livingston Avenue)

Office hours to be set after discussion with class

This course introduces policy decision-making processes and tools in the fields of environmental planning and management.

Reading

Michael Greenberg (2009) *Environmental Policy Analysis and Practice*, Rutgers University Press. Unless otherwise indicated, all the required readings are found in this book, or on Sakai. <http://sakai.rutgers.edu/portal> (login using your Rutgers NetID and password: click on tab: "970:618.01 Sp08"). In addition to the required reading, which is deliberately limited, every student will read for their own paper and as part of a group for a class annotated bibliography.

Course objectives

The instructor is interested in developing your capacity to think independently and to work in small groups rather than to memorize policies that will be replaced in a decade. This is an era of multi-tasking. Hence, you will be working on multiple projects and emphasis will be placed on communication, working in groups, and writing. After completing this course, students will understand:

- (1) Six key factors that drive public policy formation: (a) science/information development; (b) stakeholders, such as business, media, not-for-profits, and the public; (c) elected officials and their staff; (d) economic costs and benefits; (e) ethics/morality; and (f) time/flexibility.
- (2) Applications of these factors to important environmental planning and management decisions.
- (3) Application of tools used to guide and communicate decisions.

Students will be introduced to:

- (1) Independently preparing a policy analysis about environmental planning and management using the six criteria
- (2) Quickly responding to questions with plans and recommendations
- (3) Preparing and presenting a report as part of a group,

Grading and Academic Honesty Policies

Grading:

Policy topic (10%): During the fourth week of class, each student will submit a memo. Part 1 is policy research question (e.g., Should the State government support the building of a new nuclear power plant adjacent to the Salem plants? Should all new state-funded buildings be required to reduce energy use by at least 20 percent?) Part 2 is a work plan for answering the question (sources of information, action plan for obtaining information). Part 3 is a short bibliography of sources you plan to use. (Length: 2 pages and single-spaced)

Mid-tem paper (20%): During the eighth week of class, we will have our midterm take home. It will consist of two parts. Part 1 consists of a restatement of the policy question, the major options, and a summary of the results for the science/information development, elected official and staff, and non-government stakeholder criteria. This summary should be presented in the six row by two column matrix presented in Greenberg (2008). The second part should be an overview of the relative importance of these criteria. The third part should identify and discuss in detail one criterion of the three that you believe is most important among these three. (Length: 5-10 pages double-spaced, table can be single spaced).

Final paper (35%). The final take home will be submitted during the week 14 class. It is the same form as the mid-term take home. However, all six criteria are to be assessed, and the two most important criteria are to be discussed in detail (Length: 7-12 pages double-spaced, table can be single spaced).

Attendance and class participation (20%). I am big believer in class participation. I may not remember each person's name, but I recall faces, and I have your photos. So I will know who participates and who does not. Participation is measured as: attendance, asking questions, participating in breakouts and during the last few classes when students present their environmental impact analysis work.

Group Written and Verbal Report (15%). Class will prepare reports about the environmental impact assessment process. Depending upon class size, students will divide into four groups: (1) history of the process in the United States– why was it created? How has it been modified? (2) applications at federal level? Who, how many, evaluations, case studies of successes and failures. (3) state and local case studies – Who, how many, evaluations, case studies of successes and failures. (4) International parallels - Who, how many, evaluations, case studies of successes and failures.

Each of four groups will prepare a 3,000 word essay and citations. These will be presented during the last two classes and the reports will be presented to every member of the class.

Final grade:

A is consistent excellent performance and class participation.
B/B+ is good to almost excellent performance.
F/C/C+ is unacceptable performance

Statement on academic honesty:

All members of our community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain advantage not given to all students is dishonest, whether or not the effort is successful. A violation of academic honesty is a breach of trust, and will result in penalties, including possible suspension or expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructors.

Organization of the course and class schedule

The beginning of every class will introduce the policy criterion or policy tool, and then we'll try to use breakout sessions to increase student participation.

Week 1: Classes start Tuesday, January 20, 2009

Wednesday, January 21, 2009

Introduction to the course objectives, expectations, grading and reading. Outline of how the course will be conducted. Overview of factors that drive policy formation: science/information development; economics, including costs and benefits; elected officials and their bureaucracies; vested interests, including business, not-for profits, the public, and the media; ethics/morality; and time-flexibility. *Reading:* Greenberg preface and introduction chapter. Use GNEP as an example of a hot button policy issue for the USA.

Week 2: Wednesday, January 28, 2009

The scientist perspective on public policy. *Reading:* chapter 3 and risk analysis and environmental impact sections of chapter 7 in Greenberg. Use chemical weapons as the example. *Reading:* Greenberg chemical weapons article for context.

Week 3: Wednesday, February 4, 2009

The public perception of hazards and risk, and its influence on policy. *Reading:* See public perception part of chapter 3. See also Greenberg, paper Environmental protection as a US national government priority, EP&M. 48(5), 733-746 and HER nuclear

Week 4: Wednesday, February 11, 2009

The media's role, newsworthiness. *Reading:* chapter 2 of Greenberg. Lecture re newsworthiness and communicating with reporters. Also read, Global warming Newsweek, August 13, 2007.

Week 5: Wednesday, February 18, 2009

Federal elected officials, their staff and bureaucracies. The tools of power. *Reading:* Greenberg laws, rules, regulations, executive decisions, leadership changes, and budget sections of chapter 8. See hpd-fishman article and remediation winter 07 piece re root causes

Week 6: Wednesday, February 25, 2009

Local elected officials, their staff and bureaucracies. Applying the tools of power.

Reading: Greenberg chapter 1. Land use changes for the benefit of whom? See brownfields article.

Week 7: Wednesday, March 3, 2009

Economic factors. *Reading:* Greenberg chapter 4 and cost-benefit part of chapter 8.

See life cycle costs article.

Week 8: Wednesday, March 10, 2009

Ethics and morality factors. *Reading:* Greenberg chapter 5. Environmental justice history and environmental ethics. See proving environmental inequity. *Midterm paper due.*

Week 9: Wednesday, March 24, 2009

Time and flexibility. *Reading* is chapter 6. Caution vs. full steam ahead. See end state land uses paper.

Week 10: Wednesday, March 31, 2009

Tools of the trade: Policy measurement and assessment tools: risk assessment and management, *Reading:* chapter 7. See also port security article

Week 11: Wednesday, April 7, 2009

Tools of the trade: Policy measurement and assessment tools: regional economic impact analysis, and natural resource damage assessment *Reading:* chapter 7. See Katrina paper

Week 12: Wednesday, April 14, 2009

Tools of the trade: Decision-making and communication tools: checklists and simulation tools, *Reading:* chapter 8. Also end state land uses article

Week 13: Wednesday, April 21, 2009

Tools of the trade: Decision-making and communication tools, communicating with the public and press. *Reading:* chapter 8. See proposed model paper

Week 14: Wednesday, April 28, 2009

Student presentations of environmental impact assessment, groups 1 and 2. *Final paper due.*

Week 15: Wednesday, May 5, 2009

Student presentations of environmental impact assessment, groups 3 and 4