

**THE UNIVERSITY OF GEORGIA**  
**PUBLIC ADMINISTRATION 8650:**  
**ENVIRONMENTAL POLICY SEMINAR**

**Fall Semester 2017**

**University of Georgia Gwinnett Campus**  
**Monday Evenings, 6:15 p.m. – 9:00 p.m.**

**SYLLABUS**

**COURSE DESCRIPTION**

PADP 8650 is a seminar on the major analytical techniques and theoretical approaches to decision-making in environmental policy. The seminar explores strategies that have been used or proposed to protect the environment as well as environmental values and ethics and their relationship to the policy process, including the foundation of economic efficiency and its relationship to fairness, legal entitlements, duty to other creatures, and incommensurabilities in valuing goods.

**COURSE OBJECTIVES**

Students will explore the concepts and structure of policy and regulatory systems for environmental protection and how those concepts have been applied in the United States, including evolution of systems to address emerging environmental problems and the institutional factors that shape these decisions. The student will gain familiarity with the scholarly literature concerning U.S. environmental policy. The student will master the ability to analyze selected particular policy issues using the literature, and to assess relative advantages and disadvantages of management approaches in the abstract and as they apply to specific environmental problems.

**INSTRUCTOR**

Mr. James Michael “Mike” Martinez

Part-time instructor

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Office Hours: Upon request and by prior appointment.

Because I am seldom on campus during the day, the telephone and fax numbers listed are for my home-office. Feel free to call between 8:00 a.m. and 11:00 p.m. (or send me an e-mail message at any time). If I am unavailable when you call, leave a voice message (including a telephone number with an area code) and I will return your call as soon as I can.

## **REQUIRED TEXTS**

Two texts are required.

(1) [\*The Environmental Ethics & Policy Book\*](#), 3d. ed., by Donald VanDeVeer and Christine Pierce (Wadsworth/Cengage, 2003). ISBN-13: 978-0-534-56188-8; ISBN-10: 0-534-56188-8.

(2) [\*Environmental Sustainability and American Public Administration: Past, Present, and Future\*](#), by J. Michael Martinez (Lexington Books, 2016). ISBN: 978-1-4985-0966-4.

## **GRADING POLICIES & PROCEDURES**

This is a writing-intensive course. Class grades are calculated on the basis of a student's performance on a series of assignments, as discussed below. Each short paper and the book review must be 3-5 pages, double-spaced, using 12-point font, Times New Roman, with one-inch margins. The grading rubric is as follows:

<b>Assignments</b>	<b>Percentage of Final Grade</b>
Book review and in-class presentation	10%
Five short papers: 10% each	50%
In-class presentation of term paper topic	10%
Term paper	30%

Points will be assigned according to a 100-point scale, and letter grades will be calculated based on the following conversion formula.

<b>Points</b>	<b>Grade</b>
94-100	A
90-93	A -
86-89	B+
83-85	B
80-82	B-
76-79	C+
73-76	C
70-72	C-
Below 70	D/F

## **BOOK REVIEW**

Each student will write and present in class a 3-5-page book review on a book of their choice (approved by the instructor in advance). Although the options are not limited to these books, the following list contains some of the best known books in the environmental field:

1. Bakke, Gretchen. [\*The Grid\*](#).
2. Carson, Rachel. [\*Silent Spring\*](#).
3. Friedman, Thomas L. [\*Hot, Flat, and Crowded\*](#).
4. Leopold, Aldo. [\*A Sand County Almanac\*](#).
5. McKibben, Bill. [\*The End of Nature\*](#).
6. Quinn, Daniel. [\*Ishmael\*](#).
7. Rathje, William, and Cullen Murphy. [\*Rubbish! The Archaeology of Garbage\*](#).
8. Shabecoff, Philip. [\*Earth Rising\*](#).
9. Stern, Gerald M. [\*The Buffalo Creek Disaster\*](#).
10. Thoreau, Henry David. [\*Walden\*](#).

## **FIVE SHORT PAPERS**

Each student will write a series of short (3-5 page) papers on a specific issue that has been discussed in class. The short paper is NOT a research paper. It is a critical analysis that requires the student to reflect on the topics discussed in class and offer a reasoned assessment of the topic. Five short papers are due throughout the semester.

## **TERM PAPER**

The term paper assignment will require students to research and write on a topic of their choice regarding some aspect of environmental policy. The purpose of the term paper assignment is for students to explore contentious environmental issues and thereby achieve a deeper understanding of the salient issues. The term paper should be 10-15 pages in length for master's students and 15-20 pages in length for doctoral students (not including prefatory matter and a list of references). The paper should follow standard citation format for all secondary materials. I will provide detailed comments on the papers to each student as soon as possible after the papers are submitted.

**A one-paragraph description of the paper topic is due at the start of class on Monday, November 27, 2017.** Students will discuss their topics in class on that same date. **Final papers are due at the start of class on Monday, December 4, 2017.**

A good graduate level-level term paper consists of several parts. Writers refer to the appropriate formula as: Tell me what you are going to tell me; tell me; and tell me that you told me.

**Tell me what you are going to tell me:** In the first few paragraphs, the author must introduce the reader to the topic. What is this paper about and how does the author plan to prove

his or her point? In other words, what does the author hope to accomplish in the paper? This is what English teachers call the “thesis.” A good paper must begin with a clear, concise statement of the thesis. This process of “setting up the problem” should be accomplished near the beginning of the paper.

**Tell me:** Next, the paper must set forth an argument and lead the reader through the argument, building one point on another so that the arguments and evidence are cumulative and persuasive. Whereas the introduction summarized the argument, this section fleshes it out, providing the detail that was only hinted at in the introduction. The author would be well-advised to apply concepts discussed in class, as appropriate. The use of examples is especially helpful in illustrating salient points.

**Tell me that you told me:** Finally, the paper must include a conclusion that does more than restate the thesis. If the assignment asks the author to state an opinion and defend it, the author should do so in more than a mere perfunctory fashion. He or she must demonstrate a clear understanding of the issue and an ability to use concepts discussed in class to develop arguments. The conclusion also must bring together the disparate points discussed in the paper.

**Grammar & Mechanics:** A good term paper should adhere to the normal rules of English grammar, syntax, punctuation, and so forth. Numerous style manuals and grammar books are available. Any well-recognized manual (e.g., *The Chicago Manual of Style*, the APA guide, etc.) will suffice.

**Originality:** A good term paper is written in the author’s own words and relies on very few direct quotations. It is preferable to present your own ideas and sentences, even if they need improvement, rather than present paraphrased material you gleaned from secondary sources. In addition, the examples the author uses should be original and demonstrate a mastery of the material used in the assignment and the concepts discussed in the course.

**Research:** “A” papers always cite and discuss the relevant literature and cases in support of a point or argument. It is easy to “get lost in the research”; that is, a student is tempted to simply throw in a great deal of information and facts amassed in the research. The thinking is, “hey, if I went to the trouble of gathering all this material, I should throw it in there.” This kind of thinking is almost always a mistake. You should not bore or confuse the reader with extraneous or irrelevant information. You should use sources and cases that best illustrate your point, but don’t go off on a tangent. Two or three well-argued points supported by a handful of cases are preferable to ten poorly-developed points backed up by cases that don’t pertain to the subject.

## **CLASS ATTENDANCE & ACADEMIC INTEGRITY**

Students are encouraged to attend classes in accordance with policies and procedures of the university. A strong correlation exists between class attendance and high achievement.

Wilson Mizner once observed that “to copy from one is plagiarism, but to copy from two is research.” The University of Georgia does not share Mizner’s permissive attitude on

plagiarism. Accordingly, every student is responsible for upholding the provisions of the student code of conduct, which addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the university judicial program, which include either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure.

## **E-LEARNING COMMONS**

The Department of Public Administration & Policy uses eLearning Commons to provide supporting materials for PADP courses. Accordingly, eLearning Commons will display the syllabus, supplemental readings and materials, copies of PowerPoint slides (if any) and important announcements, including procedures to be followed in the event of inclement weather, university closings, and/or the instructor's illness. All students should check eLearning Commons frequently to ensure that they are informed of course requirements and milestones.

## **DUE DATES**

Monday, August 14, 2017	First class session.
Monday, August 28, 2017	First short paper due at the start of class.
Monday, September 25, 2017	Second short paper due at the start of class.
Monday, October 9, 2017	Third short paper due at the start of class.
Thursday, October 19, 2017	Withdrawal deadline.
Monday, October 23, 2017	Fourth short paper due at the start of class.
Monday, November 6, 2017	Fifth short paper due at the start of class.
Monday, November 13, 2017	Book report is due. Students will present their book reports in class.
Monday, November 20, 2017	Thanksgiving holiday.
Monday, November 27, 2017	A one-page synopsis of the paper topic is due at the start of class. Students will present their term paper topics in class.
Monday, December 4, 2017	Final class. Term paper is due.

## ASSIGNMENTS

Students should read all applicable assignments before attending class.

<b>Part I: Philosophical Foundations</b>	<b>Readings &amp; Assignments</b>
1. <u>Monday, August 14:</u> “Introduction to the Course: What is Environmental Management?”	No required reading. Syllabus review. Introductory lecture.
2. <u>Monday, August 21:</u> “Classic Readings in American Environmental Literature.”	<b>VanDeVeer and Pierce:</b> 4. White 7. Attfield 10. Rosenstand 22. Goodpaster 25. Leopold 47. Hardin 88. Carson <b>Martinez:</b> Chapter 1
3. <u>Monday, August 28:</u> “The Philosophical Framework.”  <b><u>First short paper topic: What are the parameters of American environmental management?</u></b>	<b>VanDeVeer and Pierce:</b> 23. Stone 24. Taylor 26. Callicott 28. Norton 30. Devall and Sessions 31. Naess 32. Bookchin <b>Martinez:</b> Chapter 3  <b>First short paper due at the start of class.</b>
4. <u>Monday, September 4:</u> Labor Day Holiday.	No class session.
5. <u>Monday, September 11:</u> “Economics and Other Dirty Words.”	<b>VanDeVeer and Pierce:</b> 38. Preview 39. Freeman 40. Sagoff 49. Locke 50. Shrader-Frechette 51. Sagoff 61. Solow <b>Martinez:</b> Chapter 2

6. <u>Monday, September 18:</u> Class cancelled.	No class session. No reading assignment. I am attending a conference.
<b>Part II: The Legal and Policy Context</b>	<b>Readings &amp; Assignments</b>
1. <u>Monday, September 25:</u> “Enduring Environmental Problems, I.”  <b>Second short paper topic: Discuss the anthropocentric-biocentric dichotomy. Is it a usual conceptual framework? Explain.</b>	<b>VanDeVeer and Pierce:</b> 42. Kelman 43. Zeckhauser 44. Sidelight 45. Repetto 53. Malthus 57. Dasgupta 68. Preview 73. Jackson 74. Schlosser  <b>Second short paper due at the start of class.</b>
2. <u>Monday, October 2:</u> “Enduring Environmental Problems, II.”	<b>VanDeVeer and Pierce:</b> 82. Daly 84. Newton 85. Stone 86. Sagoff 89. Goodland 90. Michaels 91. Flavin 92. National Academy of Sciences
3. <u>Monday, October 9:</u> “The Activist Ethos.”  <b>Third short paper topic: In your opinion, what is the most pressing environmental issue today? Defend your opinion. What, if anything can be done about it?</b>	<b>VanDeVeer and Pierce:</b> 76. Guha 94. Preview 95. Foreman 96. Scarce 97. Shrader-Frechette 98. Claxton 99. Sidelight <b>Martinez:</b> Chapter 6  <b>Third short paper due at the start of class.</b>
4. <u>Monday, October 16:</u> “Public Environmental Management.”	<b>VanDeVeer and Pierce:</b> 70. Mills 71. Palumbi 72. Lewontin 78. Knize 79. Norton 81. Grossman

<p>5. <u>Monday, October 23</u>: “Environmental Law, I.”</p> <p><b>Fourth short paper topic: How should the public sector manage environmental problems? What are some of the challenges involved in public sector environmental management, and how can they be overcome?</b></p>	<p><b>Martinez:</b> Chapter 5</p> <p><a href="#">NEPA</a> <a href="#">CAA</a> <a href="#">CWA</a> <a href="#">RCRA</a> <a href="#">CERCLA</a> <a href="#">Endangered Species Act</a></p> <p><b>Fourth short paper due at the start of class.</b></p>
<p>6. <u>Monday, October 30</u>: “Environmental Law, II.”</p>	<p><a href="#">Sierra Club v. Morton</a> (1972) <a href="#">U.S. v. SCRAP</a> (1973) <a href="#">Luhan v. NWF</a> (1990) <a href="#">Luhan v. Defenders of Wildlife</a> (1992)</p>
<p>7. <u>Monday, November 6</u>: “The Public Administration Context.”</p> <p><b>Fifth short paper topic: Has federal environmental law responded effectively to pressing environmental problems? What, if anything, can be done to improve environmental law in the United States?</b></p>	<p><b>Martinez:</b> Chapters 4 &amp; 7</p> <p>*Lynton K. Caldwell, “Environment: A New Focus for Public Policy?” <i>Public Administration Review</i> 23 (September 1963): 132-39; *Daniel J. Fiorino, “Sustainability as a Conceptual Focus for Public Administration,” <i>Public Administration Review</i> 70 Supplement (December 2010): s78-s88.</p> <p><b>Fifth short paper due at the start of class.</b></p>
<p>8. <u>Monday, November 13</u>: In-class student presentations.</p>	<p>Students present their book report in class: 15-20 minutes each. <b>Book report due at the start of class.</b></p>
<p>9. <u>Monday, November 20</u>: Thanksgiving Holiday.</p>	<p>No class session.</p>
<p>10. <u>Monday, November 27</u>: “Conclusion, I.”</p>	<p><b>VanDeVeer and Pierce:</b> 58. Preview 62. Goodin 63. Preview 80. Preview 99. Sidelight</p> <p><b>Students present their term paper topics in class: 10-15 minutes each.</b></p>



<p>11. <u>Monday, December 4:</u> “Conclusion, II.”</p>	<p><b>Martinez:</b> Chapter 8</p> <p>*Laurie Kaye Nijaki, “Justifying and Juxtaposing Environmental Justice and Sustainability: Towards an Inter-Generational and Intra-Generational Analysis of Environmental Equity in Public Administration,” <i>Public Administration Quarterly</i> 39 (Spring 2015): 85-116.</p> <p><b>Term paper due at the start of class.</b></p>
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\* = posted on eLearning Commons