

## **PADP 4200: Environmental Policies Fall 2025**

Department of Public Administration & Policy  
University of Georgia

Dr. Heewon Lee

E-mail: Heewon.lee@uga.edu

Office: Baldwin 414

Office Hours: Wed 1:30PM - 2:30 PM

Class Schedule: Mondays/Wednesdays/Fridays: 10:20 AM – 11:10 AM

Class Location: Baldwin 202

### **COURSE DESCRIPTION**

In this course, students will explore U.S. environmental policies and the complexity of environmental, energy, and natural resource challenges. We will examine the objectives and strategies of environmental policy actors, public attitudes toward environmental issues, and the scientific, economic, political, and institutional dynamics that shape policymaking and implementation. In addition, students will be introduced to various approaches to environmental policy analysis.

### **STUDENT LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

1. Understand environmental policies in the United States and key areas of environmental policy.
2. Understand how institutions and actors shape decision-making in environmental policymaking and implementation.
3. Perform analysis, including identification of environmental problems, understanding agenda setting and public opinion, proposing plans to achieve environmental goals, and evaluating the prospects for policy adoption.

### **COURSE MATERIALS**

- Konisky, D. M. (Ed.). (2020). Handbook of US Environmental policy. Edward Elgar Publishing.
  - The textbook is free to access at the UGA library here:

- <https://research.ebsco.com/linkprocessor/plink?id=abc02a43-e168-316a-97df-58f67e02582a>
- All other required readings and articles will be posted on eLC.

## ASSIGNMENTS AND FINAL GRADE

Assignments	Points
Attendance	4
Participation	6
Case study presentation	10
Sustainable UGA project	
-Assignment #1: Sustainability initiative at UGA	10
-in-class activity #1: Group contract	4
-in-class activity #2: Project selection	1
-Assignment #2: Project proposal	10
-Assignment #3: Policy environment and solutions	10
-In-class activity #3: Survey development	10
-Assignment #4: Survey implementation	10
-Assignment #5: Poster presentation	10
-Assignment #6: Final project paper	10
Total points	100

### 1. Attendance and Participation

- You are expected to complete all required readings prior to class, actively engage in discussions with critical thinking, creative suggestions, and substantive questions, and link assigned materials to relevant debates in current events.
- Attendance and participation measures a) coming to the classes b) making **verbal contribution to whole-class discussions** and c) actively and meaningfully engaging in **group activities**.
- 4 points: I will call attendance four times randomly throughout the semester.
- 4 points: Full points will be given to those students who regularly make verbal contributions to the whole-class discussions.
- 2 points: Will be graded based on the peer-evaluation of your meaningful and active engagement in the group project (Sustainable UGA project).

### 2. Case presentation / discussion– Group assignment

- Students will form groups at the beginning of the semester and pick one case they want to present. On the scheduled presentation days, one group will a) give a 20-

25 minutes **presentation** on the assigned case, and b) provide a list of **discussion questions** for group discussions. After the presentation, students will be divided into groups and engage in group discussions based on the provided discussion questions.

- **The presenting group must submit their discussion question list to me by 11:59 PM the night before their presentation.**
- Remember, you should not read aloud from your slides with a lot of text.
- **What to include in the presentation:**
  - 1) Overview of the case (7 minutes).
  - 2) Define the conflicts/controversy (7 minutes).
  - 3) Identify how the case links to course materials for the week: be critical (5 minutes).
  - 4) Conclude with a meaningful message or approach for the future (5 minutes).
  - 5) Brief QnA session (5 minutes).
  - 6) Prepare 5 to 7 discussion questions to engage classmates in a fruitful discussion.

### 3. Sustainable UGA Project

This semester-long project is mainly group project, but involves some individual works. The whole project is broken down into multiple milestones, and some will be done in class. You can find the detailed description on the project and assignments at the end of the syllabus.

- 1) In-Class activities: some of the activities of the project are going to be held in-class and graded.
- 2) Assignments: students are expected to submit one individual assignment and five group assignments.

## GRADING

### Final grades

Final grades are assigned at the end of the semester based on each student's performance on the course requirements using the following scale.

A	94-100	C+	77-79.99
A-	90-93.99	C	74-76.99
B+	87-89.99	C-	70-73.99
B	83-86.99	D	60-69.99

B-                      80-82.99                      F                      60 or  
below

## **COURSE OUTLINE AND CALENDAR**

<b><i>Week</i></b>	<b><i>Topics</i></b>	<b><i>Assignments</i></b>
Week 1 Aug 13, Aug 15	Course introduction Aug 13: Syllabus review Aug 15: Syllabus review over zoom	
Week 2 Aug 18, Aug 20, Aug 22	Environmental policy, sustainability, and the nature of environmental problems	
Week 3 Aug 25, Aug 27, Aug 29	How environmental policies are made	Aug 29: Assignment #1 Sustainability initiative at UGA due
Week 4 (Sep 01), Sep 03, Sep 05	Official actors Sep 1: Labor day, no class	
Week 5 Sep 08, Sep 10, Sep 12	Unofficial policy actors	
Week 6 Sep 15, Sep 17, Sep 19	Environmental policy tools	Sep 17: Assignment #2: Project proposal due
Week 7 Sep 22, Sep 24, Sep 26	Planning	
Week 8 Sep 29, Oct 01, Oct 03	Natural resources and energy	Oct 03: Assignment #3 Policy environment and solution due
Week 9 (Oct 06, Oct 08, Oct 10)	Oct 6-10: Midterm, no class	

Week 10 Oct 13, Oct 15, Oct 17	Public Opinion	Oct 15, 17: In-class activity #3: survey development
Week 11 Oct 20, Oct 22, Oct 24	Policy implementation	
Week 12 Oct 27, Oct 29, (Oct 31)	Evaluating environmental policy Oct 31: Fall break, no class	Oct 28: Assignment #4 Survey implementation
Week 13 Nov 03, Nov 05, Nov 07	Resilience	
Week 14 Nov 10, (Nov 12), (Nov 14)	Environmental justice Nov 12, 14: No class due to conference travel	
Week 15 (Nov 17), Nov 19, Nov 21	Nov 17: No class due to conference travel Nov 19: presentation prep Nov 21: presentation	Nov 21: Assignment #5 Poster presentation
Week 16 Nov 24, (Nov 26), (Nov 28)	Nov 24: Final paper prep Nov 26, Nov 28: Thanksgiving, no class	
Week 17 (Dec 1), (Dec 3), (Dec 5)	No class	Dec 5: Assignment #6 Final project paper

## **DETAILED CLASS SCHEDULE AND READING LIST**

### **Week 1 Course introduction**

Mon (Aug 13): Syllabus review

Wed (Aug 15): Syllabus review over zoom

### **Week 2. Environmental policy, sustainability, and the nature of environmental problems**

- Required reading:
- Konisky Chapter 1
- What is sustainability, EPA

Mon (Aug 18): Understanding environmental policy

Wed (Aug 20): Understanding Sustainability

Fri (Aug 22): Understanding nature of environmental problems; Pick groups for Case Presentation assignment

### **Week 3. How environmental policies are made**

Mon (Aug 25): How policy is made; Policy process; policy making system

- Required reading:

-Birkland Chapter 1. Introducing the Policy Process

Wed( Aug 27): Historical development of American environmental policy

- Required reading

-Konisky Chapter 2

Fri (Aug 29): Introduction to the Sustainable UGA project

- Required reading

-UGA project websites

**Aug 29: Assignment #1 Sustainability initiative at UGA due**

### **Week 4. Official actors**

Mon (Sep 01): No class

Wed (Sep 03): Official actors

- Required reading

-Portney (2009). Sustainability in American cities: A comprehensive look at what cities are doing and why. Toward sustainable communities: transition and transformations in environmental policy, 227-254.

Fri (Sep 05): Case presentation/ discussion on Times Beach, Missouri

- Required reading

-Times Beach, Missouri

<https://www.epa.gov/mo/town-flood-and-superfund-looking-back-times-beach-disaster-nearly-40-years-later>

## **Week 5. Unofficial Policy Actors**

Mon (Sep 08): Unofficial policy actors I

Wed (Sep 10): Unofficial policy actors II: Citizen engagement in NEPA; In-class activity #2

- Required reading

- DOE, A guide to NEPA public participation

<https://www.energy.gov/nepa/articles/doe-nepa-and-you-doe-2011>

-NEPA: meaningful engagement

Fri (Sep 12): Case study presentation

- Required reading

- Case: Exxon Valdez Oil Spill case

- Optional readings

<https://www.pwsrcac.org/about/>

[https://www.youtube.com/watch?v=efTWGk\\_d\\_2w&ab\\_channel=ExxonValdezOilSpillTrusteeCouncil](https://www.youtube.com/watch?v=efTWGk_d_2w&ab_channel=ExxonValdezOilSpillTrusteeCouncil)

## **Week 6 . Environmental Policy Tools**

Sep 15 (Mo): Environmental Policy Tools

- Required reading

-Environmental Policy Tools.

Sep 17 (Wed): CAFE

Sep 19 (Fri): Case presentation/discussion: Clean Air Act

- Required reading

-The guide to the Clean Air Act. pp. 1-4

Sep 17: Assignment #2: Project proposal due

## **Week 7. Planning**

Sep 22 (Mon)

- Required reading

-Boswell et al 2010

Sep 24 (Wed)

- Required reading

-Planning for Sustainable Future: A guide for local governments, pp. 5-15

Sep 26 (Fri) Case presentation/discussion: Columbus Smart City Challenge

- Required reading

-Columbus Smart City Challenge case readings

## **Week 8. Natural resources and Energy**

Sep 29 (Mo): Policies related to natural resources and energy

- Required reading

- Konisky Chapter 5

-ACEEE Energy burden in Atlanta

- Case reading : Status of Federal Implementation of EV Charging Infrastructure

Oct 01 (Wed): Case presentation/discussion: NEVI

Oct 03: Assignment #3 Policy environment and solution due

## **Week 9. Midterm**

(Oct 06, Oct 08, Oct 10)

## **Week 10. Public Opinion**

Oct 13 (Mon)

- Required reading

Konisky chapter 12. Public opinion and the environment: an evolving literature

Oct 15 (Wed)

In class activity #3: survey development

Oct 17 (Fri)

In class activity #3: survey development

### **Week 11. Policy implementation**

Oct 20 (Mon)

- Required reading

-Brownfield readings

Oct 22 (Wed): Case presentation/discussion: Love Canal, New York

- Required reading

-The Love Canal Disaster by The New York Times

- Optional reading

<https://openoregon.pressbooks.pub/envirobiology/chapter/6-4-case-study-the-love-canal-disaster/>

Oct 24 (Fri): Survey distribution checkup

### **Week 12. Evaluating environmental policy**

Oct 27 (Mon):

- Required reading

Environment and climate policy evaluation, pp.1-11

**Oct 28: Assignment #4 Survey implementation due**

Oct 29 (Wed): In class\_ Survey analysis

Oct 31 (Fri): Fall break, no class

### **Week 13 Resilience**

Nov 03 (Mon)

- Required reading

-Resilience in US cities

Nov 05 (Wed): Case: Hurricane Katrina

Nov 07 (Fri)

### **Week 14 Environmental Justice**

Nov 10 (Mon)

- Required reading

-Orebaugh, A. (2022). Environmental Justice and Smart Cities. In Environmental Justice and Resiliency in an Age of Uncertainty (pp. 87-95). Routledge.

Nov 12 (Wed), Nov 14 (Fri): No class meetings

### **Week 15 Presentation**

Nov 17 (Mon): No class meeting

Nov 19 (Wed): Presentation preparation

Nov 21 (Fri): Assignment #5 Poster presentation

### **Week 16 Final paper prep**

Nov 24 (Mo): TBA; Final paper prep

Nov 26 (Wed), Nov 28 (Fri): No class meetings

### **Week 17 Final week**

Dec 5: Assignment #6 Final project paper due

## **Details on the Sustainable UGA Project**

You will form a student selected project team that devises and presents a solution on how to contribute to the UGA's progress in protecting environment and reducing carbon emissions. The class will have 5 total project teams that consist of 4 students per team (descriptions listed below). Each project team will come up with their own approach to improve current UGA's initiatives or campaign them for better awareness. You should also take account in broader political environments: policies in the state of Georgia and Athens.

### **Assignment #1 : Sustainability initiative at UGA (Individual work, 10 points)**

Each student is required to explore UGA's Sustainability Office website (<https://sustainability.uga.edu/campus-operations/>) and Drawdown UGA: Clean Energy and Climate Solutions at UGA (<https://storymaps.arcgis.com/stories/6ce0cceac0ca40d9ad1f5f759cb2a153>) and **individually** explore and answer the following questions: define sustainability and reducing carbon emissions? Identify the UGA's target for carbon emission reductions. Describe the various strategies UGA is implementing to promote sustainability on campus and cut carbon emissions. Highlight the main individuals or groups involved in these efforts.

**Submit on ELC in two pages, single-spaced.**

**Aug 29: Assignment #1 Sustainability initiative at UGA due**

### **In-class activity #1: Group contract (4 points)**

This group contract serves as an accountability system for your group. Each group should share email contact information and keep documentation of any project-related communication that occurs outside of class. Start by discussing how tasks will be shared, including assigning roles or identifying team leads for each assignment. Your group will be required to complete a contract (distributed in class) that sets clear expectations and specifies each member's duties. For instance, you should designate responsibilities and develop a plan for meeting deadlines—such as identifying who will gather data or submit completed work.

### **In-class activity #2: Project Selection (1 point)**

In this assignment, students as a group should share what group members have examined in their assignment 2 and pick ONE project area for UGA that they are going to focus on as a group.

### **Assignment #2: Project proposal (10 points )**

Based on Assignment 1 and In-Class Activity 2, students should choose a project idea aimed at improving UGA's sustainability practices and submit a project proposal.

The proposal should include the following:

- A team and project name
- A brief summary of research and discussion on what has already been done in a specific area (e.g., water, buildings, climate, transportation, etc.)
- Identification of a problem or an opportunity for improvement that could further support UGA's carbon emissions reduction goals.

Submit on eLC, **one page, single-spaced.**

**Sep 17: Assignment #2: Project proposal due**

### **Assignment #3: Policy environment and Solutions (10 points)**

Groups should examine 1) the broader policy context surrounding their chosen topic and 2) propose 1–2 solutions for UGA.

For example, if your group is focused on clean transportation and EV charging at UGA, you should 1) research and summarize federal, state, or local policies relevant to EV charging stations.

Then, 2) propose 1–2 potential strategies or approaches that UGA could take to address the issue identified in the Assignment #2. Be sure to connect your ideas to the policy tools discussed in class (e.g., implementing a fee, imposing fines, or investing in renewable energy).

Submit on eLC, **two pages, single-spaced.**

**Oct 03: Assignment #3 Policy environment and solution due**

### **In-class activity #3: Survey Development (10 points)**

Students will learn to study public opinion on the policy solutions they suggested. In class, students will come up with 10 questions to survey if their suggested solution is viable.

### **Assignment #4: Survey Implementation (10 points)**

Once the professor approves these questions, groups should distribute the survey to at least 20 members of UGA and bring the raw polling result to the class on designated date.

**Oct 28: Assignment #4 Survey implementation due**

### **Assignment #5: Poster Presentation (15 points)**

Each group is required to create a poster presenting their focus area, solutions, and polling results. This presentation will take a poster conference format. It is expected that each group member will contribute to the presentation and be present.

**Nov 21: Assignment #5 Poster presentation**

**Assignment #6: Final project paper (10 points)**

Each group is expected to compile a final report that brings together content from Assignments 1 through 5. The report should include an analysis of the survey responses—listing each question along with a summary of the results and a brief interpretation. At the end of the document, include a short paragraph explaining how these findings support or challenge your group’s overall strategy for the campus. Additionally, the report should assess whether your team’s proposed approach will contribute to the university’s sustainability goals.

Submit on eLC, **5 pages, single-spaced.**

**Dec 5: Assignment #6 Final project paper due**

## **COURSE STATEMENTS AND POLICIES**

### **Communication with Instructor**

When sending an email, you can expect a response within 48 hours. Note that I may not respond on the weekend or holidays.

### **Use of Technology**

Laptops and other electronic devices are welcome in class for note-taking and reviewing class materials. I ask you to silence your mobile devices so that you do not disrupt other students' learning.

### **Prohibition on Recording Lectures**

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

### **Syllabus Policy**

**I reserve the right to update this syllabus as class needs arise.** Be assured that I will communicate to you any changes to our schedule, syllabus, or policies quickly and efficiently through email.

### **Late work**

Late assignments will be accepted up to 14 days after the deadline with a 10% penalty. If you make a late submission, it is your responsibility to inform me. Late submissions of group assignments will not be accepted. Late final papers will not be accepted, and no work will be accepted after the final exam week. Students are encouraged to consult with the instructor if they encounter unexpected or anticipated issues that may delay the submission of assignments, to arrange an alternate submission deadline.

## **Engagement and participation**

Good engagement begins with good preparation (having read assigned readings, watched assigned videos, completed assigned tasks); however, that is only the beginning. Truly good engagement means you contribute to the classroom activities in a meaningful way. Below is an incomplete list of examples of actions that contribute to truly good class engagement:

- Ask a question or make a comment *that shows you are interested* in what another person has said.
- Ask a question or make a comment *that encourages another person to elaborate* on what they have said.
- Make a comment *that expresses and underscores the link between two people's contributions*.
- Use body language *that shows you are actively listening to and interested in* what people are saying.
- Offer a comment *that summarizes the conversation and suggests new questions* to be explored.
- Make a comment *that demonstrates you found another person's ideas interesting or useful*.
- Ask for a moment of silence to *slow the pace of conversation* to give you, and others, time to think.
- Make a comment *that at least partly paraphrases a point* someone has already made.
- Ask a *cause-and-effect* question or an *if-this-then-that* question. for example, "can you explain why you think it's true that if these things are in place such and such a thing will occur?"
- Find a way to *specifically express appreciation* for the enlightenment you gained from a discussion.
- Serve as a small group leader *who effectively encourages all members to contribute*.

## **Academic Honesty**

Students are required to follow the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi).

Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If you are discovered engaging in either behavior in this course, I will follow the procedures laid out in UGA's Academic Honesty Policy. There you can also find more information about what counts as prohibited conduct.

## **Use of AI for Coursework**

At UGA, the default rule for student use of AI on their coursework is that it is not permitted.

## **Accommodation for disabilities**

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

## **Preferred Names/Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

## **Students with Disabilities**

If you have a disability and would like to request specific accommodations, please notify the Office for Disability Services (<https://drc.uga.edu>) and your instructor as soon as possible. Documentation of a disability and our email exchanges are confidential.

## UGA Well-being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit [sco.uga.edu](https://sco.uga.edu). Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: [well-being.uga.edu](https://well-being.uga.edu)
- Student Care and Outreach: [sco.uga.edu](https://sco.uga.edu)
- University Health Center: [healthcenter.uga.edu](https://healthcenter.uga.edu)
- Counseling and Psychiatric Services: [caps.uga.edu](https://caps.uga.edu) or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: [healthpromotion.uga.edu](https://healthpromotion.uga.edu)
- Disability Resource Center and Testing Services: [drc.uga.edu](https://drc.uga.edu)

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

## University's Religious Holidays Attendance Policy

Student absences due to religious holidays are addressed by the University's Religious Holidays Attendance Policy.

In accordance with that policy, approval of such absences will be granted only if the instructor receives written notice from the student at least one week in advance of the religious holiday. We will discuss to determine the conditions under which work will be made up when a student misses class or other academic obligations because of a religious holiday.

## COVID-19 Protocols

Starting in 2022, UGA began to manage COVID-19 the same way as other infectious diseases. UGA continues to follow Georgia Department of Public Health (GDPH)

guidance on COVID-19. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19, i.e.,

- Isolate for 7 days.
- If you have no symptoms and a negative test at the 7-day mark, you can leave isolation.
- Continue to wear a mask around others for 7 additional days.

If you have been in close contact with someone who is COVID-positive, but you are not sick, GDPH and CDC urge you “...to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19.”