Environmental Science and Management 222

Applied Environmental Studies: Policy Considerations†

Fall 2020 – *Remote and asynchronous course*

Instructor: Sarah Carvill
Contact information: scarvill@pdx.edu or (503) 725-2351
Office hours: Wednesdays 3-4 p.m. and Fridays 1-2 p.m. via Zoom (https://pdx.zoom.us/j/3044238077), and by appointment

Teaching Assistant: Elissa Connolly-Randazzo
Contact information: econn2@pdx.edu
Office hours: Tuesdays 10-11 a.m. via Zoom (https://pdx.zoom.us/j/91832504564)

Course Overview and Learning Goals

ESM 222 has three primary learning goals. One is to give you a working familiarity with the major federal environmental policies of the United States, including why they were adopted, the tools they use to achieve their stated aims, and how they are generally thought to have succeeded and failed (CLO 2). Another is to help you begin to think about how these policies, which were mainly developed in the late 1960s and early 1970s, shape and constrain our ability to act effectively on the most salient environmental issues of our time, including climate change and environmental injustice (CLO 3).

To accomplish these two goals, we will need to spend significant time thinking and talking about how government operates in this country: How different entities within government obtain the authority to act, how the different branches of government work, and the kinds of laws they make (CLO 1). We will practice these distinctions so that government becomes more transparent to you, and to help you develop the habits of mind that will move public policy out of the realm of laws and dates to be memorized and make it an area of active inquiry— something that you can think critically about, of which you can ask interesting questions, and with which you feel empowered to engage as a member of society.

Course Learning Outcomes

1. Understand the similarities and differences among the types of law that constitute U.S. environmental policy and the responsibilities of various branches and scales of government.

2. Obtain a working knowledge of the structure of these federal statues, how and why they have been successful, and how and why they have fallen short. These include:

   - The National Environmental Policy Act (NEPA)
   - The Clean Air Act (CAA)
   - The Clean Water Act (CWA)
   - The Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund") and the Resource Conservation and Recovery Act (RCRA)
   - The Endangered Species Act (ESA)
   - Key natural resource policies

3. Analyze how this federal policy infrastructure supports and limits efforts to respond to key environmental issues such as climate change and environmental injustice.

4. Work with a group to analyze a proposed change in environmental policy.

Program Learning Outcomes

Attaining the course learning outcomes will help you achieve the following program learning outcomes by the time you complete your degree in ESM:

- Generate and communicate informed positions on current local, regional, and global environmental issues (CLO 1-3)
- Identify anthropogenic drivers of environmental problems and analyze the relative merits of policy solutions (CLO 2-3)
- Evaluate the advantages and limitations of public and private environmental management approaches (CLO 2-3)
- Work collaboratively in a team to develop approaches to address environmental issues (CLO 4)

---

† *Dr. Carvill acknowledges Drs. Joseph Maser and Arick Rouhe at Portland State University, who developed ESM 222 for asynchronous format.*

Expectations of Students

Complete assignments on or before the due date. While this course does not have regular meeting times, it is not meant to be taken "at your own pace"; you will have assignments due regularly. The workload is enough that if you get behind, it may be difficult to catch up.

Ask for help. The teaching team for this course recognize that many students are facing extraordinary challenges at this moment in time, and we want to do what we can to support you. If you are struggling, please reach out to the instructor so that she can identify ways to accommodate your needs and/or resources on campus that might be useful. Doing that a week before a deadline you think you might miss is better than doing it the day before, but a day before is better than the day of, and the day of is better than a week late. Don't let what you wish you'd done earlier get in the way of doing the best thing you can do right now! Most questions about the course should be directed to the instructor (Sarah). If you have a question that is specifically about the review question assignments or the group poster project, then contact the TA (Elissa).

Communicate with care. Figuring out ways to work productively with people who operate differently than you (sometimes in ways that are vexing) is a crucial professional skill, and one you are meant to practice in college. It is also more important now than ever, as the vast majority of our interactions will take place in written format, where tone can be difficult to convey, and as a confluence of truly historic challenges creates hardships for most of us and inflicts or deepens trauma for some. Practice respectful communication; often this boils down to avoiding assumptions and putting in a few extra minutes to make it clear that you are asking for help instead of demanding others to do things for you. If you are unsure of how to interact appropriately via email or message board, or how to manage a troublesome situation with a classmate, ask the course instructor for help. You are allowed to not know how to handle everything that comes your way, but you are expected to strive to show consideration for others. Disrespectful treatment of colleagues or teaching staff degrades the sense of community in a course, and may impact your grade if it becomes a significant problem during the term.

Grading

30% Poster project
- 15% Individual assignments
- 11% Group poster
- 4% Peer evaluation

25% Exam
25% Concept quizzes
20% Review question assignments

Course Design and Assessment Details

This course is structured to avoid a crush of high-stakes assignments at the end of the term; the exam and the poster project are due in Weeks 8 and 9, respectively, so that you have the opportunity to revise your work (or not) in the final two weeks. Content quizzes and review question assignments provide ways to check, correct, and deepen your understanding of the material. They also act as a counterweight to the proportional contributions of the poster project and exam to your final grade by giving you other ways to demonstrate learning and effort.

Exam: There will be one time-limited, open-book, open-note exam in Week 8 of the course consisting of short answer and short essay questions. The instructor will lead at least two optional Zoom exam review sessions in the first half of Week 8. You may retake the exam one time in Week 10 or finals week to increase your grade.

Poster project: Each student will work with a small group to prepare a poster evaluating a recent or proposed change in an environmental regulation or policy. Your group will choose a topic (with instructor approval) and divide the required sections of the poster among the members. You will each research and write a section for your poster individually, and then assemble the various sections into a cohesive, informative, fact-based poster. You will be assigned to a group based on your responses to the first poster project assignment, a survey due in the first week of the course.

Weekly concept quizzes: Each week's module includes a 5-10 question quiz covering key concepts in the module's topic or topics. Questions may draw from any of the lectures and readings in the module, so you should watch all of the lectures, complete the readings, and review the information carefully before taking the concept quiz. These quizzes are open-book, open-note, and time-limited. You can take each one three times and keep your highest score.

Review question assignments: Each week's module will also include three review questions that are designed to help you recapitulate key course concepts in your own words. You are encouraged to answer all the questions each week, but you will be assigned three questions to answer thoughtfully in a paragraph or so and actually submit for credit over the course of the quarter (i.e., one question every three weeks). You will be sorted into three groups, each named after a river in Oregon, and

given a number (1-3), but this is just to help the instructor and TA communicate with the class about which week you're on to answer a question; you do not have to work collaboratively to complete this assignment. The river indicates which week you have a response due, and the number indicates which of the three questions you should respond to. Each week, after answers are submitted, course instructors will grade the responses and post an example answer to each of the questions (with the student-author's name and grade removed) in a discussion forum for this purpose, creating a reference for the class.

Additional descriptions of assignments and other useful materials (e.g., rubrics where applicable) will be made available on D2L to elaborate on some areas that are briefly covered in the syllabus.

Course Schedule

Schedule does not include lectures and readings, all of which will be available on D2L in the given module and associated checklist (which will also provide links to all quizzes, surveys, poster project deliverables, review questions, and other course content for the week). All deadlines are for 11:59 p.m. of the date given. As you will see, most work is due on Sunday night, except poster project deadlines, which ordinarily fall on Fridays. **Out-of-pattern deadlines are bold and highlighted yellow.**

	Topics covered:	Concept quiz deadline:	Review question team and deadline:	Poster project deadline:*	Other deadlines and events:
Week 1 *Sept. 28 - Oct. 4*	Course introduction; the need for environmental policy; the Environmental Movement in the U.S.	Complete by Sunday (Oct. 4)	–	Interest survey (I) due Friday (Oct. 2)	Read the syllabus and complete Syllabus Quiz to access the remainder of course content.
Week 2 *Oct. 5-11*	Structure of U.S. government and envi. policy implementation	Complete by Sunday (Oct. 11)	Team Deschutes Complete by Sunday (Oct. 11)	Initial topic selection (G) due **Sunday** (Oct. 11)	
Week 3 *Oct. 12-18*	The National Environmental Policy Act	Complete by Sunday (Oct. 18)	Team Klamath Complete by Sunday (Oct. 18)	Final topic selection and roles (G) due Friday (Oct. 16)	
Week 4 *Oct. 19-25*	Air Quality and the Clean Air Act	Complete by Sunday (Oct. 25)	Team Willamette Complete by Sunday (Oct. 25)	Individual section outline (I) due Friday (Oct. 23)	
Week 5 *Oct. 26 - Nov. 1*	Water Quality and the Clean Water Act	Complete by Sunday (Nov. 1)	Team Deschutes Complete by Sunday (Nov. 1)	Individual section draft (I) due Friday (Oct. 30)	
Week 6 *Nov. 2-8*	Hazardous Waste and Superfund	Complete by Sunday (Nov. 8)	Team Klamath Complete by Sunday (Nov. 8)		
Week 7 *Nov. 9-15*	The Endangered Species Act	Complete by Sunday (Nov. 15)	Team Willamette Complete by Sunday (Nov. 15)	Draft full poster (G) due Friday (Nov. 13)	
Week 8 *Nov. 16-22*	Critiques of the system; exam review	–	–	Feedback on another group's poster (I) due Friday (Nov. 20)	**Exam** due Sunday (Nov. 22)
Week 9 *Nov. 23-29*	Natural resource policy	Complete by Sunday (Nov. 29)	Team Deschutes Complete by Sunday (Nov. 29)	Final poster (G) due **Sunday** (Nov. 29)	Reduced lectures and readings – **Thanksgiving**
Week 10 *Nov. 30 - Dec. 6*	Environmental justice; climate change	Complete by Sunday (Dec. 6)	Team Klamath **and** Team Willamette Complete by Sunday (Dec. 6)	*Poster grades will be returned by Sunday (Dec. 6).*	*Exam grades will be returned by Tuesday (Dec. 1).*
Finals Week *Dec. 7-13*	–	–	–	Peer evaluations (I) due Friday (Dec. 11) Resubmit posters (G) by Friday (Dec. 11) *(Resubmit is optional)*	Retake exam by **Wednesday** (Dec. 9) *(Optional)*
* (I) = Assignments that can be completed primarily or completely on your own; (G) = Assignments that require some group coordination					

Best Practices for Email Communication

While you are always welcome (and strongly encouraged) to attend Zoom office hours or to request an appointment, email is likely to be a primary form of communication between students and the teaching team this term. Accordingly, please make sure that any emails you send include an informative subject line (e.g., "ESM 222 - Syllabus quiz"), a salutation ("Hello Sarah/Elissa,"), and your name ("Thanks for your time, Danielle"). Please plan ahead and do not expect an immediate reply; remote operations have greatly increased the quantity of email flying around the PSU community, so sometimes it is necessary to put non-urgent requests on the back burner. Some days I will be able to respond to your email within the day, while other times it may take longer. If you have not heard from me within 48 hours (excluding weekends) and your inquiry is time sensitive, please feel free to send a (polite and respectful) follow-up message.

CAMPUS POLICIES

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me.

The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations at drc@pdx.edu (https://www.pdx.edu/drc).

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations. For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

Student Conduct Code

Portland State has a detailed code of conduct for students. Please review guidelines if you have not already done so:

> https://www.pdx.edu/dean-student-life/psu-student-code-conduct

Academic Integrity

In the American college and university system, scholars and students use the ideas of their peers and predecessors to build new knowledge and understandings; in interdisciplinary fields such as environmental science and management, collaboration is an essential part of problem-solving, and one we emphasize in undergraduate courses. Institutions that depend on the free and open exchange of ideas and information also depend on a culture of academic integrity. Consequently (and as you have probably noticed) there are strong formal and informal sanctions against academic misconduct in this university and in this department. We expect that all work that you submit in this class and in this department will represent an original synthesis of your own ideas and the ideas of others. That means that information generated by others and used in your work must be clearly attributed to its original source, and either paraphrased in your own words or placed in quotation marks.

If you are uncertain about whether conduct constitutes a violation or not, please ask questions. If you can't ask questions early, ask them late, and err on the side of transparency. For help identifying plagiarism and learning how to avoid it, this online guide from the UCLA library is a good starting place: http://guides.library.ucla.edu/bruin-success/citing.

D2L

This course will be based on D2L. Although D2L can display material on a wide range of platforms from desktops to tablets to phones, you may need to use functions that are only available on a fully functioning browser. You should check if the devices and browsers that you intend to use are supported in D2L-Daylight by checking this page:

> https://d2l.custhelp.com/app/answers/detail/a_id/1483/kw/supported%20browsers

If your device/browser combination is not fully supported it is your responsibility to make arrangements for taking quizzes or submitting work. You can consult the OIT help desk at (503) 725-HELP or help@pdx.edu for guidance on resources that

may be available for free online or from PSU. Additionally, be aware that it is best to submit documents to D2L-Daylight as .docx or .pdf. D2L is not able to view .pages. We do not recommend trying to review PDF documents on a smart phone, due to the small size of the screen. Our best advice is to find a larger screen device. Our second recommendation is to download the .pdf and then use a viewer on your phone such as iBooks.

Title IX Reporting Obligations

Please be aware that federal, state, and PSU policies require faculty members to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. (PSU faculty are also required to file a report under other circumstances, e.g., if we become aware of child abuse.) If you are experiencing or have experienced any form of sexual harassment or violence and would like to get support and learn about your options without triggering a report or an investigation, the PSU Women's Resource Center hosts advocates who can maintain confidentiality, and their services are available to students of all genders. To book an appoint with a confidential advocate, go to psuwrc.youcanbook.me or call (503) 725-5672. You may also wish to seek help from the Center for Student Health and Counseling (SHAC), where counselors are not subject to the same reporting requirements as your instructors.

Mandatory Safe Campus Online Training Module

PSU requires all students to take the learning module entitled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." The module should take about 45 minutes to complete and contains important information and resources. If you have not done so already, please complete the Safe Campus Module in D2L. If you have technical difficulties with the module, contact OIT's help desk (see above). If you have any questions about the module requirement refer to Safe Campus Module FAQs or contact saveact@pdx.edu. PSU's Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and may result in a range of sanctions, including suspension and expulsion.

Students' Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Under FERPA, students have the right to inspect and review their education records maintained by the school. Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to certain parties or under the specific conditions. Schools may also disclose, without consent, "directory" information such as a student's name, address, telephone number, unless the student has requested that the school not disclose directory information about them. These sites provide additional information on FERPA:

https://www.pdx.edu/registration/student-records-privacy-policy

http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_privacy.pdf

CAMPUS RESOURCES

There are numerous resources available on campus to help you feel comfortable at PSU and succeed academically, including (but not limited to) services for students with disabilities; tutoring; career advising; multicultural centers; centers for womxn, LGBTQI, and transfer and returning students; and resources for students experiencing food insecurity, students with children, and veterans— just to name a few. You can set up an appointment to chat with a writing consultant while you both look at a draft paper you're writing (the Writing Center), or talk to a lawyer about problems that may arise with your landlord; to get help with immigration challenges, traffic accidents and citations; or to change the way your name or gender is recorded by the government (Student Legal Services)— and all of those services are free to registered students.

While many of these programs have changed the way they operate since the onset of Covid-19, they are still available and staffed with people who are eager to help you thrive. A list of these resources with links and descriptions is posted in the "Admin" module on D2L; the instructor can also help connect you with support that aligns with your needs, so send Sarah an email if you don't know where to start. And speaking of Covid-19,

- You can find frequently-updated information on pandemic-related closures, openings, policies, and procedures here: https://www.pdx.edu/coronavirus-response
- Guidance on what to do if you feel sick, as well as resources to help you maintain your physical and mental health in Covid times, here: https://www.pdx.edu/health-counseling/covid-19-resources