

# ARTS & SCIENCE 4EP3 – ENVIRONMENTAL POLICY INQUIRY<sup>1</sup>

COURSE SYLLABUS - Fall Semester 2018 – CLASS - Thursdays 11:30am – 2:20pm – KTH B107

Dr. Lynda Lukasik OFFICE HOURS: Thursdays 2:30pm – 3:30pm OFFICE: LRW 3038

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## Course Description

This inquiry course facilitates an analysis of the relationship between public policymaking and environmental issues. We will engage in critical discussion of a range of literature that has direct bearing on explaining how environmental issues, scientific evidence, and the policy process converge.

The course also includes a current policy case study designed to help you gain further insight into how course themes and concepts unfold in reality. This case study will include a combination of field trips and guest speakers – ‘practitioners’ who are involved in various ways with the case study policy. You will have an opportunity to hear from these practitioners and to engage in dialogue with them (active inquiry). The case study for the Fall 2018 term is Ontario’s Air Quality Regulatory Framework – including Regulation 419 - Local Air Quality. Guest practitioners will speak to the development, implementation, and on-going efforts to adjust and to influence this policy framework.

The course is organized around three themes<sup>2</sup>, which will be explored concurrently over the term:

- 1. Causes of and constraints on environmental policymaking:** This theme will require students to consider the complexity and political nature of policymaking. It will examine the macro level factors that influence policy decisions.
- 2. Stages of the policymaking process:** This theme emphasizes how the policymaking process is expected to unfold in an ideal scenario, and how environmental issues and scientific evidence factor into this process. This theme focuses on agenda-setting, policy formulation and policy adoption and will consider challenges associated with implementation and evaluation of policy. This theme will help students examine how various forms of knowledge and evidence about the environment are weighted in policymaking, as well as how and why the policy process includes, excludes and favors various forms of knowledge.
- 3. Strategic choices and tasks:** This theme examines what strategic choices and actions politicians and policymakers make to implement environmental policy, given the constraints under which they operate. It will also consider the role of coalitions of experts and non-experts in influencing environmental policy outcomes and how different interests try to use stories or narratives about environmental outcomes in order to implement policy goals.

## Required Text and Readings

There is no textbook for this course. Required readings will be listed in Avenue2Learn

## Course Assignments/ Grade Allocations

This course has no final exam. Your grade will be based on participation and course assignments completed over the term – including a major paper that is due at the end of the term.

Assignment/task	Value of Total Grade (100)	Date Due
General participation	10%	Ongoing

<sup>1</sup> Note that this course is recognized as a sustainability course – which can be used to fulfil the requirements to complete an Interdisciplinary Minor in Sustainability. See <https://asp.mcmaster.ca/academic-programs-overview/interdisciplinary-minor-in-sustainability/> for more details.

<sup>2</sup> I wish to acknowledge that I am using a thematic framework developed by Dr. Christopher Gore. He, in turn, has explained that he borrowed and adapted from Professor Kent Weaver’s course description for PPOL 519, The Comparative Policy Process, taught at Georgetown University, and the structural-functional comparative approach articulated in Almond et al., *Comparative Politics Today*, New York: Pearson (2008).

Policy Inquiry Journal	25% (7 weekly entries in total)	Weekly entries up to and including week of November 1 <sup>st</sup>
Policy Inquiry Paper topic presentation and opportunity for peer feedback	15%	Randomly assigned date Nov 8th, 15th or 22nd
Policy Inquiry Paper	50%	Nov 29th

### General Participation – 10%

You are expected to come to course sessions ready to participate. This means you must prepare for sessions by completing any assigned readings. You should also come prepared to share your own ideas and insights as we explore various aspects of environmental policy. Course sessions will provide opportunities for all of us to discuss and share – including opportunities to interact with guest ‘practitioners’ who will share their experiences and insights regarding environmental policy. Your mark for general participation will be based on preparation, presence, and participation.

### Policy Inquiry Journal – 25%

A ‘policy inquiry journal’ is an important element of the first half of the course. The purpose of the journal is to get you routinely writing down your own insights, reflections and questions as we explore various aspects of environmental policy. How are your experiences through the course field trips, learnings from course readings and the experiences shared by guest practitioners impacting on your understanding and perspectives regarding environmental policy as the term unfolds? The journal is also a tool you can use to explore and reflect on the environmental policy area you choose to focus on for your Policy Inquiry Paper. You will be required to complete 7 journal entries – due the day after each session starting at and including Week 2 and ending at and including Week 9 of the course. Entries do not need to be longer than 1 page double-spaced. Your writing style should be more formal than a personal diary but not as formal as an essay. While formal referencing is not required, you must give credit to ideas and information from course readings or other sources you discover through your own research efforts. Each journal entry is worth ~3.5 of the 25% total. Penalty for late journal entries is 0.5 /3.5 per day.

### Presentation of Policy Inquiry Paper Topic – 15%

You will be required to prepare and present an overview of the environmental policy topic area you plan to focus on for your policy inquiry paper. Presentations will be scheduled in the second half of the term and will provide you with an opportunity to share some background on the issue area you are delving into and what you are learning about environmental policy related to this issue area. The presentation will also serve as an important opportunity for you to engage your peers by seeking their feedback. On your presentation day, you should come prepared with some questions and challenges you are grappling with that you can share with your colleagues as part of your presentation. By the time of the presentation, you are expected to have a bibliography that includes at least three academic references that are relevant to your topic area. Your presentation should be approximately 10 minutes long – with up to 10 minutes for questions and discussion.

### Policy Inquiry Paper – 50%

For this assignment you will write an exploratory paper on an environmental policy area of your choosing (ideally an area that you are eager to learn more about). In your paper you must establish an inquiry question(s) to guide your exploration and set out from there to work to answer the question(s). Your paper should be no more than 10 pages long, double-spaced; do not include the bibliography in the page count. The other course assignments are designed to help you to start to reflect on and plan for writing your policy inquiry paper. Additional information will be provided to guide your efforts as the term unfolds. Your paper is due on November 29<sup>th</sup>. Penalty for late papers is 1% per day.

### Schedule of Course Sessions\*

Session	Focus	Readings**
Week 1 Sept 6	<b>Introductory Session</b> Why are we all here? What do we hope to get out of this course? -Overview of course structure and course requirements -Introduction to Environmental Policy & Course Case Study	Field & Olewiler (2011) Doern et al (2015) Cohen (2006)

<b>Week 2</b> Sept 13	<b>The Science &amp; Politics of Policy – Translating Goals Into Action</b> Guest Practitioners from Ontario Ministry of Environment, Conservation & Parks (MECP)	World Resources Institute (2002) Goulder & Parry (2008) Provincial air quality framework documents
<b>Week 3</b> Sept 20	<b>FIELD TRIP 1 – Urban Air Quality Challenges in Hamilton</b> Experiential Walking Tour through Downtown Hamilton and to the Hamilton Waterfront— session will include a hands-on introduction to air quality monitoring using visual observation and a hand-held air particulate monitor.	Clean Air Hamilton (2017) Treehugger (2015)
<b>Week 4</b> Sept 27	<b>Environmental Policy &amp; Forms of Knowledge</b> Whose Knowledge Counts?	English et al (2017) Howlett (2000) McGregor (2009) Patterson (2018) Conrad & Hilchey (2011)
<b>Week 5</b> Oct 4	<b>FIELD TRIP 2 – Neighbourhood Policy Practitioners Tour –</b> Walkabout in Crown Point and Lucy Day (Sherman North) Neighbourhood with community air quality activists as guides	Environmental Commissioner of Ontario (2015 & 2016)
<b>Week 6</b> Oct 11	<b>FALL RECESS – NO CLASS</b>	
<b>Week 7</b> Oct 18	<b>Corporate Perspectives/ Influence on Environmental Policy</b> Guest Practitioner from local steel industry	Smith (2003) Cho et al (2006) Faber (2009) Hillman & Hitt (1999)
<b>Week 8</b> Oct 25	<b>Risk, Precaution &amp; Environmental Policy</b>	Beck (1986) MacGuire & Ellis (2005) WHO (2001)
<b>Week 9</b> Nov 1	<b>ENGO Perspectives/ Influence on Environmental Policy</b> Guest Practitioner from an ENGO	Bob (2001) Stephens (2008)
<b>Week 10</b> Nov 8	<b>Policy Inquiry Paper Topic Presentations/ Peer Feedback</b>	No Readings
<b>Week 11</b> Nov 15	<b>Policy Inquiry Paper Topic Presentations/ Peer Feedback</b>	No Readings
<b>Week 12</b> Nov 22	<b>Policy Inquiry Paper Topic Presentations/ Peer Feedback</b>	No Readings
<b>Week 13</b> Nov 29	<b>Final Session –</b> Reflections on learnings, looking forward Policy Inquiry Paper due	No Readings

\*Note that the order of sessions may change, depending on final confirmation of guest practitioner speakers

\*\*Full references for course readings will be made available on the course website

### Writing Effectively:

If you are in need of advice regarding academic writing style and format – including proper referencing - you should make use of the resources available at the on-campus Student Success Centre. You can find out more about the services offered at the centre, including on-line resources, by visiting: [studentsuccess.mcmaster.ca](http://studentsuccess.mcmaster.ca).

I also strongly recommended that students make use of a writing/ style guide in order to ensure that proper grammar and referencing are being used in any written work. Again, the writing centre is a good place to start for suggestions about good style guides. Note that I have no specific preference regarding the referencing style that you use in your written work, but please ensure that your referencing style is consistent throughout a given assignment.

## **McMaster Policy on Academic Integrity**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. please refer to the [Academic Integrity Policy](#), located at: <http://www.mcmaster.ca/academicintegrity>.

The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

## **McMaster Student Absence Form**

In the event of an absence, students should review and follow the Academic Regulations in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please consult the MSAF statement on our website (<https://arts.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office.

## **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. SAS can be contacted by phone 905-525-9140 ext. 28652 or email [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

## **Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office (i.e. to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office) normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **Email Contact and Student Responsibility**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L, and/or McMaster email. It is the responsibility of students to check **their McMaster email** and course websites regularly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

## **Health and Safety (for field trip component)**

McMaster’s University Workplace and Environmental Health and Safety Policy states: “**Students are required by University policy to comply with all University health, safety and environmental programs**”.

It is your responsibility to understand McMaster University Workplace and Environmental Health and Safety programs and policies. For information on these programs and policies please refer to McMaster University Environmental and Health Support Services Occupational Safety Risk Management Manual at: <http://www.workingatmcmaster.ca/rmm/>