



UNIVERSITY  
*of*  
VIRGINIA

SCHOOL OF CONTINUING  
AND PROFESSIONAL STUDIES

*Environmental Policies and Practices*

*PSPA 5050*

*University of Virginia*

*Summer 2020*

*3 credits*

*Graduate Level*

Professor: Celeste Murphy Greene, Ph.D., MPA

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**Required Texts**

Campbell, H., Kim, C., Eckerd, A. (2015). Rethinking Environmental Justice in Sustainable Cities: Insights from Agent-Based Modeling. Routledge. New York: NY.

Martinez, M. (2016). Environmental Sustainability and American Public Administration. Lexington Books. New York: NY.

Selected case studies and articles available on Canvas.

**Overview**

This course provides an overview of current environmental policies and practices at the federal, state, and local level as well as global environmental issues. Topics covered are: sustainable development, resiliency; environmental risk, economic environmental issues; and the distributed effects of environmental pollution across ethnic, racial, income and occupational groups.

**Teaching Method**

This is a Web-based course. I see myself as the facilitator of your learning. We will be using several types of learning tools and new technology. Canvas serves as the learning platform for the course. All course interaction will take place on Canvas. Weekly review questions and all assignments will be posted on Canvas under the “Assignments” heading. Weekly discussion questions will be posted each week under the heading “Discussion Board”. The discussion board allows for students to interact each week by responding to each other’s responses to the readings. Zoom will be used to conduct the live discussion session. You can click on the Live Sessions link from the main course webpage. The course will be taught in an asynchronous format, meaning students can work at their own pace each week, following the assigned weekly due dates. We will meet on four evenings using Canvas, a form of technology that allows us all to talk to each other as if we were in a real classroom. We will be using the audio format. A combination of teaching methods will be used in this course. These methods include online and live class discussions, lectures, and written assignments.

## **Learning Objectives**

After completing this course, students will be able to:

- 1) Analyze the way minority and low-income populations are impacted by pollution;
- 2) Distinguish between different contributors to the field of environmental justice;
- 3) Demonstrate an understanding of environmental policies;
- 4) Demonstrate effective oral and written communication through individual projects and presentations.

## **Learning Resources**

All written assignments must be written following the format of the American Psychological Association (APA) Style Manual. It is strongly recommended that each student purchase two small pocket size guides: one is for writing and grammar titled A Pocket Style Manual by Diana Hacker. The other is to help with Internet references called Online by Andrew Harnack and Eugene Kleppinger.

## **Student Expectations**

As an online course it is important to respect each other's viewpoints and perspectives. Please be respectful of your fellow classmates and only use appropriate language during online and audio discussions.

Students are expected to be active participants in the learning process. All writing assignments must be typed and double-spaced, using page numbers, and title pages. The use of headings and subheadings is also recommended. If a student cannot meet class assignment deadlines, future arrangements must be made with the professor. Late assignments will result in the reduction of one assignment grade for each day late, unless advance notice is given and approved by the instructor. If you are unable to attend one of the four course discussions, please provide advanced notice to me.

Students are expected to participate in online discussions weekly. Your online postings must be:

- 1) Substantive-reflecting your knowledge of the readings,
- 2) Professional-respectful and appropriate,
- 3) Pertinent,
- 4) Clearly expressed

***All assignments are due by 11:50 p.m. on Sunday of the week the assignment is due.***

## **Course Requirements**

Students are expected to be active participants in the learning process. Writing assignments must be typed, double-spaced. Students are expected to be active participants in weekly online discussions. If a student cannot meet class assignment deadlines, future arrangements must be made with the professor. Late assignments will result in the reduction of one assignment grade, unless advance notice is given and approved by the instructor.

- 1) **Class Participation**: Class participation accounts for 10% of the total course grade. As part of the class participation grade, students are expected to be active participants in class discussions, contributing to the quality of class discussion. Weekly class discussions will take place online in Canvas. Students' contribution to class discussions should reflect his/her knowledge of the assigned readings.
- 2) **Weekly Review Questions**: Each week students will have several review questions to answer, based on the weekly readings. The review questions are posted in the Assignments sections on Canvas and will count towards 20% of the overall course grade or 40 points.
- 3) **Case Studies**: Each student is assigned two case studies. Students are responsible for providing a one to two-page executive summary of each case study. The summary should
  - 1) Identify what environmental issue is being addressed;
  - 2) Who are the stakeholders?
  - 3) What government agencies are involved?
  - 4) How was the problem resolved?
 Each summary should be typed and double-spaced. Each summary is worth 10% for a total of 20% of the overall grade.
- 4) **Midterm**: All students will complete a midterm exam. The exam will consist of several questions based on the readings and is worth 30% of the overall course grade.
- 5) **Final Research Paper**: All students choose an environmentally related topic to research. This could be a federal, state, local or international issue. The paper should include a literature review of the topic including a historical analysis of the issue. Students are **not** to conduct survey research for this paper, but are encouraged to include interviews with stakeholders. Some of the questions to be covered in the paper are; Who are the stakeholders? What are the major environmental issues? What, if anything, is being done to address the issue? Students should use at least seven sources. Sources must be scholarly sources. Avoid Internet sites ending in .com. The paper should be no more than 10 pages in length, not including title paper and reference sheet and will count for 40% of the overall course grade.

#### Course Grading

Class Participation	10%	20 points	A+	100-97%
Weekly Review Questions	20%	40 points	A	96-94
Case Studies 2 @ 10% each	20%	40	A-	93-90%
Midterm	20%	40	B+	89-87%
<u>Final Paper</u>	<u>30%</u>	60	B	86-84%
Total	100%	200	B-	83-80%
			C+	79-77%
			C	76-74%
			C-	73-70%
			D+	69-67%
			D	66-64%
			D-	63-60%
			F	59% and below

## Course Schedule

	Topic	Assignment
Week 1	Personal introductions, overview of course, overview of environmental policy, assign case studies and articles	Review course syllabi and assignments. Read: Corona Virus & Climate Change found under “Files” under Articles & Watch Video Assignment #1
Week 2	<b>Overview of Environmental Policy &amp; Sustainability</b>	Read: Martinez Ch. 1-3 Article #1 Assignment #2 <b>First Live Session</b>
Week 3	<b>Environmental Law</b>	Read: Martinez Ch. 4 & 5 Case study 1: <i>Miami-Sea Level Rise</i> Download from Harvard Case Study Website Assignment #3
Week 4	<b>Environmental Movement &amp; Interest Groups</b>	Read: Martinez Ch. 6-8 Case Study 2: <i>Sustainability Case Studies</i> Article #2 Assignment #4 <b>Second Live Session</b>
Week 5	<b>Principles of Environmental Justice</b>	Read: Campbell et al. Ch. 1-3 Case study 3: <i>EJ Collaborative Model Cases</i> Article #3a & 3b Assignment #5
Week 6	<b>Midterm</b>	<b>Midterm</b>
Week 7	<b>Distribution of Environmental Pollution</b>	Read: Campbell et a. Ch.4-6 Articles #4 & 5 Assignment #6-EJ Screen tool <b>Third Live Session</b>
Week 8	<b>Environmental Risk &amp; Urban Environmental Issues</b>	Read: Campbell Ch. 7-11 EJ Strategic Plan 2020 Assignment #7
Week 9	<b>Global Environmental Issues</b>	Read: Articles 6 & 7 Reach: Assignment #8
Week 10	Final Paper	Final Paper Due <b>Fourth Live Session</b>

**Grading Rubric**  
**Celeste Murphy Greene, Ph.D.**

<b>Possible Points</b>	<b>5 (Excellent)</b>	<b>4 (Good)</b>	<b>3 (Fair)</b>	<b>2 (Poor)</b>	<b>1 (Unacceptable)</b>
<p><b>Ideas:</b> Central idea is clearly conveyed. Demonstrates thorough understanding of sources and critically analyzes each source. Clearly defines terms.</p>					
<p><b>Organization &amp; Coherence:</b> Paper is well organized. Uses headings and subheadings throughout the paper. Transitional sentences are used to link one paragraph to the next and shows a logical progression and development of ideas.</p>					
<p><b>Support:</b> Uses appropriate evidence to support ideas and convince the reader.</p>					
<p><b>Style:</b> Chooses words to express specific meaning. Uses well structured sentences which are varied yet flow well together and are not long and rambling.</p>					
<p><b>Mechanics:</b> Paper is free of spelling, punctuation and grammatical errors.</p>					
<p><b>Subtotal</b></p>					
<p><b>Total</b></p>					

## Readings

- 1) U.S. House of Representatives. (2019). Recognizing the Duty of the Federal Government to Create a Green New Deal House Resolution 109. 116<sup>th</sup> Congress. 1-14.
- 2) Thornton, T. et al. (2020). Community Resilience: Measuring Social & Political Vulnerability in the Aftermath of the Deepwater Horizon Oil Spill. Journal of Emergency Management. Fall.
  - 3a) Murphy-Greene, C. Leip, L. (2002). Assessing the Effectiveness of Executive Order 12898: Environmental Justice for All? Public Administration Review. 62(6): 679-687.
  - 3b) Abel, T. et al. (2015). States of Environmental Justice: Redistributive Politics Across the U.S. 1993-2004. Review of Policy Research. 32(2): 200-221.
- 5) Kottasova, I. (2019). Climate Crisis: Europe's Cities Dangerously Unprepared for Heat Wave Hell. <https://www.cnn.com/2019/06/29/europe/climate-change-heatwaves-cities-intl/index.html> (Date Accessed May 17, 2020)
- 6) Harmer, A. (2020). WHO Should Declare Climate Change a Public Health Emergency. The BMJ.1-3.
- 7) United Nations. Paris Agreement. [https://treaties.un.org/doc/Treaties/2016/02/20160215%2006-03%20PM/Ch\\_XXVII-7-d.pdf](https://treaties.un.org/doc/Treaties/2016/02/20160215%2006-03%20PM/Ch_XXVII-7-d.pdf) (Date Accessed May 17, 2020).

## Environmental Resources

### Websites

U.S. Environmental Protection Agency  
U.S. Office Of Environmental Justice

[www.epa.gov](http://www.epa.gov)  
[www.epa.gov/environmentaljustice](http://www.epa.gov/environmentaljustice)

Environmental Justice Case Studies by U.S. Dept. of Transportation

[http://www.fhwa.dot.gov/environment/environmental\\_justice/case\\_studies/caseintro.cfm](http://www.fhwa.dot.gov/environment/environmental_justice/case_studies/caseintro.cfm)

University of Michigan Environmental Justice Case Studies

<http://www.umich.edu/%7Esnre492/cases.html>

### Technical Specifications

- Computer Hardware: For currently supported technologies, please see <https://in.virginia.edu/support>
- Minimum Requirements
  - Hard drive free space: 256GB, SSD recommended
  - Processor speed: Intel Dual-Core i5 1.3 GHz or faster
  - RAM: 8GB
  - Network connectivity: 2 mbps download/upload speeds

### Technical Support Contacts

- Login/Password: [scpshelpdesk@virginia.edu](mailto:scpshelpdesk@virginia.edu)
- Canvas: [support@instructure.com](mailto:support@instructure.com)
- Zoom Support: <https://virginia.zoom.us> and <https://in.virginia.edu/zoom>

### UVA Policies

**SCPS Grading Policies:** Courses carrying a School of Continuing and Professional Studies subject area use the following grading system: A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; F. S (satisfactory) and U (unsatisfactory) are used for some course offerings. For noncredit courses, the grade notation is N (no credit). Students who audit courses receive the designation AU (audit). The symbol W is used when a student officially drops a course before its completion or if the student withdraws from an academic program of the University. Please visit [www.scps.virginia.edu/audience/students/grades](http://www.scps.virginia.edu/audience/students/grades) for more information.

For additional information on SCPS grading policies and minimum grade requirements:

- **Undergraduate certificate programs:**  
<http://records.ureg.virginia.edu/content.php?catoid=45&navoid=3243#certifprograms>
- **Post Bac and Graduate certificate programs:**  
[http://records.ureg.virginia.edu/content.php?catoid=46&navoid=3357#certificate\\_programs](http://records.ureg.virginia.edu/content.php?catoid=46&navoid=3357#certificate_programs)

**Attendance:** Students are expected to attend all class sessions. Instructors establish attendance and participation requirements for each of their courses. Class requirements, regardless of delivery mode, are not waived due to a student's absence from class. Instructors will require students to make up any missed coursework and may deny credit to any student whose absences are excessive. Instructors must keep an attendance record for each student enrolled in the course to document attendance and participation in the class.

**Add/Drop/Withdrawal:** <https://www.scps.virginia.edu/students/add-drop-withdrawal/>

**University Email Policies:** Students are expected to check their official UVA email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

**Mid-Term and End-of-Class Evaluations:** Students may be expected to participate in an online mid-term evaluation. Students are expected to complete the online end-of-class evaluation. As the semester comes to a close, students will receive an email with instructions for completing this. Student feedback will be very valuable to the school, the instructor, and future students. We ask that all students please complete these evaluations in a timely manner. Please be assured that the information you submit online will be anonymous and kept confidential.

**SCPS Refund Policy:** <https://www.scps.virginia.edu/class-registration/refunds/>

**University of Virginia Honor System:** All work should be pledged in the spirit of the Honor System at the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student. For more information, visit [www.virginia.edu/honor](http://www.virginia.edu/honor).

**Accessibility Statement:** UVA is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with your instructor. If you have a disability, or think you may have a disability, you may also want to meet with the Student Disability Access Center (SDAC), to request an official accommodation. You can find more information about SDAC, including how to apply online, through their website at [sdac.studenthealth.virginia.edu](http://sdac.studenthealth.virginia.edu). If you have already been approved for accommodations through SDAC, please make sure to send your accommodation letter to your instructor and meet with them so that you can develop an implementation plan together.