



Public Policy 871K—Environmental Policy Analysis Fall 2018

Course Information

Tuesday/Thursday, 10:30 – 11:45 AM
Meeting room: CC 1103
WeChat Group: DKU PUBPOL 871K
Office Hours: MW 2:00 – 3:00 PM

Instructor Information

Prof. Patrick S. Ward
Office: CC 2016
patrick.ward500@dukekunshan.edu.cn
Tel: (0512) 3665 7366

Course description

This is a graduate level, professional course that provides tools for thinking about, conducting, and communicating analysis of environmental policies. Many of the concepts and tools that we will discuss are widely applicable to various types of policy settings, but the focus in this course will be explicitly policy problems related to the environment. The class will contain a mix of conceptual or theoretical foundations related to the process of policy analysis and policymaking, as well as practical tools and applications that will be useful in the actual structuring and conducting of environmental policy analysis. Course readings will be a mix of textbook material, journal articles, newspaper or magazine articles, and web content designed to help you master the skills presented in class and provide practical examples to which the concepts can be applied. Graded assignments are designed to think critically about various domestic and international environmental challenges, to test your ability to apply analytical concepts and tools to specific policy problems, and to help develop your communication skills in diverse ways.

Course objectives

- To familiarize students with the different steps in the policy analysis process, from identifying environmental policy problems and evaluating potential policy solutions, to selecting preferred policy options and communicating policy recommendations to a diverse set of stakeholders.
- To introduce students to some of the important methodological tools useful for projecting the potential economic, environmental, and social outcomes of various environmental policy alternatives.
- To increase critical thinking through exposure to viewpoints and tools that are relevant to policy analysis and help students become users of these tools and critical consumers of analyses that incorporate these tools.

- To teach students to effectively communicate as a policy analyst both individually and in groups using a diverse set of written and presentation formats.

Course requirements

Attendance in class and participation in discussions is mandatory; unexcused absences or lack of participation will have a negative impact on your grade. You are expected to arrive to class on time and ready to discuss any required readings or assignments for the day. All assignments should be handed in on-time; grade penalties will apply to any late assignments. Diversity of opinion and questions pertaining to course material are valued. Students are – at all times – expected to treat others with respect.

Textbook and Readings

The primary texts used in this course are:

1. *Public Policy Analysis: An Integrated Approach* (6e), by William N. Dunn (Routledge Publishing).
2. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (5e), by Eugene Bardach and Eric M. Patashnik (Sage Publishing).
3. *Guidelines for Preparing Economic Analysis*, by the National Center for Environmental Economics, Office of Policy, U.S. Environmental Protection Agency (EPA) [available online]

The Dunn text is one of the most widely used texts for public policy programs in the U.S. The text borders on being excessively epistemological. At points, some of the material in the text lacks a practical connection with how the theoretical or conceptual principles can actually be applied in real world policy analysis. Dunn also seems to have a disdain for economists, to which I (as an economist) take offense. Nevertheless, the text's redemption is achieved through its comprehensive and integrated approach to the policy process. The book by Bardach and Patashnik, on the other hand, is highly practical, and this should likely be an important reference on any applied policy analyst's bookshelf. By drawing from both Dunn and Bardach and Patashnik, the hope is that you will be sufficiently exposed to both the theory and practice of policy analysis that you will be equipped to conduct your own rigorous policy analysis. The EPA guidelines are particularly useful for applying policy analytical skills to environmental problems.

In addition to these three primary sources, there will be other material (in the form of journal articles, case studies, newspaper or magazine articles, etc.) that will be covered. Copies of these materials will be available to students on the course Sakai site prior to being covered in class.

Students are expected to read the material before the class for which they are assigned. Most of the listed readings will be required, though if readings are listed as “recommended readings,” they should be considered optional. New readings may be added as they are appropriate for the course, especially relating to current events.

Grading and Evaluation

Grades will be *primarily* be based on two exams and a group project. There will be one midterm exam and a final exam, each accounting for 20 percent of your final grade. The midterm exam will test your understanding of material covered between now and the midterm exam, while the final exam will test your understanding of material covered between the midterm exam and the final exam. In other words, the final exam will not be cumulative, per se, except to the extent that the material in the latter portion of the course builds upon earlier material. The group project will be worth 35 percent of the final grade. As the largest single element of your final grade, I would encourage you to take this exercise seriously and continue making progress on this project over the duration of the semester. The remaining 25 points will be divided among homework assignments (20 percent) and attendance/participation (5 percent). The homework will consist of case studies and other essay-based assignments to encourage critical thought and to align course concepts with real world applications. These assignments are designed to serve as benchmarks for students and the instructor to gauge progress toward meeting the course objectives. Some of the homework assignments will also serve to ensure progress is being made on the group project. Students are encouraged to work together on all assignments, though – with the exception of assignments related to the group project – it is expected that each student will submit their own responses to the assignments. To assess class attendance, I will ask students to send me a private WeChat message during each class with a unique hashtag that I will share at the beginning of each class meeting. It is expected that students will not share the hashtag with classmates who are not in attendance. To see how this works, please send me a private WeChat message with your name, followed by the hashtag #ireadthesyllabus. Students who complete this task before the second session will receive a bonus of 1 percentage point on their final grade. Class participation can take various forms, such as engaging in discussions and/or debates during class meetings, participating in discussions on relevant topics in the course WeChat group, sharing interesting and relevant news articles through the course WeChat group, or any of a myriad of other means.

Grade Breakdown

Attendance/Participation	5 percent
Homework assignments	20 percent
Midterm exam	20 percent
Final exam	20 percent
Group project	35 percent
<hr/> Total	100 percent

All work will receive number grades on a 4.0 scale (A=4; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3;

C=2.0; C- =1.7.; D=1.0; F=0). Final grades will be based on a weighted average of all assignments and class participation on the same grading scale. For averages that fall in-between grades, the instructor has discretion to decide if students will receive the higher or lower grade.

Group project

Throughout this course, students will learn about various aspects of the policy analysis process. Rather than simply learning about this process from a textbook or from lectures, it is far more valuable for students to gain hands-on experience in actually producing policy analytic outputs. To that end, the group project in this course will entail working in small operational units to (1) identify an important environmental problem that is worthy of a policy intervention, (2) produce evidence as to *why* the identified policy problem is relevant, (3) identify potential policy solutions to the identified problem, (4) project or forecast the potential outcomes of the various potential policy solutions and evaluate these potential outcomes based on relevant evaluative criteria, and (5) effectively communicate these findings through (i) a written report and policy brief and (ii) (an oral presentation.

Academic Conduct

Duke Kunshan University – and by extension, its faculty – expects students to hold themselves to the highest standards for honesty, integrity, fairness, and responsibility in their academic and co-curricular endeavors. DKU is a community comprised of individuals from diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflecting upon and upholding these principles in all academic and non-academic endeavors, and to protecting and promoting a culture of integrity and trust. To uphold the DKU Community Standard, each student is expected to pledge to hold him/herself to the highest standards for honesty, integrity, fairness, and responsibility in his/her academic and non-academic endeavors, to respect other cultures and embrace all forms of diversity, and to uphold the standards if they are compromised.

Accessibility

It is my goal to provide an atmosphere where all students can reasonably succeed in meeting the requirements for this course. If you have a disability or some other need that requires some special accommodation, please make an appointment with me within the first week of the course to discuss the appropriateness of instructional methods used in the class, or any academic adjustments or accommodations you may need. Please note that university policy may require students with disabilities to be registered with the office of the Vice Chancellor for Academic Affairs before classroom accommodations can be provided.

I recognize that everyone has different needs for learning. If you do not have a documented disability but feel that you would benefit from learning support for other reasons, I invite you to contact me. If you have substantial non-academic obligations or other concerns that make learning difficult, please contact me.

Campus Emergencies

In the unusual event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes. To stay up-to-date about changes in the course, visit the course WeChat group, send me a direct message on WeChat, contact me by email, or call me at my office.

Religious Holidays

In recognition that observances of religious holidays may affect classroom attendance and the submission of graded work, members of the various religious affiliations should inform me of major religious holidays that occur when classes are being held. In the event of a conflict, students wishing to observe a specific religious holiday should submit a written request (email will suffice) that I arrange for a postponement or makeup of work.

Course Schedule

Date	Day	Material	Primary reference
2018/8/28	T	Course introduction	
2018/8/30	Th	The process of policy analysis	D, Ch. 2; BP, pp. xv-xx
2018/9/04	T	The process of policy analysis	D, Ch. 2; BP, pp. 1-12
2018/9/06	Th	Structuring policy problems	D, Ch. 3; BP, pp. 1-18, 83-111
2018/9/11	T	Structuring policy problems	D, Ch. 3; BP, pp. 1-18, 83-111
2018/9/13	Th	Constructing policy alternatives	BP, pp. 155-166; EPA, Ch. 4
2018/9/18	T	Selecting evaluative criteria	D, Ch. 5; BP, pp. 27-46
2018/9/20	Th	Projecting policy outcomes	BP, pp. 46-62
2018/9/25	T	Discounting benefits and costs	EPA, Ch. 6
2018/9/27	Th	Discounting benefits and costs	Add'l readings
2018/10/02	T	No Class	
2018/10/04	Th	No Class	
2018/10/09	T	Benefit-cost analysis	EPA, Ch. 7-8
2018/10/11	Th	Benefit-cost analysis	EPA, Ch. 7-8
2018/10/16	T	Benefit-cost analysis	Add'l readings
2018/10/18	Th	Midterm exam	
2018/10/23	T	Valuation of environmental goods and services	Add'l readings
2018/10/25	Th	Valuation of environmental goods and services	Add'l readings
2018/10/30	T	Valuation of environmental goods and services	Add'l readings
2018/11/01	Th	Observing policy outcomes	D, Ch. 6
2018/11/06	T	Evaluating policy performance	D, Ch. 7
2018/11/08	Th	Policy Communication - Introduction	BP, pp. 72-82; D, Ch. 8
2018/11/13	T	Policy Communication: Policy papers	BP, pp. 72-82; D, Ch. 9
2018/11/15	Th	Policy Communication: Policy briefs	BP, pp. 72-82; D, Ch. 9
2018/11/20	T	Policy Communication: Oral communication	BP, pp. 72-82; D, Ch. 9
2018/11/22	Th	Group oral policy presentations	
2018/11/27	T	Group oral policy presentations	
2018/11/29	Th	Group oral policy presentations	

Notes: T: Tuesday; Th: Thursday; D: Dunn's *Public Policy Analysis*; BP: Bardach & Patashnik's *Practical Guide for Policy Analysis*; EPA: EPA's *Guidelines for Preparing Economic Analysis*. The instructor retains the right to alter this course schedule at any point throughout the semester depending on how the course progresses, but will provide students with advanced notice of any such changes.