

Environmental and Natural Resource Policy Syllabus

ENR 3200 Summer 2025 Stone Lab Offering

Course Information

- **Course times and location:** Tuesdays, Thursdays, and Saturdays 8:05 a.m. – 12:00 p.m. and 1:05 pm – 5:00 p.m., Room 300/306 @ Stone Lab. Course discussions will occur outside, weather permitting.
- **Credit hours:** 3
- **Mode of delivery:** In-Person

Instructor

- **Name:** Harrison Fried, PhD, Director, Environmental Professionals Network, and Lecturer, Stone Laboratory
- **Email:** fried.64@osu.edu
- **Office location:** Rm 301 @ Stone Lab
- **Office hours:** Drop-In Office Hours Monday and Wednesday 9am-11am, or by appointment.
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

ENR 2100
ENR 2300

Course Description

Just as it was decades ago, environmental policy is an especially interesting policy area to study because it deals with “wicked” problems that are hard to solve. Every time there is a policy discussion about how humans (can) affect the environment and/or use natural resources, you are almost guaranteed to see multiple stakeholders involved in a messy



negotiation process from which some (but rarely all) benefit. Do we need a new pipeline or not? Is it preferable to have huge agricultural yields or pristine clear waterways? Is logging as an economic activity more important than protecting the endangered species that live in the forests where the logging takes place? How do we use the water in our rivers in a context of extended drought? Do we use it to sustain important fish species, or do we direct it to the fields that produce the foods we eat?

These questions are hard to answer because different people have different (a) views of what constitutes a problem, (b) policy priorities, and (c) availability of resources (i.e. time and money) that they can spend in the policy-making process. In other words, to understand which policies are made (or not), one needs to understand not only the problems at hand, but also the political and social context in which decisions are made.

Moreover, federal and state environmental policies have changed in significant ways in recent months and years, which we will explore through a variety of historical and contemporary viewpoints. I update lecture material in real time to ensure it remains up to date and follows current developments in environmental policy and governance.

We will cover a lot of material in our time together. Most of the work will be done in class, during our meetings together and working independently. In order for us to get the most out of the course, it is essential for everyone to do the assigned work, which includes reading and thinking about the material before we discuss it in class. Participation is very important! Can you imagine 8 hours a day of straight lecturing?! Terrible. So, this course intends to be participatory. We will review material such as papers, articles, documentaries, and videos. We will engage in learning activities, class discussions, (three!) field trips, and more. This means that I expect that we all contribute to building knowledge.

Course Learning Goals and Outcomes

By the end of this course, students should successfully be able to:

- Understand key concepts in environmental and natural resources policy.
- Compare and contrast the structure and function of different branches and levels of government as it relates to environmental policy.
- Apply theories of the policy process to modern environmental problems.

General Education Expected Learning Outcomes

This course fulfills GE category Social Science, subcategory Organizations and Politics, with the following expected outcomes:

- Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and politics.
- Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

- Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.



How This Course Works

Mode of delivery: This course is taught in person. Students are expected to attend class each day during the scheduled meeting sessions. Exams will be administered on paper during the scheduled class meetings as found on the course schedule.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), for typical spring and summer semester courses, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average. For this unique field-based offering at Stone Laboratory across four weeks, students should expect approximately 10 hours of instruction per week and 20 hours of preparation and discussion.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in class: every course day (Tuesdays, Thursdays, Saturdays)**
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss class, discuss it with me *as soon as possible*. In the case of emergency or illness, contact the instructor as soon as possible to discuss possible accommodations at the discretion of the instructor and with appropriate documentation.
 - For each class day, except the two exam days, students are graded on their participation, with the potential to earn one participation point per day. Joining class more than 10 minutes late in either the morning or afternoon sessions (e.g., 8:15am for 8:05am start time or 1:15pm for 1:05pm start time) will result in the loss of half of a point, each. Unexcused non-participation for more than one hour of a class day results in a participation grade of zero for the course day.
- **Office hours: optional**
My office hours are optional.



Course Materials, Fees, and Technologies

Textbooks

There are no textbooks assigned in this course. Course materials are in the form of articles (PDF or URL), videos, and website content available on Carmen.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access. Alternatively, speak with me to discuss your options.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills

- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu



Grading and Faculty Response

How Your Grade is Calculated:

Assignment Category	Points
Class Participation in Discussion/In-Class Activities	10
10 Thought Papers	8 (1 each; potential for 2 bonus)
Exam 1	24
Exam 2	24
Student Role Completion	6
Final Project	24
Thursday Seminar Attendance (4 seminars)	4 (1 each)
TOTAL:	100 (102 achievable)

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Participation in Discussion and In-Class Activities

Description: This class will be highly participatory, including group discussions and learning activities such as negotiations, projects, and games, etc. Students are expected to come to class each day ready to participate. Morning class sessions begin at 8:05am and afternoon class sessions begin at 1:05pm. We will take several breaks throughout the day. Late attendance (by 10 minutes) to either of the daily sessions will result in 0.5 point reductions to your participation grade for that day. Timeliness is especially important for field trip days, as there are several logistical challenges (i.e., traveling to South Bass Island, taking the ferry to the mainland, then meeting professionals at scheduled times) that require your timely cooperation. Therefore, your participation scores are based on your in-class contributions and timeliness. Each non-exam day (ten days in total, including Day 1 which consists primarily of

introductions and syllabus review) will be worth 1 point, for a total of 10 points, or 10% of your grade.

Thought Papers

Description: Students will write 10 thought papers over the term. Thought papers are intended to provide you a space to reflect on your learning, including the readings, lecture materials, and discussions. For each thought paper, students will be provided a prompt, which may include answering a specific question, choosing from a series of questions, or may be more open to the student's choice. Thought papers will be graded based on a check, check-plus, check-minus system. Although there is no hard word limit, a good thought paper will typically be **at least** 250 words, or about one full page on a written notebook page, unless otherwise specified.

Each course day has an associated thought paper that will be due on paper by 8:05am the following morning. You will be allotted time during class near the end of each day to complete your thought papers. Each thought paper is worth 1 point, for a total of 10 points, or 10% of your grade. Thought papers will be graded based on their level of detail and should demonstrate that the student engaged thoroughly with the prompt.

Exams

Description: This course includes two exams. The exams will include a mixture of multiple choice, true-false, matching, and short answer style questions. More details will be provided closer to the exams. We will meet in-person in our normal classroom on exam days. The exams will serve as the main form of assessment in this course whereas other assignments and discussions are provided for practice with the content. I will offer a review session prior to each exam. The exam short answer questions offer students a chance to synthesize and apply what they have learned in their own words. The second test will be cumulative, meaning it will include material covered throughout the entire duration of the course. However, around 75% of the material for Test 2 will cover content taught after Test 1. Exams must be completed on your own without the use of any external sources (including but not limited to notes, textbooks, websites, or other people. Exams will be administered with pen and paper.

Academic integrity and collaboration: Your written assignments, including thought papers and exams, should be your own original work. If you reference an outside source other than the course materials such as a website or article, provide an in-line citation (Author, Year) and a Works Cited or Bibliography. Students do not have to follow a particular citation style, but citations should be consistent within the same document and sources should be easy to find based on the information provided. Exams are closed-book, in-person. Carmen will automatically process all written-style assignments through Turn-It-In, to ensure that no answers were copied from another source (plagiarism check). Turn-It-In cross-references submitted assignments with previously-submitted assignments from any student at any university.



Using AI: Artificial Intelligence (AI) is becoming more useful each year and will certainly play a major role in how we conduct our work over the coming decades. I allow the use of AI composition software (like ChatGPT) for any assignments in this course as long as the student obtains expressed permission from me in-person. Using these tools without my permission puts your academic integrity at risk. As the instructor for this course, I reserve the right to use several methods to determine whether submitted assignments are likely to have utilized AI composition software without permission.

Student In-Class Role Assignments

For each non-exam course session (10 days), students will be assigned one of three alternating roles, and will have 6 total role assignments during the entirety of the course. With a small class size, it'll be helpful for us each to be responsible for a little piece of the day. Completing your assigned role each day will earn you 1 point, for 6 points total (3% of your grade).

Current Events Reporter: As budding environmental professionals and responsible members of our society, it's essential for us to stay up to date on current events, such as environment related and non-environment related happenings. For each course session, one student will be a Current Events Reporter. They will report on 2 current events that happened in the past 24 hours, including: 1) An environment-related news update and 2) a non-environmental news update. The assigned reporter should come prepared to present their current events after lunch for the session (1:00pm).

Reviewer: We're going to cover a lot of ground this summer! The Reviewer's job is to ensure that learning material from the previous day of class is reviewed. On their assigned date, the Reviewer will begin class by sharing 3-5 important points from the previous day of class. We will compile these review points into our collaborative study guide!

Facilitator: The Facilitator's main job is to develop a list of 3-5 discussion questions based on the assigned readings for that day in class. The Facilitator will ask these questions to the class and make sure that all classmates have an opportunity to participate in the discussions. The Facilitator will also ensure that our discussion stays on-topic and all student-posed discussion questions are covered.

Final Project

Final projects will consist of two main parts. Students will conduct substantial research into an environmental policy topic of their choice and present it through multiple formats. The final project is worth a total of 24 points, or 24% of the final grade. Students must submit their plans for their final project by the morning (8:05am) of Session 5 (Thursday, June 12th) via a Carmen submission.

Step 1: The Policy Brief (worth 18 points): Students will develop a policy brief **paper**. To do so, students will select a specific environmental policy topic and write a policy brief in a format

explained by the instructor. The policy brief includes sections for a summary, context description, a description of current policies, an explanation of alternative policies, and a conclusion. The intended audience for this assignment option is policymakers who are likely to vote on bills related to the policy topic.

Step 2: The Podcast (worth 6 points): Students will create a 10-minute podcast based on their policy brief, which they will deliver on one of the final days of class.

For this step only, students can utilize AI tools (e.g., NotebookLM) to create a script for a podcast – and even generate an AI audio file of the podcase – that details the major components of their policy brief. For a given topic, the podcast should describe the context (e.g., location, background), history (e.g., what sort of policies or institutions influenced the topic?), and modern conditions (i.e., how is this policy topic being experienced now?). The podcast should also describe, at length, what may be next to come (i.e., how do experts predict this topic to evolve over the next few years or decades?). If students prefer to record or narrate their own podcasts, the instructor will describe the software/recording methodology that can be used to do so. Students will have access to the computer lab on Gibraltar to make the podcast. The instructor will also share some example podcasts from NPR (National Public Radio) that can provide students with an idea of conventional format, language style, etc. The intended audience for this assignment option is the general public.

While students do not have the obligation to interview people who have expertise on the topic discussed on the podcast, doing so (and including excerpts from the interview in the podcast) will earn 1 bonus point of credit for this assignment. This approach will likely require the student to narrate their own podcast, rather than creating an AI-generated audio file.

Students will submit an audio file and the podcast script. The students will play their recorded audio file for the class on one of the final days of class. The quality of the final podcast will be scored based on a rubric out of 24 points, or 24% of the final grade.

Extra Credit

Traditional autumn and spring offerings of ENR 3200 on Ohio State University's Columbus Campus are typically enrolled in ESSREP Extra Credit research pools, where students can earn up to 2% of extra credit to apply to their final grade if they participate in ESSREP-eligible research projects as participants. Because there is no ESSREP enrollment for this summer offering of ENR 3200, students can instead earn the same 2% of extra credit by completing all ten Thought Paper assignments. For instance, students who turn in good quality thought papers for all ten assignments will achieve a grade of 10 out of 8 for that category, therefore earning the full 2% of extra credit.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace. Late assignments will automatically receive a 30% grade reduction if turned in late without instructor approval and will be further penalized 10% for each additional day turned in late (including



non-course days). Please feel free to communicate with me if you believe you might not be able to turn in an assignment on time, we can always work something out.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** All assignments will be graded within 48 hours, including exams.

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E



Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** You should remember to write using good grammar, spelling, and punctuation. Unless specified otherwise, you should use an academic writing tone that is concise and is not based on opinion.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. This necessarily includes in-text citations (Author, Year) and an APA-formatted reference list at the conclusion of the assignment. For help with citations and formatting, please contact the instructor.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work often.
- **Using AI:** Students must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course. Please see the section on AI above.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the



University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor for this course.

For more information:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at civilrights.osu.edu
 Call 614-247-5838 or TTY 614-688-8605,
 Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles can be found at <https://cfaes.osu.edu/about/cfaes-principles-community>. If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at <https://civilrights.osu.edu/>.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily

activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline..

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [**Civil Rights Compliance Office**](#).

Policy: [**Religious Holidays, Holy Days and Observances**](#)

Weather or other short-term closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's [**Weather or Other Short-Term Closing Policy**](#). Please [**visit this webpage**](#) to learn more about preparing for potential closings and planning ahead for winter weather.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)



Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates. Revisions to the syllabus will be posted to Carmen on an as-needed basis.

Session 1

Tuesday, June 3 rd	Introduction to Environmental Policy + Syllabus Review
<p><u>Overview:</u> We will review the syllabus, the content of the course and what to expect for the weeks to come. We will also discuss basic and historical events in environmental and natural resource policy in the United States. We'll spend some time learning about you and your interests/objectives for the course.</p> <p><u>Morning:</u></p> <ul style="list-style-type: none"> • Introductions, syllabus presentation, and class overview • Identifying your area of interest • Discussion and class background • Lecture 1a: Introduction <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • Lecture 1b: Why Environmental Policy? • Activity: Identifying environmental issues and their management, using a mental model • Thought Paper Announcement and Time for Completion 	
<p>Required Reading Before <i>This</i> Class Session: NONE</p>	
<p>Assignments Due by <i>Next</i> Class Session at 8:00am:</p> <ul style="list-style-type: none"> • <u>Thought Paper 1</u>: Environmental Policy and You: What do you hope to get out of this course? What are you most looking forward to? Is there anything you are worried about? Is there anything you hope we cover? What inspired you to take this course at Stone Lab? • Complete reading(s) for the next class session • Complete your role! (Current Events Reporter, Facilitator, Reviewer) 	



Session 2

Thursday, June 5 th	Principles of Governing Common Pool Resources
<p><u>Overview:</u> We discuss common pool resource challenges and design principles that can lead to their (in)effective management outcomes. We learn about Garrett Hardin and Elinor Ostrom and their institutional approaches to common pool resource management. We'll learn about institutions and their omnipresent role in management.</p> <p><u>Morning:</u></p> <ul style="list-style-type: none"> • Lecture 2a: Commons • Tragedy of the Commons Game <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • <i>Informal</i> Discussion of Reading • Lecture 2b: Institutions • TOTC (Lobster Case) Exercise • Thought Paper Completion/Time to Read 	
<p>Required Reading Before <i>This</i> Class Session:</p> <ol style="list-style-type: none"> 1. Hardin, Garrett. 1968. The tragedy of the commons. <i>Science</i>, 162, 1243–8. Lloyd, W. F., 1977. (<i>Available on Carmen</i>) 2. Dietz et al., 2003. (Dietz, Thomas, Elinor Ostrom, and Paul Stern. 2003. “The Struggle to Govern the Commons.” <i>Science</i> 302 (5652):1907-12. <i>Available on Carmen</i>) 3. OPTIONAL: Mildenberger, Matto. 2019. The Tragedy of the <i>Tragedy of the Commons</i>. Scientific American Blog Network. (<i>Available on Carmen</i>) 	
<p>Assignments Due by <i>Next</i> Class Session at 8:00am:</p> <ul style="list-style-type: none"> • <u>Thought Paper 2</u>: See prompt on Carmen. • Complete your role! (Current Events Reporter, Facilitator, Reviewer) 	



Session 3

Saturday, June 7 th	Policy-Making Process
<p><u>Overview:</u> We discuss several important components of the policy-making process, including legislative policy-making in Congress at the Federal and State levels. We'll talk through important constitutional principles as they relate to environmental policy. We also discuss theories of the policy process, such as the Multiple Streams Framework. We'll learn about the agenda-setting process and rationality as it applies to environmental policy.</p> <p><u>Morning:</u></p> <ul style="list-style-type: none"> • Lecture 3a: Policy Process, Constitution, and Congress • Lecture 3b: Multiple Streams Framework <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • Policy-Process Theories Lecture • <i>Informal</i> Discussion of Reading • Thought Paper Completion 	
<p>Required Reading Before <i>This</i> Class Session:</p> <ol style="list-style-type: none"> 1. Herweg, Nicole, Zahariadis, Nikolaos, and Zholnhofer, Reimut. 2018. The Multiple Streams Framework: Foundations, Refinements, and Empirical Applications. <i>(Available on Carmen)</i> ONLY READ PDF PAGES 17-29 2. <i>OPTIONAL:</i> Lazarus, Richard J. 2004. The Making of Environmental Law. Chicago, IL: The University of Chicago Press. Chapter 3. <i>(Available on Carmen)</i> 	
<p>Assignments Due by <i>Next</i> Class Session at 8:00am:</p> <ul style="list-style-type: none"> • <u>Thought Paper 3:</u> See prompt on Carmen. • Complete your role; due to a Field Trip on Session 4, you will share this during Session 5! (Current Events Reporter, Facilitator, Reviewer) 	



Session 4

<p>Tuesday, June 10th</p>	<p>Field Trip 1: Multi-Stakeholder Governance of Common Pool Resources at EPN New Albany International Business Park Event</p>
<p><u>Overview:</u> We'll participate in the Environmental Professionals Network's Summer Field Trip program at the New Albany International Business Park (go.osu.edu/epnjune25). Because of the distance between Stone Lab and New Albany, Ohio, this will be an extended day event. Lunch will be served at the event, and we'll stop at a restaurant for dinner on the way back in the evening.</p> <p><u>Morning:</u></p> <ul style="list-style-type: none"> • Be prepared for an EARLY morning roll out at the dock by 7am. <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • Arrive back to Gibraltar Island in the evening (~7pm). 	
<p>Required Reading Before <i>This</i> Class Session:</p> <ol style="list-style-type: none"> 1. Large-Scale-Development-Trends-in-Central-Ohio-and-Their-Environmental-Implications-FINAL.pdf 	
<p>Assignments Due by <i>Next</i> Class Session at 8:00am:</p> <ul style="list-style-type: none"> • <u>Thought Paper 4</u>: See prompt on Carmen. • Complete your role! (Current Events Reporter, Facilitator, Reviewer) 	

Session 5

Thursday, June 12th	Field Trip 2: City of Toledo, Ohio Environmental Management & Executive Branch Policy-Making
<p><u>Overview:</u> We'll drive to Toledo, Ohio for a meeting with local government leaders who manage environmental resources from a variety of perspectives, and in some cases, alongside the perspective of community members. We'll eat lunch on the road, then return to Gibraltar for an afternoon lecture. Plus, your instructor, Dr. Fried, will provide the Thursday evening seminar.</p> <p><u>Morning:</u></p> <ul style="list-style-type: none"> • Toledo Public Service Department Meeting on Local Environmental Policy and Management • Trip to Belmont Forest to visualize Local Environmental Management in action. • Packed lunches. <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • Return to Gibraltar Island • Lecture 5a: Executive Branch / President and Agencies 	
<p>Required Reading Before <i>This</i> Class Session:</p> <ol style="list-style-type: none"> 1. Anastas and Zimmerman, 2021. Moving from Protection to Prosperity: Evolving the U.S. Environmental Protection Agency for the next 50 years. <i>Environmental Science and Technology</i>. 55. 2779-2789. (<i>Available on Carmen</i>) 	
<p>Assignments Due by <i>Next</i> Class Session at 8:00am:</p> <ul style="list-style-type: none"> • <u>Thought Paper 5</u>: See prompt on Carmen. • Complete your role! (Current Events Reporter, Facilitator, Reviewer) 	

Session 6

Saturday, June 14th	Environmental Statutes, with a focus on NEPA and CAA
<p><u>Overview:</u> We will discuss important several important environmental statutes and their function in government, including a deep dive into the National Environmental Policy Act (NEPA) and the Clean Air Act (CAA). With so many environmental statutes, and each built around similar concepts, we will only have time to cover these two statutes in depth this summer. However, we will apply our in depth understanding of NEPA and CAA to understand how related statutes, such as the Clean Water Act (CWA) and CERCLA work.</p>	
<p><u>Morning:</u></p> <ul style="list-style-type: none"> • Create your own NEPA Activity • Lecture 6a: Statutes and NEPA 	
<p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • Lecture 6b: Clean Air Act (CAA) • Lecture 6c: Policy Brief Presentation Assignment Introduction • Exam Review Session 	
<p>Required Reading Before <i>This</i> Class Session:</p> <ol style="list-style-type: none"> 1. UNR Extension, 2009. Know NEPA: Important Points for Public Participation. (<i>Available on Carmen</i>) ONLY READ UP TO SECTION “NEPA PROCESS”! 	
<p>Assignments Due by <i>Next</i> Class Session at 8:00am:</p> <ul style="list-style-type: none"> • <u>Thought Paper 6</u>: See Carmen for prompt. • Prepare a list of 2-3 interview questions for our guest lecturer, Dr. Chris Winslow. • Complete your role! (Current Events Reporter, Facilitator, Reviewer) 	



Session 7

Tuesday, June 17th	Exam 1 + Guest Lecture + Judicial Branch (Courts and Litigation, Landmark Environmental Cases)
<p><u>Overview:</u> In the morning, we'll take the first exam. We'll have some time to read today's papers after the exam, then continue with a guest lecture from the Director of Stone Laboratory, Dr. Chris Winslow. In the afternoon, we'll carry on and discuss the judicial branch and its relation to key environmental policy concepts.</p>	
<p><u>Morning:</u></p> <ul style="list-style-type: none"> • Exam 1 • Break • Session with Dr. Christopher Winslow, PhD, Director, Ohio Sea Grant and Stone Laboratory 	
<p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • <i>Informal</i> Discussion of Reading • Lecture 7a: Courts, Litigation, and Landmark Environmental Policy Cases • Activity: Community resilience in your area of interest! • Time to work on Thought Paper / Policy Brief 	
<p>Required Reading Before <i>This</i> Class Session:</p> <ol style="list-style-type: none"> 1. Duane, Timothy. 2012. Courts, Legal Analysis, and Environmental Policy. The Oxford Handbook of US Environmental Policy. 	
<p>Assignments Due by <i>Next</i> Class Session at 8:00am:</p> <ul style="list-style-type: none"> • <u>Thought Paper 7</u>: See prompt on Carmen. • Complete your role! (Current Events Reporter, Facilitator, Reviewer) 	



Session 8

<p>Thursday, June 19th</p>	<p>Environmental Governance, Collaborative Management, and Community Resilience</p>
<p><u>Overview:</u> We will discuss multi-stakeholder, collaborative environmental management. In other words, the way environmental policy is made and carried out outside of traditional policymaking and statute enforcement. We'll also discuss principles of adaptive leadership.</p>	
<p><u>Morning:</u></p> <ul style="list-style-type: none"> • <i>Informal Discussion of Reading</i> • Lecture 8a: Environmental Governance and Collective Action • Stakeholder Mapping Activity: Your area of interest! 	
<p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • Lecture 8b: Community Resilience and Environmental Policy • Time to work on Thought Papers / Policy Brief / Podcast 	
<p>Required Reading Before <i>This Class Session</i>:</p> <ol style="list-style-type: none"> 1. Lubell, M., & Morrison, T. H. (2021). Institutional navigation for polycentric sustainability governance. <i>Nature Sustainability</i>, 8. https://doi.org/10.1038/s41893-021-00707-5 (<i>Available on Carmen</i>) 2. Ansell, C., & Gash, A. (2008). Collaborative Governance in Theory and Practice. <i>Journal of Public Administration Research and Theory: J-PART</i>, 18(4), 543–571. https://doi.org/10.1093/jopart/mum032 (<i>Available on Carmen</i>) (ONLY REQUIRED PAGES 543-550) 	
<p>Assignments Due by <i>Next Class Session</i> at 8:00am:</p> <ul style="list-style-type: none"> • <u>Thought Paper 8</u>: See prompt on Carmen. • Complete your role! (Current Events Reporter, Facilitator, Reviewer) 	



Session 9

Saturday, June 21st	Political Psychology, Science and Politics, and Political Polarization
<p><u>Overview:</u> We will discuss several topics today related to our political climate. We'll lecture on political psychology, the integration of science in policy, and growing political polarization.</p>	
<p><u>Morning:</u></p> <ul style="list-style-type: none"> • Political Psychology + Science and Policy Lecture • <i>Informal</i> Discussion of Readings 	
<p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • 2024 Presidential Election & Environmental Platforms Activity • Negotiation Lecture • Time to work on Thought Paper/ Read / Prep Negotiation / Presentation 	
<p>Required Reading Before <i>This</i> Class Session:</p> <ol style="list-style-type: none"> 1. Sarewitz, Daniel. 2004. "How science makes environmental controversies worse." <i>Environmental science & policy</i> 7(5): 385-403 (<i>Available on Carmen</i>) 2. Bolsen and Shapiro, 2018. The US News Media, Polarization on Climate Change, and Pathways to Effective Communication. <i>Environmental Communication</i>. 12:2, 149-163. (<i>Available on Carmen</i>) 3. Kriebel, et al. 2001. The Precautionary Principle in Environmental Science. <i>Environmental Health Perspectives</i>. 109:9. 871-876. (<i>Available on Carmen</i>) 	
<p>Assignments Due by <i>Next</i> Class Session at 8:00am:</p> <ul style="list-style-type: none"> • Prepare questions for H2Ohio Director Eric Saas. • <u>Thought Paper 9</u>: See prompt on Carmen. • Complete your role! (Current Events Reporter, Facilitator, Reviewer) 	



Session 10

Tuesday, June 24th	Field Trip 3: H2Ohio + Interest Groups
<p><u>Overview:</u> We'll begin the day with a field trip to an H2Ohio restoration site to discuss how environmental policies affect land management and restoration, have lunch, then return to Gibraltar island for a lecture on interest groups in environmental policy</p> <p><u>Morning:</u></p> <ul style="list-style-type: none"> • Field trip to H2Ohio site. • To-go lunches. <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • <i>Informal Discussion of Readings.</i> • Lecture 10a: Interest groups and environmental policy. • Time to work on policy brief assignment. 	
<p>Required Reading Before <i>This</i> Class Session:</p> <ol style="list-style-type: none"> 1. Fadaie, Shakiba, and M.V. Raman. "A dirty battle for a nuclear bailout in Ohio." <i>Bulleting of the Atomic Scientists. (Available on Carmen).</i> 	
<p>Assignments Due by <i>Next</i> Class Session at 8:00am:</p> <ul style="list-style-type: none"> • Policy Brief Podcast Audio File (10 minutes, then 3-5 minutes Q&A) • <u>Thought Paper 10:</u> See prompt on Carmen. • Complete your role! (Current Events Reporter, Facilitator, Reviewer) 	



Session 11

Thursday, June 26th	Present and Future Topics in Environmental Policy, Exam Review, Student Presentations
<p><u>Overview:</u> We will do quite a few unrelated things today! We'll start with our final lecture, which is on obstacles to political action and climate change policy. Then, we'll review for the final.</p> <p><u>Morning:</u></p> <ul style="list-style-type: none"> • <i>Informal Discussion of Reading</i> • Lecture 11a: Obstacles to Environmental Policy • Lecture 11b: Student submitted lecture topics, presented by Dr. Fried • Student Policy Brief Presentations (10-15 min/person) <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • Exam Review Session (game version) • Time to study 	
<p>Required Reading Before <i>This</i> Class Session:</p> <ol style="list-style-type: none"> 1. Biermann, Frank. (2021) The future of 'environmental' policy in the Anthropocene: time for a paradigm shift, <i>Environmental Politics</i>, 30:1-2, 61-80, DOI: 10.1080/09644016.2020.1846958. (<i>Available in Carmen</i>). 	
<p>Assignments Due by <i>Next</i> Class Session at 8:00am:</p> <ul style="list-style-type: none"> • None – no thought papers or role assignments, just study! 	

Session 12

Saturday, June 28th	Final Exam and Class Lunch
<p><u>Overview:</u> For our last day of class, we'll take the final exam and say goodbye!</p> <p><u>Morning:</u></p> <ul style="list-style-type: none"> • SL Survey and SEIs • Final exam • Mental Model Exercise for Issue of Interest + Compare with first MM • Rowboats and lunch! <p><u>Afternoon:</u></p> <ul style="list-style-type: none"> • Head home! 	
<p>Required Reading Before <i>This</i> Class Session:</p> <ol style="list-style-type: none"> 1. N/A 	