ESPM 3271

Environmental Policy, Law, and Human Behavior (3 cr.)

Syllabus Fall 2016

Location and Time:
Rm.#110 Green Hall, St Paul Campus; Monday 10:40-11:30 a.m.; Wednesday 10:40-12:35 p.m.

Instructor:  Teaching Assistants:  Office Hours:
Kristen Nelson, PhD  Michael Barnes  Anne Christianson  Barnes: TBA
312 Green Hall  321 Green Hall  320 Green Hall  Christianson: TBA
Phone: 612-624-1277  Phone: 612-624-1953  Phone: xxxx  Nelson: By Appt.
nelso468@umn.edu  mrbarnes@umn.edu  chri1942@umn.edu

Course Description

Societal deliberation and decisions about environmental issues happens at multiple scales. To achieve engaged societies, we need a better understanding about what influences these discussions and ultimately the decisions we make. As individuals our behaviors affect natural systems as well as the people who depend on them. In groups, people develop social norms and social networks that may create aggregate affects, both positive and negative, for environmental change. Structurally, our governance – laws and policies – establish a broader societal intent regarding what is acceptable and what environmental goals we are trying to achieve as a society.

You will learn key theoretical concepts of environmental, social psychological, and political sciences. For example, you will investigate how law is developed in democratic societies and sets the course for influencing human behavior. You will examine how people respond to policies, using theoretical concepts from social psychology about attitudes, values, and social norms; applying these ideas to specific environmental problems. Finally, we will discuss the underlying ethical debates involved in environmental change, through individual choices and civic engagement.

Lectures provide the theoretical concepts and empirical studies from environmental law, political science, and social psychology. Guest speakers, class discussion, and interactive learning exercises provide an opportunity to apply the concepts to interpret concrete examples. Readings are designed to explore how social psychologists and political scientists investigate the human – natural system intersect as well as present research methods used by social scientists who undertake this work. To understand the material in action, each student will develop a small research project, including question development, data collection/analysis, and written article.

Who would take this course?

This course is designed for ESPM students, required for all students in the Policy, Planning, Law and Society track and is a selected course for other tracks. In addition, students who are broadly interested in the relationship between human behaviors, law, policy, and the environment may be interested in this class, including Fisheries, Wildlife, and Conservation Biology majors or Forest and Natural Resource majors as well as other CFANS and CLA majors.

How does this course fit with the Liberal Education requirements?

Liberal education is designed to create a foundation of general knowledge, rational thought, and diverse intellectual capacity. This class is designed to meet the Social Science liberal education requirement of the University of Minnesota as well as the Civic Life and Ethics theme. You will examine environmental issues using social science theories and methods. Through your own work and class discussions we will
evaluate the contributions the social sciences can make in understanding environmental issues. We will discuss the debates within the literature, the difference between knowledge based on our personal experience and knowledge based on diverse social science methods. After comparing different theories and methods you will select one to use in your own research project.

The Civic Life and Ethics theme is the underpinning for this course. What ethical considerations are central to our environmental challenges? Whose responsibility is it to address these challenges and what does this mean for our ability to build stronger communities? In the end, have people’s previous actions mattered and will what you do matter in the future?

**Course Objectives**

After taking this course, you should be able to:

1. Understand, apply, and critique political science concepts about U.S. natural resource and environmental governance including the three branches of government, the operation of administrative agencies, various levels of government, and the philosophies of pluralism and elitism and their influence on democratic decision-making.
2. Understand and be able to analyze the impact of natural resource and environmental laws and policies developed and implemented through governance structures on human behavior and social systems, and indirectly on natural systems.
3. Understand, apply and critique social science theories of human behavior at multiple scales in the context of the environment including attitudes, norms, and perceived control at the individual scale; values and small group social organization at the group/community scale; and race, class, and gender at the national/international scales.
4. Compare the attributes of social science methodologies and use one to investigate an environmental question from a social science perspective.
5. Be able to evaluate environmental change strategies based on course concepts and a model of ecosocial feedback: natural system signals, social interpretation, law and policy initiatives, human behavior responses, and natural system effects.
6. Evaluate your personal experiences in environmental problem solving, while exploring the ethical principles that have guided environmental change.

**Class Management**

The class Moodle site will be the primary tool for managing course announcements, handouts, and readings and may be used for class exercises and submission of papers. You can login through your myU site by using the ‘my Courses & Teaching’ tab.

**Readings**

*Required Books (Limited copies on 2 hr. Reserve in the Natural Resource Library):*

*Pdfs of chapters, articles, and links to electronic journal articles:*
All other readings can be found on the course Moodle site.
Electronic Journal Articles:
As an enrolled student you can access the electronic journal articles from the University Library. The following example can serve as a guide for accessing all your electronic journal articles.

1. Go to www.lib.umn.edu
2. Click on E-Journals (under Journals sub-heading)
3. In the “Find E-Journal by name” field type the name of the journal (Environment and Behavior)
4. Click on Environment and Behavior
5. Enter author name in journal search box: Carrico

Course Requirements
1. The two grading systems used are the A-F and S-N. ESPM majors must use the A-F system; other majors may use either system depending on their major requirements. The instructors will specify criteria and achievement levels required for each grade. All students, regardless of the system used, will be expected to do all work assigned in the course. Any changes you wish to make in the grading base must be done in the first two weeks of the semester.

2. Incompletes are given only through prior arrangement with instructors. Incompletes are assigned at the discretion of the instructor and are only given when extraordinary circumstances prevent completion of course work on time. The instructors will set dates and conditions for makeup work. "I" grades will automatically lapse to "F"s at the end of the next semester of a student's registration.

3. Inquiries regarding any changes of a final grade should be directed to the instructors of the course; you may wish to contact the Student Conflict Resolution Center (SCRC) in 211 Eddy Hall (624-7272) for assistance.

4. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. These will be posted on the course Moodle site.

5. A student is not permitted to submit extra work in an attempt to raise his or her grade.

6. Scholastic misconduct is broadly defined as "any act that violates the right of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work."

7. Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructors so that appropriate accommodations can be arranged. Further information is available from Disabilities Services (230 McNamara).

8. University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office, located in 419 Morrill Hall.
Credits and Assignments

Class handouts will be provided for all papers, presentations, and participation assignments describing the specific requirements and expectations. These will be posted on the course Moodle site for reference prior to and after assignments are due. All exams and assignments are due IN CLASS unless otherwise noted.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due Date</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td><strong>EXAMS</strong></td>
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<tr>
<td>Exam #1 In Class</td>
<td>Short Answer</td>
<td>10.17.16</td>
<td>15%</td>
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<tr>
<td>Exam #2 In Class</td>
<td>Short Answer &amp; Essay</td>
<td>11.16.16</td>
<td>25%</td>
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<tr>
<td>Exam #3 Take Home</td>
<td>Essay</td>
<td>12.21.16</td>
<td>15%</td>
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<td>December 21st 8:00-10:00 (Exam Period)</td>
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<td>— Submit final exam on Moodle</td>
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<td>— Pick up remaining assignments</td>
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<td><strong>RESEARCH PROPOSAL/POSTER</strong></td>
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<tr>
<td>I. Research Question and References</td>
<td>Question with 4 peer-reviewed journal article</td>
<td>09.21.16</td>
<td>5%</td>
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<td></td>
<td>references and short summary about the topic</td>
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<td>II. Research Introduction, Lit. Review, Question, References</td>
<td>Introduction, Literature Review, Research Question, &amp; References</td>
<td>10.12.16</td>
<td>15%</td>
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<tr>
<td>III. Research Question and Methods</td>
<td>Final Research Question &amp; Methods</td>
<td>10.26.16</td>
<td>5%</td>
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<tr>
<td>IV. Research Poster</td>
<td>Poster presentation of introduction, key literature, research question(s), methods, findings, discussion and conclusions.</td>
<td>12.07.16</td>
<td>10%</td>
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<tr>
<td><strong>PARTICIPATION ASSIGNMENTS</strong></td>
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<td>Class Participation Exercises (10/12)</td>
<td>In class exercises and discussion reflections You must be in class on the day of the exercise to receive participation points</td>
<td>In prep. for or in class</td>
<td>10%</td>
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Attendance and Participation

**Grading**

The course will be graded from A through F (with pluses and minuses). All exams, written assignments, participation, and presentations will be given a numerical grade out of X/100 and multiplied by their respective contribution as a percent of the calculated final grade.

- **A** 93% or higher
- **A-** 90% or higher
- **B+** 87% or higher
- **B** 83% or higher
- **B-** 80% or higher
- **C+** 77% or higher
- **C** 73% or higher
- **C-** 70% or higher
- **D+** 67% or higher
- **D** 60% or higher
- **D-** 57% or higher
- **F** 59% or less

A = **Outstanding achievement that demonstrates superior mastery** of the material and exemplary performance on both tests and written exercises. The distinction between A and B will depend on the student’s ability to understand and articulate explicit and implicit concepts.

B = Achievement that **significantly exceeds the level necessary** to meet the course requirements.

C = Achievement that **meets all course requirements** at an average level.

D = Achievement **worthy of credit**, but which does not fully meet the course requirements.

F = Failure to complete the course requirements, **not worthy of credit** without pre-arranged agreement between the student and the instructor regarding a grade of incomplete.
Policy on Late Assignments

Late assignments will be penalized one grade, unless an extension of up to two weeks is pre-arranged with the instructors. Thus, a paper graded as an A, but turned in afterwards will receive an A-.

Expectations of Students

Students are responsible for attending class on time and for being prepared (reading the assigned material) for class sessions. In the event of unavoidable absences, students are responsible for obtaining notes on class presentations from classmates. Handouts may be obtained from the Moodle site or if they are not posted from the course Teaching Assistants. Please consult the instructor if you are having difficulty with the subject material. It is best to consult earlier in the semester and when you do not understand an assignment. Use email to ask clarifying questions about an assignment in a timely manner. Do not wait for an appointment. We encourage you to meet with us on more complex issues or if you have had no previous introduction to the class material and you are having trouble organizing your class notes and understanding the concepts.

Students with Disabilities

Students with disabilities will be reasonably accommodated. Please inform the instructor of specific disabilities or accommodations in advance so we may respond appropriately. Additional information may be found at the Disabled Student Services offices.

Scholastic Dishonesty

The following is the University’s statement on scholastic dishonesty. “Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

- Scholastic Dishonesty: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Cooperating on the content of examinations, homework, projects, or reports is prohibited unless explicitly required as part of the assignment. Cooperation and assistance among students in preparing team reports is required.

An Honor System

The honor system is most accurately defined as a student self-government system for conducting examinations. Under the honor system, students accept responsibility for the supervision of student conduct during examinations. It operates on the assumption that students are honest and enjoy working in a situation where their honesty and the honesty of others are not in question. It operates to respect honesty and to prevent cheating, as well as to punish those who cheat. The honor system contributes to the development and expression of ethical standards desirable for all professionals in whom the public places confidence.