This course introduces students to common policy decision-making processes in the fields of planning, public policy, and public health. We provide insights into and examples of the creation, execution, and evaluation of policy decisions in these complementary areas.

I wrote a book specifically for this kind of course: Greenberg, Michael (2008), *Environmental Policy Analysis and Practice*, Rutgers University Press. All the readings are found in this book or on Sakai. All online readings are available at: [http://sakai.rutgers.edu/portal](http://sakai.rutgers.edu/portal) (login using your Rutgers NetID and password: click on tab: “762:101:02 Fall11”). **Index number is 28206**

**Course objectives**

After completing this course, students will understand:

1. Six key factors that drive public policy formation: (a) science/research-based information; (b) elected officials and their staff; (c) other stakeholders, such as business, media, not-for-profits, and the public; (d) economic costs and benefits; (e) ethics/morality; and (f) time/flexibility.
2. The effects of these factors on planning and public health decisions.
3. Application of tools used to guide and communicate decisions.

Students will be introduced to:

1. Preparing talking points for lectures, newspaper interviews, and testimony for hearings.
2. Working in small groups to produce policy positions.
3. Majors, internships, volunteer opportunities offered through the Bloustein School.
4. Policy analyses by faculty, staff, and guest speakers of the Bloustein School.

**Grading and Academic Honesty Policies**

**Grading:**

*Homework assignments: (70 points out of 100).*
(1) During the sixth and eleventh weeks, you will submit a written assignment that summarizes the reading, class lectures and your personal and group insights. Every assignment is to be the product of three students working in a group. You can form your own groups. Those who are not part of a group should see us, and we will assign a group. Please note that it is essential that you have each other’s contact information. This is meant to be a collaborative project not the product of three independent actors. In that regard, you will sign up for at least one meeting with either me or the teaching assistant to go over your written project.

(2) The assignments are due on the Tuesday of weeks 6 and 11, and each is worth 20 points toward your grade, or a total of 40 points.

(3) Late papers will be accepted for one week, but will lose five points. That is a 20 will be given 15 points.

(4) Each of these two assignments requires that you answer three questions: (a) What are the main ideas from each reading? (b) What additional information was added by the class lectures and discussions? (c) Based on your experiences, other classes and readings, what additional insights can you add to the discussion of the subject matter? Citations should be provided for section c. We expect each member of the group to be responsible for writing the answer to one of the three questions, and the three members of the group will assemble the final product for submission. In other words, we are to receive one essay from each group, not three separate ones.

(5) The final assignment is different from the first two. It is an individual rather than a group project and is worth 30 points. You will answer the following questions. If you graduated tomorrow, where would you choose to be employed? (federal, state or local government, not-for–profit, or business) Why? What would you like your job to be? Why? In that job, what single criterion would be the most important in your job? Why?

Each essay may be up to 900 words (approximately 3 pages, doubled spaced using Times New Roman).

Attendance and class participation (30 points out of 100).
Even though this is a large class, I am big believer in class participation. We will take attendance at every class. I may not remember each person’s name, but I recall faces, and we have your photos. So we will know who participates and who does not. If you expect a high grade in this class, you must ask questions and actively participate in the Thursday sessions. Please do not sign in for another member of the class.

Final grade:
A is 90 or higher
B+ is 85-89
B is 80-84
C+ is 75-79
C is 70-74
D is 60-69
F is 59 or lower
This is the first time I am using this set of homework assignments. In the past, I relied on a combination of an exam and papers. This new approach rewards consistency and collaboration. I tend to be a tough grader. Hence, we are likely to curve the final grades up. Last year, for example, a grade of 86 was an A. I will not curve the grades down, that is, 90 points is an A.

**Statement on academic honesty:**
All members of our community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain advantage not given to all students is dishonest, whether or not the effort is successful. A violation of academic honesty is a breach of trust, and will result in penalties, including possible suspension or expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructors. In your papers, avoid quotes; instead everything is to be written in your own words.

**Organization of the course and class schedule**
The Tuesday of every week will introduce a policy criterion, and then the Thursday breakout sessions will discuss prominent examples, tools, and readings. The last few weeks will be devoted to outside speakers. Those speakers will depend upon your interests as much as feasible.

**Week 1: September 1**
Introduction to the course objectives, expectations, grading and reading. Outline of how the course will be conducted. Overview of factors that drive policy formation: science/information; economics, including costs and benefits; elected officials and their bureaucracies; vested interests, including business, not-for profits, the public, and the media; ethics/morality; and time-flexibility. Use Fukushima nuclear accident to illustrate.

*Reading:* (1) Greenberg, Preface; (2) Greenberg, Introduction

**Week 2: September 6**
Overview of key urban planning changes during the last half century and near future. Tuesday: MRG lecture. What has happened since article was written?

*Reading:* (1) hpd-1101, Fishman; (2) Newman and Wyly.

**Week 3: September 13 and 15**
Overview of key public health improvements during the last century. Thursday: discussion of major changes in public health during 21st century and how these relate to major changes in planning.

*Reading:* (1) Coburn, J. (2004); (2) “Then and Now” file in the readings by Professor Schneider.

**Week 4: September 20 and 22**
The scientist perspective on public policy. Tuesday: lecture by MRG; example of chemical weapons. Thursday: visit my Christina Miller

**Reading:** (1) Greenberg, Chapter 3; (2) Greenberg, Chapter 7: Risk Analysis and Environmental Impact sections

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**Week 5: September 27 and September 29**
The public perception of hazards and risk, and its influence on policy. Tuesday: clash of cultures -- scientists vs. public. Thursday: class breakout session

**Reading:** (1) Greenberg, Chapter 3: Public Perception section; (2) EPM-Greenberg

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**Week 6: October 4 and 6**
The media’s role, newsworthiness. Tuesday: lecture re: newsworthiness. Thursday: class example of media coverage of an issue; class role plays different media forms based on story line presented by MRG.

**Reading:** (1) Greenberg, Chapter 2; (2) Global warming: “The Truth about Denial”; (3) Mazur article

First assignment that covers weeks 1-5 is due Tuesday October 4.

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**Week 7: October 11 and 13**
Federal elected officials, their staff, and bureaucracies. The tools of power. Tuesday: USEPA example (controlling an annoyance) or United States Department of Homeland Security (merging for national security). Thursday: class breakout session

**Reading:** (1) Greenberg, Chapter 8: Laws, Rules, Regulations, Executive Decisions, Leadership Changes, and Budget sections; (2) EIS, Chapter 1. Reiterate use of matrix of pros and cons in Greenberg 2008.

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**Week 8: October 18 and 20**
Local elected officials, their staff and bureaucracies. Applying the tools of power. Tuesday: Land use changes for the benefit of whom? Land use control of cities and suburbs. Thursday: class break out session

**Reading:** (1) Greenberg, Chapter 1

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**Week 9: October 25 and October 27**
Economic factors. Tuesday: measuring costs and benefits: the costs of health care as an example, or the costs of terrorism prevention and potential cost of not protecting against it. Joel Cantor to discuss health economics and US government policy on October 25. Key concepts are life cycle costs and direct, indirect, and induced costs and benefits.
Reading: (1) Greenberg, Chapter 4; (2) Greenberg, Chapter 8: Cost-Benefit section; (3) Jim and Joe article; (4) Ginsburg RWJF paper.

Week 10: November 1 and 3
Ethical and moral factors. Tuesday: Environmental justice history in the USA. Also see “recreating the creation.” Thursday: class break out session

Reading: (1) Greenberg, Chapter 5; (2) recreating the creation.

Week 11: November 8 and 10
Time and flexibility. Tuesday: Caution vs. full steam ahead. Thursday: examples suggested by class.

Reading: (1) Greenberg, Chapter 6.

Second assignment that covers weeks 6-10 is due November 8.

Week 12: November 15 and 17
Tools of the profession: Pick one based on class interest -- likely surveys and elections.

Reading to be chosen from among the following in Greenberg 2008: (1) Surveys (202-210); (2) Content analysis (199-202); (3) regional economic impact (215-218); (4) communicating with journalist (246-249).

Week 13: November 22
Guest speaker: Mass transit, terrorism, and training of the workforce other possible topics.
Reading: TBD by speaker.

Week 14: November 29 and December 1
Guest speaker: November 29, Professor Tony Nelessen, undergraduate program director will speak about use of charrettes in planning and policy. Possible Thursday topics: November elections; food pantries and economic downturns; building an organization to protect the environment and public health; or other suggested by students. Reading to be determined based on speaker. Read food pantry and sanitation editorials

Week 15: December 6 and 8
Take home questions handed in on December 6. Save classes for hot policy topics. MRG in Charleston, South Carolina on December 6. Thursday: class break out session

Third assignment is due today.

Week 16: December 13.
Last class open discussion of hot policy topic.