

Proceedings of the
Policy Studies Organization
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The Proceedings appear various times a year as an adjunct to all of the PSO journals and are among the most widely distributed sources in the policy world. All Proceedings are permanently available online at bitly.com/psoproceedings. Material for the Proceedings, including syllabi, meeting and professional announcements, scholarships and fellowships should be sent to the Proceedings editor, Daniel Gutierrez at dgutierrez@ipsonet.org

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Bobbing About on the Technology Waves

When the PSO started the Proceedings some years ago, one of the stated purposes was to occasionally offer interesting syllabi. For reasons I have never found totally understandable, learned journals do not publish syllabi or, indeed, much practical material for teaching. That is not to say that as professors we don't gain a lot by reading journals, and not to say that the material doesn't rub off in our classroom instruction, but I don't agree that, should a journal publish pedagogy alongside the staple and hopefully profound classic journal articles, the world would stop turning.

Fortunately, the Policy Studies Organization has had the resources to solve this dilemma in several ways: by putting materials on its web site, by sponsoring teaching workshops in cooperation with the American Public University System, and, of course, by publishing several highly successful journals. So for us the answer as to which course of action to choose has been to do all of it and to pursue activities that nurture both serious scholarship and teaching.

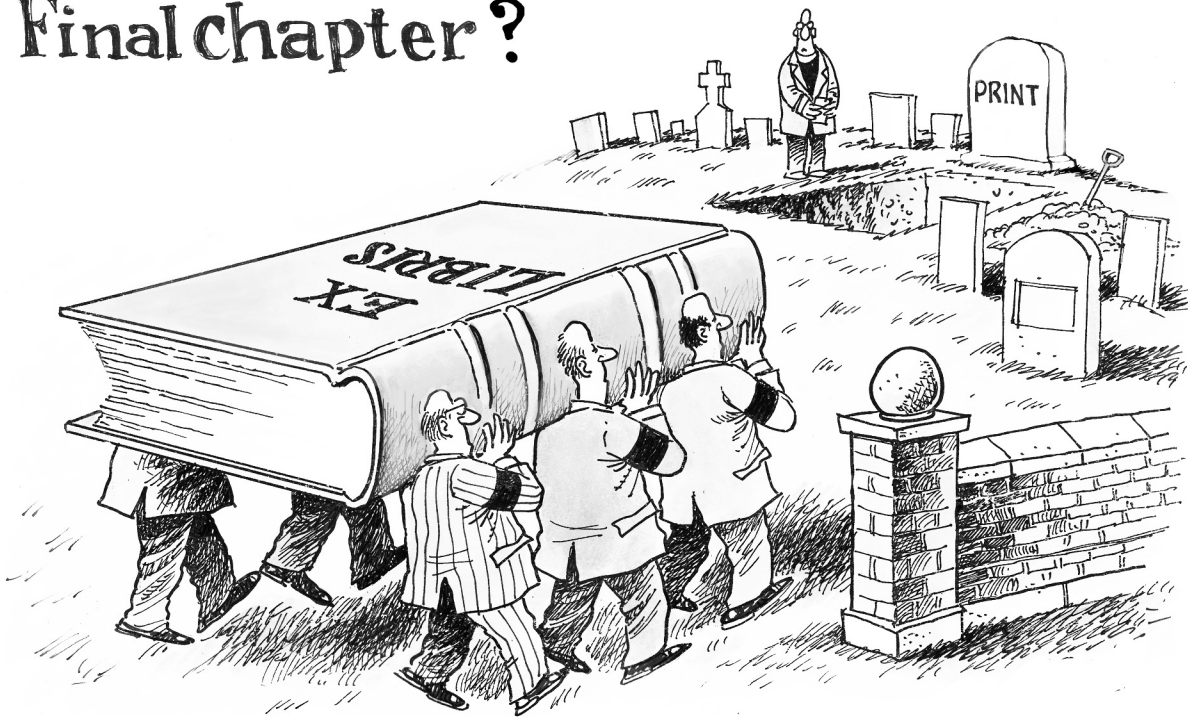
The answer to whether paper is on the way out in academia as technology improves is another dilemma. Younger scholars are increasingly writing as if their material were solely online, with moving graphs, plenty of color and lots of https, so that the printed version is frustrating to the reader. The sales of the books, which the PSO publishing house, Westphalia Press, produces, are increasingly on kindle. Often we publish in every way -- online, on paper, and on kindle. This may be ambivalent, but it seems to be helpful.

The demise of the book seems a case of premature pessimism. One hopeful sign is that books can now be produced more economically and quickly than ever before, although some publishers seem hypnotized by the idea of high prices as a solution to their balance sheet problems.

We appreciate receiving material for the Proceedings and invite readers to consult the back issues, which are online on the PSO site as well as, starting with this issue, available as print on demand. And many thanks to our colleagues, the authors of this issue, for caring.

Paul Rich
President, Policy Studies Organization

Final chapter?



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Political Science 351: Energy Politics

By Ashlie Delshad, West Chester University

Course Description

This course will focus on energy politics and policy within the US and at the international level. The realm of energy involves some of the most complex and timely issues facing individuals and governments across the globe. During the first half of the class, we will focus on some of the key issues related to present energy usage and policy including: human health effects, economic consequences, environmental problems, and national security implications. During the second half of the class we will examine a variety of alternative energy options, paying particular attention to how they do or do not address the problems posed by current energy options. As we study the various options, each student, as part of a group, will be required to make a detailed presentation wherein he/she “sells” the class on the advantages of a particular alternative energy or policy option. Throughout the course, we will also spend a significant amount of time discussing current events in the energy realm; hence students are expected to be on top of the latest developments in the news about energy politics.

Political Science Department Learning Goals and Outcomes:

1. **Knowledge:** Students will demonstrate knowledge of the discipline of Political Science and its subfields in terms of content, purpose and methods and will be able to transfer and apply this knowledge in applied settings inside and outside of the classroom.
2. **Information Literacy:** Students will develop the knowledge and skills necessary to identify the information needed for a task, to critically evaluate the sources and content of information, and use that information efficiently and effectively within appropriate ethical and legal limits.
3. **Critical and Analytical Thinking:** Students will develop and master critical thinking and analytical reasoning skills. This includes the ability to apply major methodological tools in Political Science to effectively describe, explain and predict political phenomena.
4. **Oral and Written Communication Skills:** Communication Skills: Majors will demonstrate the necessary oral and written skills to convey their knowledge about political science to others.
5. **Global Perspectives:** Students will develop the ability to view politics from diverse global perspectives and will understand the interconnectedness of political processes, cultures, and institutions.

Teaching Philosophy and Course Goals

My goals for this course are a product of my perspective on the broader goals of higher education. Most importantly, I feel that college should be an environment that promotes intellectual development beyond the mastery of course specific content. Hence, I do not

want you to merely memorize facts from the lectures or readings. I want you to think critically and carefully about how the policies and problems we discuss impact your life, how they impact others, and how the information we discuss compares to your own experiences. Throughout the course, I will try my best to facilitate classroom activities and discussions that will help you become engaged with the course material. However, education is a cooperative endeavor that requires you to participate actively in the learning experience. What you get out of this course will in large part be a product of what you put into it. If at any point in time you are having trouble understanding the material, please contact me.

Required Texts:

Some course readings will be available on the course D2L page, and some will be online (links provided in the syllabus). Additionally, the following 2 books are required for the course:

Graetz, Michael J. 2011. *The End of Energy: The Unmaking of America's Environment, Security, and Independence*. Cambridge, MA: MIT Press.

Owen, David. 2012. *The Conundrum: How Scientific Innovation, Increased Efficiency, and Good Intentions Can make our Energy and Climate Problems Worse*. New York, NY: Riverhead Books.

Course Requirements

Hot Topics Discussions (15%):

On designated dates (see the course schedule below) we will spend a portion of the class period discussing current events in the energy realm. On these dates, students are required to find a recent news article related to energy issues (links for potential articles sources are provided below), and write a 1-2 page paper briefly summarizing AND providing their opinion of or reaction to the issues discussed in the news article. *Reaction papers MUST be posted to the appropriate D2L discussion board BEFORE class on the day they are due. Additionally, students will be called on to discuss their articles in class and should be prepared to do so.

Links for articles on energy issues:

<http://www.guardian.co.uk/environment/energy>

<http://www.nytimes.com/pages/science/earth/index.html>

<http://www.npr.org/sections/energy/>

<http://stateimpact.npr.org/pennsylvania/>

<http://energy.gov/news-blog>

Exams (20% Each)

Exams will take place in class on 2/20 and 4/15. These will be blue book exams with identification, short answer, and essay questions.

Energy Efficiency Assignment (15%)

In conjunction with reading *The Conundrum*, students must spend 1 week on a restricted energy efficient “diet.” Students will have two options for reducing their energy use – eating locally or not driving. Students must also make a daily entry to the appropriate D2L course discussion board wherein they discuss how they have limited their energy use, and how their energy restrictions have impacted them (positively or negatively). Throughout the experience, students should also contemplate whether their efficiency efforts “make a difference” in combatting broader energy problems. More detailed instructions for this assignment are at the end of the syllabus.

Alternative Energy/Policy Presentation (30%)

Students will work in pairs or small groups, each group will be assigned an alternative energy or alternative energy policy option to present to the class. Each presentation will last for half a class period. By April 8th each group must provide me a credible and informative reading on their technology/policy, which I will post on D2L for the class to read. During the class, presenters should use approximately 20 minutes to make a **professional “pitch”** selling the class on their energy/policy – here students should take care to address how their option overcomes the human, environmental, economic, and national security problems characteristic of contemporary energy options.* Ten minutes will be reserved for student questions for each group of presenters, correspondingly at the beginning of each course session students not presenting that day are required to submit to me in writing at least one question for each group presenting during class that day. More detailed instructions for this assignment are at the end of the syllabus.

* The presentation may either be “live” or students may pre-record a video presentation to show during their assigned time slot. In either case, groups will be required to respond to questions from their classmates.

Reading provided by April 8th (5%)

In-Class Presentation (15%)

Annotated Bibliography of Sources (at least 5 sources) (5%)

Questions for other Presenters (5%)

Grading and Evaluation Policy

The grading scale for this course is: A = 100%-93%, A- = 92%-90%, B+ = 89%- 87%, B = 86%-83%, B- = 82%-80%, C+ = 79%-77%, C = 76%-73%, C- = 72%-70%, D+ = 69%-67%, D = 66%-63%, D- = 62%-60%, F = below 60%.

* If you receive a grade that you believe is inaccurate or if you want clarification about why you received a certain grade please contact me during office hours or set up an appointment. I will not discuss grades during class time or through email.

Late Assignments

In general, late assignments will not be accepted. If you have an emergency that will prevent you from coming to class or completing an assignment contact me ASAP. Given proper documentation of an emergency, I will consider accepting late assignments on a case by case basis.

Exam Make-Ups

Only students who miss an exam for a **documented** medical or personal emergency, or who have an official final exam conflict, are eligible for a make-up test. Others will receive a score of zero if they are not present at the exam.

Excused Absence Policy for University Sanctioned Events

Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the “responsibility for meeting academic requirements rests with the student,” that this policy does not excuse students from completing required academic work, and that professors can require a “fair alternative” to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

Academic Integrity

It is the responsibility of each student to adhere to the university’s standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another’s work and/or using ideas of another and presenting them as one’s own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course.

Course Schedule

1/21 – **Class Cancelled Due to Weather**

1/23 – History of Energy
Reading: Yergin Ch 1-2 (D2L)

1/28 – U.S. Energy Policy and Politics

Reading: Graetz Chapter 13

1/30 – U.S. Energy Policy and Politics + **Hot Topics Discussion**

Reading: Blueprint for a Secure Energy Future (D2L)

2/4 – International Energy Policy and Politics

Reading: Van de Graaf (D2L), Florini (D2L)

2/6 – **Class Cancelled Due to Weather**

2/11 – International Energy Policy and Politics Continued & The Economics of Energy

Reading: Graetz Chapter 1, 2 and 11

2/13 – The Economics of Energy + Hot Topics Discussion

No New Reading

2/18 – Energy and National Security

Reading: Yergin - Foreign Affairs (D2L), Verrastro – Washington Quarterly (D2L)

2/20 – Guest Speaker, Phil Smith from the United Mine Workers of America

No New Reading

2/25 – Energy and National Security + **Hot Topics Discussion**

No New Reading

2/27 – Exam 1

No New Reading

3/4 – The Environment, Sustainability and Energy

Reading: Graetz Chapter 3 and 14

3/6 - The Environment, Sustainability and Energy + **Hot Topics Discussion**

No New Reading

3/11 – Humans, Quality of Life, Health and Energy

Reading: Graetz Chapter 5, Freese Chapter 9 (D2L)

3/13 - Humans, Quality of Life, Health and Energy + **Hot Topics Discussion**

No New Reading

3/25 – Energy in our own Backyard: West Chester Boro and WCU Energy Initiatives

No New Reading

3/27 – Energy in our own Backyard, continued
No New Reading

4/1 – Guest Speaker, Marie Cusick Investigative Reporter for State Impact Pennsylvania
No New Reading

4/3 – No Class, MPSA ***READ The Conundrum for next week!**
No New Reading

4/8 – The Conundrum ***Alternative Energy Readings Due!**
Readings: *The Conundrum* – Entire book should be completed before class today.

4/10 - The Conundrum + **Your Energy Efficiency Experiences**
No New Reading

4/15 – Exam 2
No New Reading

4/17 – Alternative Energy Presentations: Wind and Solar
Reading – TBA

4/22 - Alternative Energy Presentations: Geothermal and Hydroelectric
Reading – TBA

4/24 - Alternative Energy Presentations: Biofuels and Nuclear
Reading – TBA

4/29 - Alternative Energy Presentations: Natural Gas and Clean Coal
Reading – TBA

5/1 - Alternative Energy Presentations: Carbon Tax and Cap and Trade
Reading – TBA

Energy Efficiency Assignment Instructions

For this assignment, you must limit your energy usage for the week of April 1st through 8th either by eating locally or by not using motorized vehicles for transportation. You must also make a daily entry to the appropriate D2L discussion board about your experiences with limiting your energy usage and respond to comments posted by your peers– specific instructions for each option are listed below. Last, you should be prepared to discuss the broader effect of such individualized efforts to minimize energy usage in connection with the topics covered in the book, *The Conundrum*.

- **Eat locally** – transporting food to market requires immense amounts of non-renewable energy. This week you will reduce your energy consumption by eating

foods that have made a much shorter (and less energy intensive) journey to reach your plate.

Specifically:

- Eat and drink foods that are *grown/produced* locally
- FYI: Foods that are cooked/prepared locally are not necessarily produced locally
- This means many foods you consume on a daily basis (e.g., Coffee, Chocolate, Bread) will not be available to you under these restrictions because coffee, cacao, and wheat are not grown in PA.
- Daily D2L Entries:
 - April 1-8: Each day include the following in your discussion board post:
 1. List everything you ate, taking note of what was local and what wasn't
 2. Discuss how eating locally affected you in terms of the range of foods, the quality of foods, the cost of food, the amount of food you could eat, time spend acquiring/preparing food, etc.
 3. Include a picture relaying something about your experience in your post.
 - April 1-8: Each day read at least one of the posts from a classmate who is engaged in **Option 2: Do not start your engines** and write a response that notes how your experiences with eating locally are similar to or different from their experiences limiting their driving. *Note that there will be separate discussion boards for students in Option 1 and Option 2, so it will be easy to determine which option a student is engaged in.
- **Do not start your engines** – driving motorized vehicles from place to place (home, work, school, recreation, etc.) requires immense amounts of non-renewable energy. This week you will reduce your energy consumption by not driving.

Specifically:

- Do not use any vehicle that requires “power” – electricity or any form of fossil fuel; that means no cars, motorcycles, scooters, etc.
- You may carpool or use public transportation, but are encouraged to walk or ride a bike as much as possible.
- Daily D2L Entries
 - April 1-8: Each day include the following in your discussion board post:
 1. List every place you traveled to/from and how you got there
 2. Discuss how not driving affected you in terms of time spent traveling, cost of transport, where you were able to travel to, the weather conditions you had to endure, and how much energy (blood, sweat, and tears) you had to expend.
 3. Include a picture relaying something about your experience in your post.

- April 1-8: Each day read at least one of the posts from a classmate who is engaged in **Option 1: Eat Locally** and write a response that notes how your experiences limiting your driving are similar to or different from their experiences with eating locally. *Note that there will be separate discussion boards for students in Option 1 and Option 2, so it will be easy to determine which option a student is engaged in.

Alternative Energy/Policy Presentation

The specific requirements for the assignment are as follows:

1) Provide a reading on your topic:

By April 8th provide me a reading on your topic, which I will post to D2L for all students to read. The purpose of the reading is to provide your classmates with some key background information about your energy/policy. The reading should be from a credible source and it should be something your classmates can easily understand.

2) Make a professional presentation:

On the day you are assigned to present, you should come to class prepared to make a polished, professional pitch to the class about your energy/policy. The presentation should last approximately 20 minutes.* In the presentation you should provide some basic background information on your energy/policy, and address how/why your technology is better than those currently in place in terms of the human, environmental, economic, and national security issues we discussed earlier in the semester. Students should take the presentation very seriously – they should behave as if they are making a pitch about their technology to a potential investor or policymaker, and dress in business attire. After their presentation, student presenters will respond to questions from their classmates about their energy/policy. Presenters should do adequate background research on their topic to make informed responses to the questions.

* The presentation may either be “live” or students may pre-record a video presentation to show during their assigned time slot. In either case, groups will be required to respond to questions from their classmates following their presentation.

Presentation Grading Criteria

I. Understanding of the topic: Demonstrates a clear understanding of the energy/policy including relevant names, dates, and terms.

II. Organization and clarity of arguments: Arguments are logical, coherent, straightforward, and elaborated upon.

III. Persuasive supporting evidence: Presents persuasive evidence (facts, statistics, scholarly research, etc.), on the human, environmental, economic, and national security implications of the energy/policy.

IV. Quality Responses during Q&A: Responses are professional, respectful, and well-reasoned.

V. Delivery: Right emphasis, enthusiasm, effective eye contact, strong confident voice, professional tone.

3) Provide an annotated bibliography:

On the day of your presentation, you must submit an annotated bibliography of at least 5 sources used in the preparation of your presentation. For the bibliography you should provide the citation information for every source, and below the citation, you should include an annotation - a short 3-5 sentence summary of the information you utilized from this source.

4) Prepare questions for other presenters:

Each class session when there are student presentations and you are NOT a presenter; you must come to class with at least 1 question for each group presenting that day. Rather than being overly vague or broad sweeping, the questions should pertain to the technology/policy in question and reflect that you completed the readings concerning that technology/policy. You should have the questions typed and must provide them to me at the **beginning** of class. During class I will select some of the questions and have you pose them to the presenters – hence, providing me questions after class is not acceptable.

Appendix

I. Policy Memo Assignment Instructions:

Imagine the following: You are a recent university graduate, with a background in environmental policy. In your new job as a policy analyst for a leading environmental organization, you have been asked to provide policymaking advice on an important environmental problem and to offer a possible solution. Specifically, your job is to prepare a **4-5 page memo (absolutely not one word longer – policymakers are busy people) on a specific environmental problem** of your choosing. You should **address the memo to the policymaker best suited to address the problem**, meaning if it is a localized problem address the memo to the appropriate local policymaker (e.g., Mayor, City/Boro Council Member), if it is a state-wide problem address the memo to the appropriate state-level policymaker (e.g., Governor, State Congressional Representative/Senator), and if it is national problem address the memo to the appropriate federal-level policymaker (e.g., President, Senator, Representative). **Your goal in writing the memo is to persuade the policymaker that the problem is important, and that your policy idea is the best way to tackle it.** Hence, your memo should do 2 things:

1) Clearly and persuasively describe the environmental problems (1-2 pages)

2) Describe a NEW* policy solution of some type (Command and Control, Economic, Scientific Management, etc.) and explain why this is the best policy option for the problem. (2-3 pages)

* You cannot repeat a policy option that is already in place to address your specific problem; however, you may adapt a policy used to address a different problem to formulate the policy solution to your problem or offer a solution used to address a similar problem in a different location/level of government.

In preparing your memo, you must be sure to do the following:

- Use and cite at least FIVE different references on the topic outside of the course materials.
- Use course materials/ideas to help define your solution as a particular type of policy, and to explain why it is preferable to other choices.
- Write the paper AS A MEMO. Do not turn in a normal college paper for this assignment – it MUST be written in the form of a memo to a policymaker.

Note: I have posted examples of policy memos from previous semesters on D2L. I have also posted a list of environmental topics on D2L to help you think of an appropriate topic, if you are having trouble in this regard. Good luck!

* You must submit a hard-copy of your memo in class and post a copy to the course D2L discussion board.

You must also Read and Post a Response to One of Your Classmate's Memos.

- Respond to the memo in the manner you think the policymaker addressed in the memo would respond.
- Also provide your peer feedback on how to improve their memo to receive a more favorable response from the policymaker in question.

Policy Memo Grading Criteria:

I. Substantive Accuracy: 25 Points

Statements are accurate and complete, with appropriate supporting evidence/references.

II. Organization and Clarity: 25 Points

Points are well thought out, logically arranged, and the paper reads as a well-integrated whole.

III. Style and Creativity: 20 Points

Demonstration of original thought. This is particularly important in evaluating your policy recommendation.

IV. Correct Grammar and Format: 10 Points

The paper conforms to standard rules for grammar, spelling, and sentence structure. The paper should be doubled-spaced, 12pt font, with 1 inch margins. Paper should be presented in a memo format.

V. Adequate and Appropriate Citation: 10 Points

At least 5 reputable sources. Sources cited consistent with a standard citation format.

VI. Peer Response: 10 Points

Comments to peer are respectful, well-thought out, and comprehensive.

II. Environmental Impact Reflection Assignment:

To gain a deeper insight into just how much trash we each produce, from Monday April 14th - Thursday April 17th you must keep and carry all trash you generate with you everywhere you go. You will also make daily posts to the course D2L discussion board about your experience, and respond to the posts made by your fellow students.

Specifically, you must address the following topics in your discussion board posts:

*** Each day, include a picture that relays something meaningful about your experience.**

Monday, April 14th

- To what degree is “trash” generation a problem for our society?
- What items made up your trash?
- Was there anything in your trash that you could have avoided throwing away?
*Keep that in mind for tomorrow

Tuesday, April 15th

- First, read through the posts made by your classmates yesterday and post a reply to at least one of their posts.
- Then answer the following questions:
 - How have felt carrying the trash around with you? *If you notice someone looking at you/your trash take the time to tell them about your assignment.

Wednesday, April 16th

- First, read through the posts made by your classmates yesterday and post a reply to at least one post.
- Then answer the following questions:
 - What do you believe is/are the main cause(s) of our trash habits?

Thursday, April 17th

- First, read through the posts made by your classmates yesterday and post a reply to at least one of their posts.
- Then answer the following questions:
 - How much trash, in weight or volume (number of bags) did you generate over the four day period?
 - Were you surprised by how much trash you generated?
 - How can we as individuals and as a society reasonably reduce our trash generation?

Political Science 354: Environmental Politics and Policy

By Ashlie Delshad, West Chester University

Course Description

This course is intended to serve as an introduction to environmental policy, primarily in the United States. After starting with some theoretical ideas about the policymaking process and the history of environmental policy in the US, we will consider the many actors and ideas that help shape policy outcomes. We will then explore different types of environmental policies and specific environmental issues such as air and water pollution, endangered species preservation, and climate change. We will end the course by examining environmental policymaking at the local, state, and international levels.

Political Science Department Learning Goals and Outcomes:

1. **Knowledge:** Students will demonstrate knowledge of the discipline of Political Science and its subfields in terms of content, purpose and methods and will be able to transfer and apply this knowledge in applied settings inside and outside of the classroom.
2. **Information Literacy:** Students will develop the knowledge and skills necessary to identify the information needed for a task, to critically evaluate the sources and content of information, and use that information efficiently and effectively within appropriate ethical and legal limits.
3. **Critical and Analytical Thinking:** Students will develop and master critical thinking and analytical reasoning skills. This includes the ability to apply major methodological tools in Political Science to effectively describe, explain and predict political phenomena.
4. **Oral and Written Communication Skills:** Communication Skills: Majors will demonstrate the necessary oral and written skills to convey their knowledge about political science to others.
5. **Global Perspectives:** Students will develop the ability to view politics from diverse global perspectives and will understand the interconnectedness of political processes, cultures, and institutions.

Teaching Philosophy and Course Goals

My goals for this course are a product of my perspective on the broader goals of higher education. Most importantly, I feel that college should be an environment that promotes intellectual development beyond the mastery of course specific content. Hence, I do not want you to merely memorize facts from the lectures or readings. I want you to think deeply about how the policies and problems we discuss impact your life, how the policies impact others, how the theories we discuss compare to your own experiences, and how and whether policymaking processes and outcomes reflect social values. Throughout the course, I will try my best to facilitate classroom activities and discussions that will help you become engaged with the course material. However, education is a cooperative endeavor that requires you to participate actively in the learning experience. What you get out of this course will in large part be a product of what you put into it. If at any point in time you are having trouble understanding the material, please contact me.

Required Readings

A number of course readings will be available through the course website. In addition to the electronic readings, there is **one required book**:

Layzer, Judith A. 2011. *The Environmental Case: Translating Values into Policy, Third Edition*. CQ Press. (Referred to as “L” in the syllabus)

Course Requirements

Reading Quizzes (20%):

You will be required to complete short reading quizzes in class on a regular basis. Quizzes will **not** be announced in advance, and if you are absent from class during a session that includes a reading quiz you will receive a zero. Each assignment will be equally weighted. * Laptops will not be permitted during quizzes.

Policy Memo Paper (20%): Due April 1st

You must address the memo to a real member of government (e.g. Senator, Congressional Representative, Governor, Mayor, etc.). In the 4-5 page “memo” you will provide the member of government with advice on an important environmental problem and propose a possible solution to that problem. I am willing to read rough drafts; however, you will not be required to turn in a rough draft. Further instructions are in the appendix to this syllabus.

Also note: While I do not require you to actually send the memo to a member of government, I strongly encourage you to do so and you should write the memo with that goal in mind. Correspondingly, the final document should be polished enough to send out to a member of government for their serious consideration.

Environmental Impact Reflection Assignment (20%):

Many environmental problems are rooted in our individual consumption of “stuff” and the waste generated by our consumption. To gain a deeper insight into just how much trash we each produce, from Monday April 14th – Thursday April 17th you must keep and carry all trash you generate with you everywhere you go. You will also make daily posts to the course D2L discussion board about your experience. A list of specific questions you should address in your discussion board posts are provided in the appendix to this syllabus.

Exams (20% Each)

Exams will be in class and will consist of short answer and essay questions. The mid-term exam will take place on March 4, 2014. The final exam will take place during the period designated by the university.

Grading and Evaluation Policy

The grading scale for this course is: A = 100%-93%, A- = 92%-90%, B+ = 89%- 87%, B = 86%-83%, B- = 82%-80%, C+ = 79%-77%, C = 76%-73%, C- = 72%-70%, D+ = 69%-67%, D = 66%-63%, D- = 62%-60%, F = below 60%.

* If you receive a grade that you believe is inaccurate or if you want clarification about why you received a certain grade please contact me during office hours or set up an appointment. I will not discuss grades during class time or through email.

Late Papers and Assignments

As a general rule, late papers and assignments **WILL NOT** be accepted. If you have an emergency that will prevent you from coming to class or completing a paper contact me ASAP. As a last resort, you can submit a paper to me via email if you absolutely cannot make it to class; however, it must be submitted on the due date in order for you to receive credit.

Exam Make-Ups

Only students who miss an exam for a **documented** medical or personal emergency, or who have an official final exam conflict, are eligible for a make-up test. Others will receive a score of zero if they are not present at the exam.

Excused Absence Policy for University Sanctioned Events

Undergraduate students participating in University-sanctioned events such as, but not limited to, the Marching Band, musical ensembles, theatre group, athletic events, forensics competition, etc., will be granted an excused absence(s). Students must submit original documentation on University letterhead signed by the activity director, coach, or adviser detailing the specifics of the event in advance. Students will be granted the privilege of

taking, at an alternative time to be determined by the professor, scheduled examinations or quizzes that will be missed.

Academic Integrity

I will not tolerate any form of academic dishonesty – plagiarism, fabrication, cheating, or facilitating the academic misconduct of others. Ignorance is not an excuse. If you are ever unsure about whether or not your intended actions constitute academic misconduct, ask me. For questions regarding Academic Dishonesty, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to their major department's handbook, the Undergraduate Course Catalogue, the Rams Eye View, or the University Web Site. Please understand that improper conduct in any of these areas will not be tolerated and may result in immediate ejection from the class.

Course Schedule

Note: Readings should be completed before class on the day they are assigned.

January 21 - Introduction to Course and Each Other
Readings: Kraft Ch. 2 (online)

January 28 – Environmental Values and Competing Worldviews
Readings: White (online), Moncrief (online)

January 30 - Environmental Values and Competing Worldviews, continued
Readings: Stone (online), Krieger (online)

February 4 – What is policy and how is it made?
Readings: L Ch. 1

February 6 – Managing the Commons, THE Environmental Problem
Readings: Hardin (online), Bromley (online)

February 11 – The History of US Environmental Policymaking
Readings: Andrews (online)

February 13 – The History of US Environmental Policymaking
Readings: L Ch. 13

February 18 – Environmental Policymaking in the Modern Era and Policy Types
Readings: L Ch. 2

February 20 – Command and Control Policies – Toxics
Readings: L Ch. 3

February 25 – Scientific Management – Endangered Species
Readings: L Ch. 7, Sarewitz (online)

February 27 – Market-Based Policies – Cap and Trade v. Carbon Tax
Readings: L Ch. 14, Goodin (online)

March 4 – **Exam 1**

March 6 – International Environmental Policy Overview

March 11 – Ozone V. Climate Change
Readings: L Ch. 10

March 13 – International Trade
Readings: L Ch. 12

March 25th – Environmental Policy at the State Level
Reading: Rabe (online)

March 27th - Cooperative Policymaking Simulation
Readings: General Simulation Reading and Role-specific Reading (online)

April 1 – Simulation continued

*** Policy Memo Paper Due, Post a Copy to the D2L Discussion Board and Bring a Hard Copy to Class**

April 3 – No Class Due to MPSA Conference – *Read and Respond to one of Your Classmates Memos – see full instructions in the appendix

April 8 – Environmental Policymaking at the Local Level Overview & NIMBY
Readings: L Ch. 11

April 10 – Environmental Policymaking at the Local Level – Environmental Justice
Readings: L Ch. 4

April 15 – ***Guest Speakers from DelCo Alliance for Environmental Justice**

April 17 – Discussion of Environmental Impact Assignment ***Bring your total accumulated trash with you to class!**

April 22 – Individual Actions to Combat Environment Problems – The Conundrum of Consumption
Reading: CQ Researcher, Buying Green (online)

April 24– Individual Actions in the Transportation Realm

Reading: Owen (online)

<http://people.hofstra.edu/geotrans/eng/ch8en/conc8en/ch8c1en.html> *Visit this website and read the material provided

April 29 – Individual Actions and the Politics of Food

Reading (actually listening): <http://www.humanmedia.org/dcc/tabs.php?t=1>

* Visit the website above and listen to segments 1 and 3

May 1 – Politics of Food Continued – visit to WCU Campus Garden and class visit from Mike McGory of [Feed the Burbs](#) ***Sustainable Dinner After Class**

May 6 – Final Exam

Appendix

I. Policy Memo Assignment Instructions:

Imagine the following: You are a recent university graduate, with a background in environmental policy. In your new job as a policy analyst for a leading environmental organization, you have been asked to provide policymaking advice on an important environmental problem and to offer a possible solution. Specifically, your job is to prepare a **4-5 page memo (absolutely not one word longer – policymakers are busy people) on a specific environmental problem** of your choosing. You should **address the memo to the policymaker best suited to address the problem**, meaning if it is a localized problem address the memo to the appropriate local policymaker (e.g., Mayor, City/Boro Council Member), if it is a state-wide problem address the memo to the appropriate state-level policymaker (e.g., Governor, State Congressional Representative/Senator), and if it is national problem address the memo to the appropriate federal-level policymaker (e.g., President, Senator, Representative). **Your goal in writing the memo is to persuade the policymaker that the problem is important, and that your policy idea is the best way to tackle it.** Hence, your memo should do 2 things:

1) Clearly and persuasively describe the environmental problems (1-2 pages)

2) Describe a NEW* policy solution of some type (Command and Control, Economic, Scientific Management, etc.) and explain why this is the best policy option for the problem. (2-3 pages)

* You cannot repeat a policy option that is already in place to address your specific problem; however, you may adapt a policy used to address a different problem to formulate the policy solution to your problem or offer a solution used to address a similar problem in a different location/level of government.

In preparing your memo, you must be sure to do the following:

- Use and cite at least FIVE different references on the topic outside of the course materials.
- Use course materials/ideas to help define your solution as a particular type of policy, and to explain why it is preferable to other choices.
- Write the paper AS A MEMO. Do not turn in a normal college paper for this assignment – it MUST be written in the form of a memo to a policymaker.

Note: I have posted examples of policy memos from previous semesters on D2L. I have also posted a list of environmental topics on D2L to help you think of an appropriate topic, if you are having trouble in this regard. Good luck!

* You must submit a hard-copy of your memo in class and post a copy to the course D2L discussion board.

You must also Read and Post a Response to One of Your Classmate's Memos.

- Respond to the memo in the manner you think the policymaker addressed in the memo would respond.
- Also provide your peer feedback on how to improve their memo to receive a more favorable response from the policymaker in question.

Policy Memo Grading Criteria:

I. Substantive Accuracy: 25 Points

Statements are accurate and complete, with appropriate supporting evidence/references.

II. Organization and Clarity: 25 Points

Points are well thought out, logically arranged, and the paper reads as a well-integrated whole.

III. Style and Creativity: 20 Points

Demonstration of original thought. This is particularly important in evaluating your policy recommendation.

IV. Correct Grammar and Format: 10 Points

The paper conforms to standard rules for grammar, spelling, and sentence structure. The paper should be doubled-spaced, 12pt font, with 1 inch margins. Paper should be presented in a memo format.

V. Adequate and Appropriate Citation: 10 Points

At least 5 reputable sources. Sources cited consistent with a standard citation format.

VI. Peer Response: 10 Points

Comments to peer are respectful, well-thought out, and comprehensive.

II. Environmental Impact Reflection Assignment:

To gain a deeper insight into just how much trash we each produce, from Monday April 14th - Thursday April 17th you must keep and carry all trash you generate with you everywhere you go. You will also make daily posts to the course D2L discussion board about your experience, and respond to the posts made by your fellow students.

Specifically, you must address the following topics in your discussion board posts:

*** Each day, include a picture that relays something meaningful about your experience.**

Monday, April 14th

- To what degree is “trash” generation a problem for our society?
- What items made up your trash?
- Was there anything in your trash that you could have avoided throwing away?
*Keep that in mind for tomorrow

Tuesday, April 15th

- First, read through the posts made by your classmates yesterday and post a reply to at least one of their posts.
- Then answer the following questions:
 - How have felt carrying the trash around with you? *If you notice someone looking at you/your trash take the time to tell them about your assignment.

Wednesday, April 16th

- First, read through the posts made by your classmates yesterday and post a reply to at least one post.
- Then answer the following questions:
 - What do you believe is/are the main cause(s) of our trash habits?

Thursday, April 17th

- First, read through the posts made by your classmates yesterday and post a reply to at least one of their posts.
- Then answer the following questions:
 - How much trash, in weight or volume (number of bags) did you generate over the four day period?
 - Were you surprised by how much trash you generated?
 - How can we as individuals and as a society reasonably reduce our trash generation?

Environmental Policy

By Josh Gellers, University of Cali

Course Description

The vitality of the world's ecosystems rests upon a constellation of inevitable and purposive forces acting in concert. To be sure, how humans decide to formalize interactions with their natural surroundings holds important consequences for both the environment and the people who inhabit it. By studying policy, we can better understand how politics translates competing interests, strategies, and values into environmental outcomes. This course will introduce the concept of environmental policy and provide students with the analytical tools required to evaluate the merit of various approaches to solving environmental problems. The main focus will be U.S. environmental policy, but course materials will also incorporate international environmental policy as well as policy in a comparative perspective where appropriate.

Course Objectives

1. Understand the various ethical orientations toward the environment
2. Identify the root causes of current environmental issues
3. Develop knowledge about environmental policy making processes and actors
4. Examine different approaches to solving environmental problems
5. Analyze current environmental controversies
6. Apply theory and policy frameworks to devise practical solutions
7. Enhance critical thinking, public speaking, and writing skills

Course Logistics

Class Format:

Lecture attendance is mandatory and will be recorded. Most class sessions will be devoted to a mixture of lecture and discussion regarding assigned reading materials. There is no make-up for anything covered during these general class sessions. Graded portions of the class include four reaction papers, midterm exam, final paper, final paper presentation, and class attendance/participation. The reaction papers will be two-page, double-spaced analytical summaries of the week's readings. Students must complete four of these throughout the term. The midterm exam will consist of two essay questions. This exam will cover readings from the textbook, films shown during class, and in-class lectures. For the final paper, students will be required to write a 7-10 page analysis of a current domestic or international environmental problem and devise a potential policy solution.

Expectations

1. Reading assignments should be completed prior to class meetings.
2. Class members are encouraged to take an active, participatory role in class discussions.
3. Students should study in advance for all exams.

Grading

The following weights will be assigned in the determination of final grades:

Reaction Papers (4)	(20%)
Midterm Exam (in class: closed book)	(25%)
Final Paper (take-home)	(30%)
Final Paper Presentation	(15%)
Class Attendance, Participation	(10%)

Course Materials

The required textbooks for this course are:

A Sand County Almanac, (1966). Aldo Leopold, Ballantine Books.

Debating the Earth: The Environmental Politics Reader, 2nd ed. (2005). Dryzek & Schlosberg, Oxford University Press.

Environmental Ethics: Readings in Theory and Application, 5th ed. (2008). Pojman and Pojman, Thomson Wadsworth.

Environmental Law and Policy, 3rd ed. (2010). Salzman and Thompson, Jr., Foundation Press.

Environmental Policy: New Directions for the Twenty-First Century, 8th ed. (2013). Vig and Kraft, CQ Press.

The Global Environment, 3rd ed. (2010). Axelrod, VanDeveer, and Downie, CQ Press.

These textbooks are available for purchase at the bookstore. Copies of the textbooks will also be available on reserve at the university library at the Circulation/Reserve Desk. All other assigned articles should be accessed using the university's online library resources.

Course Procedures

Class Announcements: Check your campus email account on a regular basis for any announcements from the instructor. If you have trouble accessing your email account, an

archive of class email announcements can be found on the Announcements section of the course's website.

Questions via Email: Please email your instructor with questions you may have regarding the administration of the class. Emails will normally be answered within 48 hours. Please raise all questions regarding the substance of the course material during class or office hours.

Recording Policy: Electronic recording of class sessions and discussion sections is not permitted.

Classroom Electronics: Cell phones must be turned off during class. Computers can distract everyone in the room, and will be permitted during class for note-taking purposes only. If anyone notices a computer used for any other reason during class, you will be instructed to turn it off immediately and work without it in the future.

Attendance: Attendance will be recorded in lecture. You will be responsible for all material provided in lecture and assigned readings. Anyone causing disruption in class or in discussion section will be instructed to leave immediately; no exceptions.

Exams: Bring 1 large (8.5" x 11") unmarked bluebook and several blue or black pens to the midterm exam. All essays must be written in ink. No electronic devices or other personal items may be kept at your seat during the exams (other than a plain watch).

Excused Absences: An absence from a lecture or exam will only be "excusable" (i.e. subject to make-up) with written documentation of an extreme illness or death in the immediate family, presented to the instructor within one week of the absence. Make-up credit for attendance will be determined on a case-by-case basis. Make-up exams may take the form of alternate exams or research papers. [*A make-up final exam is only offered if you report your documented emergency prior to start of the exam to jgellers@uci.edu.]

Academic Honesty: Students found to be guilty of plagiarism or cheating as defined by official university policy will automatically receive a grade of "F" in the course. Other actions consistent with university policy may be taken where deemed appropriate. For more information, please consult the university's policy on academic integrity.

Schedule & Assignments

The following reading list is provided as the authoritative guide to the assigned topics and readings for this course. As the weeks progress, the instructor may alter the reading assignments and/or provide links to recommended (optional) readings of further interest.

[WEEK 1: Ethical Approaches to Environmental Problems]

- Lynn White, "The Historical Roots of Our Ecological Crisis," *Environmental Ethics*, pp. 14-21.
- Lewis W. Moncrief, "The Cultural Basis of Our Environmental Crisis," *Environmental Ethics*, pp. 22-27.
- Patrick Dobel, "The Judeo-Christian Stewardship Attitude to Nature," *Environmental Ethics*, pp. 28-32.
- Karen J. Warren, "The Power and Promise of Ecological Feminism," *Environmental Ethics*, pp. 33-48.
- Leslie Paul Thiele (2000), "Limiting Risks: Environmental Ethics as a Policy Primer," *Policy Studies Journal* 28(3) pp. 540-557.
- Aldo Leopold, "The Land Ethic," *A Sand County Almanac*, pp. 237-264.
- Assignment: Nature Conservancy, "What's My Carbon Footprint?" available at: <http://www.nature.org/greenliving/carboncalculator/index.htm>.

[WEEK 2: History and Perspectives on Environmental Policy]

- Michael E Kraft and Norman J. Vig, "Environmental Policy over Four Decades," *Environmental Policy*, pp. 1-23.
- Salzman and Thompson, Chapter 2, "Perspectives on Environmental Law and Policy," pp. 13-28.
- Marvin S. Soroos, "Global Institutions and the Environment: An Evolutionary Perspective," *The Global Environment*, pp. 24-47.
- Jacqueline Peel, "Environmental Protection in the Twenty-first Century: The Role of International Law," *The Global Environment*, pp. 48-69.
- David Downie, "Global Environmental Policy: Governance through Regimes," *The Global Environment*, pp. 70-91.
- Submit and discuss "What's My Carbon Footprint?" assignment.

[WEEK 3: Consumption, Population, and Economic Growth]

- Bill McKibben, "A Special Moment in History: The Challenge of Overpopulation and Overconsumption," *Environmental Ethics*, pp. 378-389.
- Garrett Hardin, "The Tragedy of the Commons," *Environmental Ethics*, pp. 389-398.
- Jared Diamond (2003), "The Last Americans: Environmental Collapse and the End of Civilization," *Harper's Magazine* 306(1837) pp. 43-51.
- Dryzek and Schlosberg, Chapter 3, "A Planet Under Stress," pp. 37-46.

- Stacy VanDeveer, "Consumption, Commodity Chains, and the Global Environment," *The Global Environment*, pp. 311-332.
- Submit final paper proposal.

[WEEK 4: U.S. Environmentalism and its Limits]

- Natural Resources Defense Council, "The Story of Silent Spring," available at: <http://www.nrdc.org/health/pesticides/hcarson.asp>.
- Riley Dunlap and Angela Mertig (1991), "The Evolution of the U.S. Environmental Movement from 1970-1990: An Overview," *Society & Natural Resources* 4(3) pp. 209-218.
- Deborah Lynn Guber and Christopher J. Bosso, "'High Hopes and Bitter Disappointment': Public Discourse and the Limits of the Environmental Movement in Climate Change Politics," *Environmental Policy*, pp. 54-82.
- Peter J. Jacques, Riley Dunlap, and Mark Freeman (2008), "The Organisation of Denial: Conservative Think Tanks and Environmental Scepticism," *Environmental Politics* 17(3) pp. 349-385.
- Paul Wapner and Charles Willoughby (2005), "The Irony of Environmentalism: The Ecological Futility but Political Necessity of Lifestyle Change," *Ethics & International Affairs* 19(3) pp. 77-89.

[WEEK 5: Framing and Agenda Setting]

- Andrew J. Hoffman and Marc J. Ventresca (1999), "The Institutional Framing of Policy Debates: Economics Versus the Environment," *American Behavioral Scientist* 42(8) pp. 1368-1392.
- Clark A. Miller (2000), "The Dynamics of Framing Environmental Values and Policy: Four Models of Societal Processes," *Environmental Values* 9(2) pp. 211-233.
- Christine R. Ader (1995), "A Longitudinal Study of Agenda Setting for the Issue of Environmental Pollution," *Journalism & Mass Communication Quarterly* 72(2) 300-311.
- Sarah B. Pralle (2009), "Agenda-setting and Climate Change," *Environmental Politics* 18(5) pp. 781-799.
- Jaclyn Marisa Dispensa and Robert J. Brulle (2003), "Media's Social Construction of Environmental Issues: Focus on Global Warming – A Comparative Study," *International Journal of Sociology and Social Policy* 23(10) pp.74-105.
- Submit final paper bibliography.

[WEEK 6: Market-Based Solutions]

- Salzman and Thompson, Chapter 2, "Perspectives on Environmental Law and Policy," pp. 32-38.
- Robert Stavins and Bradley Whitehead, "Market-Based Environmental Policies," *Debating the Earth*, pp. 229-238.
- Sheila M. Olmstead, "Applying Market Principles to Environmental Policy," *Environmental Policy*, pp. 206-229.
- Mark Sagoff (1981), "Economic Theory and Environmental Law," *Michigan Law Review* 79 pp. 1393-1419.

- Kenneth R. Richards (2000), "Framing Environmental Policy Instrument Choice," *Duke Environmental Law & Policy Forum* 10(2) pp. 221-285.

[WEEK 7: Local Community Empowerment]

- Charles Sabel, Archon Fung, and Bradley Karkkainen, "Beyond Backyard Environmentalism: How Communities are Quietly Refashioning Environmental Regulation," *Debating the Earth*, pp. 116-134.
- Jim Dodge, "Living By Life: Some Bioregional Theory and Practice," *Debating the Earth*, pp. 355-363.
- R. Gregory Roberts (1998), "Environmental Justice and Community Empowerment: Learning from the Civil Rights Movement," *American University Law Review* 48(1) pp. 229-267.
- Richard C. Rich et al. (1995), "Citizen Participation and Empowerment: The Case of Local Environmental Hazards," *American Journal of Community Psychology* 23(5) pp. 657-676.
- James Blake (1999), "Overcoming the 'Value-Action Gap' in Environmental Policy: Tensions Between National Policy and Local Experience," *Local Environment* 4(3) pp. 257-278.
- Regina Scheyvens (1999), "Ecotourism and the Empowerment of Local Communities," *Tourism Management* 20 pp. 245-249.

[WEEK 8: Environmental Justice and Human Rights]

- Salzman and Thompson, Chapter 2, "Perspectives on Environmental Law and Policy," pp. 28-32, 38-42.
- Robert D. Bullard and Glenn S. Johnson (2000), "Environmentalism and Public Policy: Environmental Justice: Grassroots Activism and Its Impact on Public Policy Decision Making," *Journal of Social Issues* 56(3) pp. 555-578.
- Dorceta E. Taylor (2000), "The Rise of the Environmental Justice Paradigm: Injustice Framing and the Social Construction of Environmental Discourses," *American Behavioral Scientist* 43(4) pp. 508-580.
- Barry E. Hill, Steve Wolfson, and Nicholas Targ (2004), "Human Rights and the Environment: A Synopsis and Some Predictions," *Georgetown International Environmental Law Review* 16 pp. 359-402.
- Francis O. Adeola (2000), "Cross-National Environmental Injustice and Human Rights Issues: A Review of Evidence in the Developing World," *American Behavioral Scientist* 43(4) pp. 686-706.

[WEEK 9: Rationality and Risk Assessment]

- Robert V. Bartlett, "Rationality and the Logic of the National Environmental Policy Act," *Debating the Earth*, pp. 93-103.
- Jeroen C.J.M. van den Bergh, Ada Ferrer-i-Carbonell, and Giuseppe Munda (2000), "Alternative Models of Individual Behaviour and Implications for Environmental Policy," *Ecological Economics* 32 pp. 43-61.

- Milton Russell and Michael Gruber (1987), "Risk Assessment in Environmental Policy-Making," *Science* 236(4799) pp. 286-290.
- John P. Dwyer (1990), "Limits of Environmental Risk Assessment," *Journal of Energy Engineering* 116(3) pp. 231-246.
- Mary O'Brien, "Goal: Replace Risk Assessment with Alternatives Assessment," *Debating the Earth*, pp. 135-144.

[WEEK 10: Proposing Solutions]

- Deliver Final Paper Presentations.

[FINALS WEEK]

- Submit Final Papers by 5:00pm.
- FINAL EXAM

China and The Middle East

By Tugrul Keskin, Portland State University

It doesn't matter if a cat is black or white, so long as it catches mice.

Deng Xiaoping

Course Description and Objective

This course will review and analyze the increased presence of PRC in the Contemporary Middle East. After the Deng Xiaoping came to power, he liberalized the Chinese state and economy. As a result of his economic policies, the PRC opened its doors to foreign investment and international companies. This trend created a “great transformation in Chinese society.” Over the next thirty years, the Chinese middle class grew to a size of over three hundred fifty million people. David Harvey calls this process “neoliberalism with Chinese characteristics.” However, this economic transformation and the emergence of a large middle class in China created additional energy needs for the state and society. This led to a shift in Chinese foreign policy towards the Middle East. Therefore, over the last few years China, as an emerging global power, has heavily invested in the economies of Middle Eastern countries. However there are other competitors in the Middle Eastern economic market; such as the United States and Europe. Although the Middle East is considered an American backyard, China is currently trying to enter the Middle Eastern market for its own energy and security needs. However, unlike in Africa, China has moved slowly in order not to disturb American National Interests. China is consequently sneaking into the Middle Eastern oil market without too much attention to this trend. In this class, we will review how the growing needs for oil and gas of the Chinese economy has shaped Chinese foreign policy in the Middle East after 1978.



Objectives

The course objectives are 1) to acquaint students with both traditional and contemporary literature and research on Chinese Foreign Policy toward Middle East and 2) to introduce students to the historical and ideological basis of Classical and Contemporary Chinese and Middle East relations

Required Books

This course will use sections from the following books and articles:

Recommended Readings:

- Jon B. Alterman and John W. Garver. *The Vital Triangle: China, The United States and the Middle East*. CSIS, 2008.
- Scott Harold and Alireza Nader. *China and Iran Economic, Political, and Military Relations*. RAND, 2012.
- James Chen. *The Emergence of China in the Middle East*. Strategic Forum National Defense University, 2011: SF No. 271 1.
- Henry Kissinger. *On China*. New York, NY: Penguin Books, 2011.

Recommended Books:

- Kemp, Geoffrey. *The East Moves West: India, China and Asia's Growing Presence in the Middle East*. Washington: Brookings, 2012.
- Olimat, Muhamad S. *China and the Middle East. From Silk Road to Arab Spring*. New York: Routledge, 2013.
- Simpfendorfer, Ben. *The New Silk Road: How a Rising Arab World is Turning Away from the West and Rediscovering China*. New York: Palgrave Macmillan, 2011.
- MacFarquhar R. [The Politics of China: The Eras of Mao and Deng](#). Cambridge : Cambridge University Press; 1997.

Recommended Articles:.

- Antonov, Ivan. "China's Growing Role In International Affairs." *International Affairs: A Russian Journal Of World Politics, Diplomacy & International Relations* 57.4 (2011): 27-31.
- Jin Liangxiang. Energy First China and the Middle East. *Middle East Quarterly* Spring 2005, pp. 3-10.
- Huiyun, Tang. "China's Soft Power Construction Policy." *Journal Of US-China Public Administration* 9.5 (2012): 563-569.
- Pantucci, Raffaello, and Alexandros Petersen. "China's Inadvertent Empire." *National Interest* 122 (2012): 30-39.

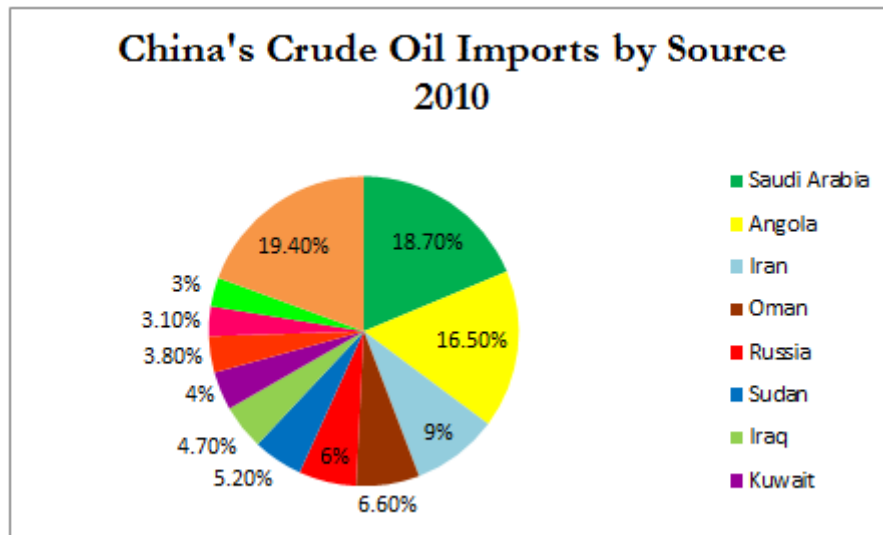
- Rozman, Gilbert. "Invocations Of Chinese Traditions In International Relations." *Journal Of Chinese Political Science* 17.2 (2012): 111-124.
- Xiao, Ren, and Gordon Cheung. "Sources And Transitions Of Chinese Foreign Policy: An Introduction." *East Asia: An International Quarterly* 28.3 (2011): 169-174.
- Demir, İdris. "Revival Of The Silk Road In Terms Of Energy Trade." *University Of Gaziantep Journal Of Social Sciences* 9.3 (2010): 513-532.
- Gee, John. "China's Challenges In The Middle East." *Washington Report On Middle East Affairs* 30.8 (2011): 30-31.
- Menon, Raja. "The East Moves West, India, China, And Asia's Growing Presence In The Middle East." *Maritime Affairs: Journal Of The National Maritime Foundation Of India* 7.1 (2011): 121-128.
- Peerenboom, Randall. "China And The Revolutions In The Middle East And North Africa." *Middle Eastern Law & Governance* 3.1/2 (2011): 192-203.
- Pham, J. Peter. "China's "Surge" In The Middle East And Its Implications For U.S. Interests." *American Foreign Policy Interests* 31.3 (2009): 177-193.
- Zambelis, Chris, and Brandon Gentry. "China Through Arab Eyes: American Influence In The Middle East." *Parameters: U.S. Army War College* 38.1 (2008): 60-72.
- Harris, Stuart. "Global And Regional Orders And The Changing Geopolitics Of Energy." *Australian Journal Of International Affairs* 64.2 (2010): 166-185.
- Hayoun, Massoud. "Strange Bedfellows." *World Affairs* 175.5 (2013): 89-96.
- Olimat, Muhamad. "The Political Economy Of The Sino-Middle Eastern Relations." *Journal Of Chinese Political Science* 15.3 (2010): 307-335.
- Gvosdev, Nikolas. "Don't Count China Out In Middle East." *World Politics Review* (2012): 1.
- Gardels, Nathan. "It's Time For China To Start Shaping The New Global System." *NPQ: New Perspectives Quarterly* 28.3 (2011): 2-5.
- Hulbert, Matthew. "Shifting Global Balance Heralds New Energy Imperatives." *Middle East* 438 (2012): 32-36.

Newspaper Articles:

- Davis, Rowenna. "China Is Now Challenging The U.S. In The Middle East.." *CCPA Monitor* 16.3 (2009): 10-11.
- Ford, Peter. "Libya unrest tests China's interests in the Middle East." *Christian Science Monitor* 02 Mar. 2011: N.PAG.
- Spegele, Brian, and Matt Bradley. "Egypt's Morsi Firms Up Ties to China." *Wall Street Journal - Eastern Edition* 29 Aug. 2012:
- Topol, Sarah A., and Peter Ford. "Q&A: Why China has become the Middle East's favorite customer." *Christian Science Monitor* 13 July 2010: N.PAG.
- Ian Bremmer. China's fast-growing Middle East problem. *The Economist*. Tuesday, March 13, 2012
- Brian Spegele And Jeremy Page. *China to Shake Up Foreign-Policy Leadership*. *The Wall Street Journal*. March 10, 2013.

<http://online.wsj.com/article/SB10001424127887324096404578352110008959792.html>

- Willy Lam. *Meet China's New Foreign-Policy Team Is Beijing using its latest appointments to send a message to Washington?* Foreign Policy. March 8, 2013. http://www.foreignpolicy.com/articles/2013/03/08/meet_china_s_new_foreign_policy_team
- China's Foreign Policy: <http://english.people.com.cn/china/19990914A128.html>
- Tania Branigan. *China's foreign policy is playing catch-up with its new status.* The Guardian, Thursday 22 March 2012. <http://www.guardian.co.uk/world/2012/mar/22/china-foreign-policy-catchup-status>
- Council On Foreign Relations: <http://www.cfr.org/region/china/ri271>



Source: EIA & FACTS Global Energy

Documentaries and Movies:

- China's Role in the Middle East: Pan Guang
<http://www.youtube.com/watch?v=h2qAUDfTn5E>
- China and the Middle East: Rising Power and a Region in Turmoil
<http://www.youtube.com/watch?v=W4TYVoYXvwI>
- China turns to Middle East for oil
<http://www.youtube.com/watch?v=llxWjz4a4sA>
- Western Approaches: Responses to China from the Middle East and Central Asia.
<http://www.youtube.com/watch?v=qAQ6mdw7leA>
- Roberts: USA vs China in the Middle East
<http://www.youtube.com/watch?v=Lgjig4X4SqU>
- China's role in the Middle East
<http://www.youtube.com/watch?v=cOvOFp7-o00>

- Journeys Into Islamic China - Huda Documentary
<http://www.youtube.com/watch?v=d79u3HKFwmQ>
- Muslim in China - Part 1
http://www.youtube.com/watch?v=tK_gZszvnG4
- Roderick MacFarquhar's Speech
<http://www.youtube.com/watch?v=NPslugATelo>

Recommended Websites and Embassies:

- Principles of China's Foreign Policy
http://afe.easia.columbia.edu/special/china_1950_forpol_principles.htm
- <http://www.foreignpolicy.com/china>
- <http://english.hanban.org/>
- <http://tr.chineseembassy.org/eng/> Chinese Embassy in Turkey
- <http://eg.china-embassy.org/> Chinese Embassy in Egypt
- <http://ir.chineseembassy.org/> Chinese Embassy in Iran
- <http://www.chinaembassy.org.sa/> Chinese Embassy in Saudi Arabia
- <http://qa.china-embassy.org/eng/> Chinese Embassy in Qatar
- *China and the Middle East: Rising Power and a Region in Turmoil*
<http://www.mei.edu/events/china-and-middle-east-rising-power-and-region-turmoil>

Course Philosophy

The goal of this course is to enable students to write a theoretically guided and empirically rooted research paper. I expect you to become familiar with the social, political and economic underpinnings of transformations in the Modern China.

The success of this course depends on your continued and sustained reading and participation. The course will be based on a four-dimensional method of learning, and this includes inquiry and critical thinking; communication; the diversity of human experience; and ethics and social responsibility. First, I would like you to critically analyze what you learn in this class or have learned so far through the media and education, because in today's world, truth is a relative concept. Throughout human history, critical thinking is the one of the most important factors that has contributed to human development. In order to become active, self-motivated, empowered learners and future leaders, you will need to have the ability to think critically, and therefore your criticism, feedback and suggestions are necessary. Second, I would like you to enhance your writing and oral communication skills in this course. Therefore, it is important to clearly elaborate your arguments in the class discussion as well as in the written assignments.

Third, we are each part of the human mosaic, and all have different experiences based on our social, political and economic differences. We can all learn from and respect each other

and benefit from our diversity. Please try to learn from and understand those with different perspectives than you. Lastly, we need to learn that we are all part of this intellectual community and larger society, and all have social and ethical responsibilities to our family, community, classmates, and humanity. We live in a globalized world and therefore, we need to be aware of events in our community, and the world today. In order to enhance our knowledge, we must critically examine our social, political and economic environment in order to apply this knowledge to our experience.

Course Requirements

To prevent confusion later, please read the following information carefully:

This is a collaborative course between student and instructor. Therefore, the result of this course is a result of the collaborations of Christian Braun and Tugrul Keskin. In this class, we aim to produce two documents:

1. Developing a Structured Course Syllabus
2. Draft Version of a Journal Article (9000-10.000 words)

Developing a Structured Course Syllabus: The most important aspect of this course is to create a structured senior undergraduate and/or graduate level course syllabus. This syllabus will be used in future International Studies course curricula. Therefore, the assigned readings will mostly be based on reports, books, newspaper articles and interviews. This topic is an increasingly important subject and in addition, there are not many academic resources on Chinese Foreign Policy towards the Middle East. There could be two reasons for the lack of materials on this subject: China is a new global power and has entered the Middle East very recently; not many scholars are focusing currently on the subject. The final course syllabus will be completed at the end of the semester.

Draft version of Journal Article: For this requirement, the instructor and student will write a draft version of the journal article based on readings, interviews, and official documents. Therefore, this will be a collaborative work. The journal article will be 9000-10,000 words. Also, the abstract of this developing article will be submitted to an international conference. The tentative article structure is shown below. There are four steps to complete this project:

- **Creating a draft version of an article**
- **Sharing the article with scholars in the field for feedback and suggestions**
- **Presenting the paper in an international conference:**
 - 11th European Sociological Association Meeting, Torino, Italy – 28-31, August, 2013 – RN32: Political Sociology - Session: 07RN32
<http://esa11thconference.eu/call-for-papers/submission/07RN32/>
- **Submitting the article to scholarly journals:**
 - Third World Quarterly-<http://www.tandfonline.com/toc/ctwq20/current>
 - Critical Sociology - <http://crs.sagepub.com/>

- Journal of Asian Studies
<http://www.asian-studies.org/publications/JAS.htm>
- International Sociology - <http://www.isa-sociology.org/publ/is.htm>
- China Information: A Journal on Contemporary China Studies
<http://www.sagepub.com/journals/Journal201679>
- Journal of Contemporary China
<http://www.tandfonline.com/toc/cjcc20/current>

Tentative Title:

Chinese Foreign Policy Towards the Middle East in the Neoliberal Era: Sociological Analysis of the Political Economy of PRC

Tentative Structure

- Introduction/Abstract of 300-600 Words
- Literature Review
- Political Economy of China
- Political Economy of the Middle East
- Social and Political Factors of Chinese Foreign Policy Towards Middle East: Uyghur Nationalism and Islam
- Countries to Review: Iran, Turkey, Iraq, Syria, Saudi Arabia, Egypt and Qatar
- National Energy Rivals and Other Actors: Russia, India, and Europe
- US versus China: Middle East Oil Resources
- Future Trajectories of Chinese Foreign Policy
- Conclusion

Format: ASA citation and bibliography format will be followed. All work should adhere to the guidelines published by the American Sociological Association (ASA) at http://www.asanet.org/cs/root/topnav/sociology_depts/quick_style_guide
This is not a definitive source, but is a Quick Guide provided by ASA.

Grades: Your grade for this course will be based on your performance on the following components, shown with their dates and respective weights:

The grading system in this class is as follows:

A	95-100
A-	90-94
B+	86-89
B	85
B-	80-84
C+	76-79
C	75
C-	70-74
D+	66-69
D	65

D- 60-64
F (Failure)

General:

- You are expected to follow PSU's student code of conduct, particularly 577-031-0135 and 577-031-0136, which can be found at <http://www.pdx.edu/dos/psu-student-code-conduct#code>
Violations of the code will be reported to the Office of the Dean of Student Life.
- You are encouraged to take advantage of instructor and TA office hours or email communication for help with coursework or anything else connected with the course and your progress.
- If you are a student with a documented disability and are registered with Disability Resource Center (503.725.4150 or TDD 725.6504), please contact the instructor immediately to arrange academic accommodations.
- Make sure you have an ODIN account; this email will be used for D2L and important emails from the instructor and TA. DO NOT USE THE INTERNAL D2L mail function to contact us. If you do not typically use your PSU ODIN account, figure out how to get your mail from this account forwarded to the account you usually use.

Study Abroad: Vietnam.

By Gerald Waite and Kenneth Hall, Ball State University

This Immersive learning field experience follows five former student research trips and student/veteran trips to Vietnam. It also builds on a former immersive learning class in which Ball State undergraduate students wrote a published text that was distributed to seventh grade social studies teachers in the State of Indiana and republished in Vietnamese. The class requires an expertise in both Vietnamese culture and the history of the American conflict in that country. The students for this class have been enrolled in Honors 189/Vietnam, and Dr. Tony Edmonds History of the Vietnam War Class, Hist 301. In addition they will pursue an intensive PRE-TRIP course of study for the field school that will assure their expertise and writing skill. Students will use “I-Book” and “Pages” to collaboratively write a digital text tentatively titled “When I saw the Elephant: Vietnam Vets Remember” (a working title, may change with thematic alterations). In addition, students in this field class must write a paper to present at a professional academic conference in the 2013-1014 school year. Former students have done community presentations but this requirement ups the bar.

This field study is an intense experiential process. It meets all the criteria of Ball State’s “Immersive Learning” template. Students have been carefully screened for work ethic and writing ability. The requirements have been fully explained to them and they have agreed to participate fully in the research.

Dr. James Hendricks (Criminal Justice and a Vietnam War veteran) was originally designated in the syllabus as an instructor but cannot be paid so he is accompanying the tour as an unpaid consultant. Subsequently Dr. Ken Hall (History, a Vietnam history scholar) has been added as the trip co-leader and courseinstructor.

The 20 days of the field trip are packed with a wide variety of immersive learning and experiential encounters, all of which must be thoroughly detailed by students in their) field notes and subsequent (later) formal writing. Building on an existing knowledge base from Honors 189 and History 301, these students will research Vietnam through:

- Open ended interviews with the five veteran consultants accompanying the trip.
- Visits to former firebases, battle sites and villages. (See itinerary) Visits to regional archaeological and historical sites and especuially those associated with early Cham civilaization in central and southern Vietnam, with introductory and follow-up discussions of these sites significance with Dr. Hall.
- Interviews and classes with guide and local consultant Mr. Nguyen Luc
- Interviews with local business people and residents.
- Family visits. (4 are arranged thus far)

- Family ceremonies. (students will be guests at an ancestral death anniversary and the mid-year lunar festival)

Course experiences in Vietnam regularly include introductions, presentations, and discussions. All buses and boats are equipped with an excellent PA and the instructors and Mr Luc are experienced in providing on-going travel presentations. A typical travel day might include three hours of bus or boat time during which Mr. Waite, Dr. Hall, Mr. Luc, or other arranged instructors, such as teacher Nguyen Hong Tan from Hoi An, will explain the ethnological and historical importance of the specific areas visited. Students will also have time to interview consultants and this process will be closely monitored/mentored by Mr. Waite and Dr. Hall.

Honors 390

Readings

- Lawrence, Mark Atwood. (2008) *The Vietnam War: A concise international History*. Oxford University Press. Oxford and New York.
- Dragicevich, Peter, Nick Ray, Brett Atkinson. (2012) *Vietnam: Country Travel Guide*. Lonely Planet Publishers.
- O'Brien, Tim. (1998) *The Things They Carried* Houghton Mifflin. Boston, MA

Course packet at Hyatt Printing including:
Hall, Kenneth R (2011)

- "Competition on the east coast of the Mainland: Early Champa and Vietnam political economies"
- "The Evolution of the Vietnamese Monarchy in the Central and souther regions, C, 1500-1700".
- Instructional handouts: readings in ethnographic interviewing.

Learning Objectives

The overall goal of this course is to create a deeper understanding of a combat veterans' reflections on a cultural landscape and a war, and to gain personal experience with the regions of Vietnam where American soldiers were engaged. As honors students and citizens, political participants, and parents of a new generation, the serious student/scholar of today will shape the destiny of our nation and world in future international arenas. This process can be developed and improved through their in-depth understanding of the historic and cultural landscape of past wars. Historians may tell the larger story of a war but, the people who fought in it can give an expanded sense of humanity and cultural insights only available from their specific vantage point. Through ethnographic interviews, field studies, participant observation, and collaboratively written narrative, students in this class will create understandings of historical culture unique to the world of a combat veteran.

Specific Objectives

Students will critically analyze challenges and issues related to topics of American History, i.e. The American War in Việt Nam, and also non-Western studies, as the course will provide students with the essentials of Vietnam history and opportunities for immersive experiences through first person contact with Vietnamese in their native country.

Students will develop knowledge of challenges in ways that create complex understandings of cultural diversity in a globalizing world.

Students will learn and demonstrate ethnographic and interviewing skills that contribute to a collaborative scholarly project. They will also gain an understanding of Vietnamese society via visits to significant Viet historical sites and social immersion.

These objectives will be demonstrated through the creation of a digital book entitled: *When I saw the Elephant: Việt Nam, Now and Then.* (working title)

Methods of Instruction

1. Lecture
2. Field based learning
3. Seminar

Course Outline

Students will commence class meetings the week of April 7, 2013. On campus classes will meet one night a week for four weeks prior to departure to Việt Nam.

The class will fly to Ho Chi Minh City, Việt Nam May 6, 2013, arriving May 7, and will meet with a veterans' tour group (trip) of 6 people. The field trip is designed to acquaint the participants with the major geographic regions of the country such as the Mekong Delta, The coastal Plain, the Central highlands, The Red River Delta, and Halong Bay. In addition, tours will include urban areas and rural areas observing subsistence patterns in those areas and meeting people from all walks of life. The class and expanded group (veterans) will meet and visit the homes of traditional farmers, urban business people, local educators, and everyday Vietnamese immersed in the routine of daily life.

In addition, this trip will visit former combat areas from the American and French war eras in the country. These trips include, but are not limited to, Cu Chi Combat Base and tunnel complex; An Hoa Combat Base, 7th and 5th Marines; The Arizona Territory and Dodge City, Quang Nam Province; Freedom Hill at/near Danang; Ba Na, French hill station; Phu Bai Airbase; Hue City and the Citadel; Quang Tri Province, including Quang Tri Citadel, The Rockpile, and Khe Sanh Combat Base. The class will interview veterans from all these areas about their perceptions then and now, and will have access to veteran interviews from the opposing side. These regional visits will include stops at major historical sites, notably early Cham and Vietnamese temples, royal complexes and tombs.

The interviews with these consultants and the potential Vietnamese participants will inform each student's writings and interpretations of time-related perceptions going back 40+ years. In addition, the veterans will be available to work collaboratively with the students to assist in the development of and writing, photography, and analysis of their experiences. Each participant will have the opportunity to collaborate in the development of text and images for purposes of inclusion in the final document, a digital book.

Seminars are scheduled almost daily throughout the trip and student work/writing sessions are scheduled at appropriate times. Facilities are available in all locations to set up comfortable classroom areas in the hotels and at Than Chau Trinh University in Hoi An, whose Director of International Exchange, Nguyen Hong Tan, is a class consultant. Students will be required to transcribe interviews at these locations, collaborate with interviewees for accuracy, and initiate the writing of A text for final submission. Class meetings will continue once the class has returned Stateside either in person at Ball State, or alternatively on-line. A completed paper submission is expected not later than the end of first summer session for inclusion in the final COURSE document.

The student submissions for this project will include narrative relevant to the veterans' war experience, their perceptions of the current country, and students' observations and research through immersion in the cultural milieu.

Assessment

Course grades will be determined through both summative and normative assessment, evaluated through Participatory 20% and academic efforts, 80%.

Participation and attendance:

20%

Attendance and 100% participation is mandatory. Students must complete the trip pre-training, the trip, and post trip assignments in order to receive a grade. In addition, students must give reasonable evidence through their participation that they have read and understood all the class materials including associated risk management handouts. Instructors will make subjective evaluations of professional behavior, provide appropriate feedback, and monitor students' behaviors at all times throughout the trip. Students are required to maintain a travel journal of their experiences which is not graded but they must be able to demonstrate they are maintaining it.

A completed publishable manuscript submission of approximately 500 words or 20 pages:
Format TBA:

50%

Assigned submissions must be handed in NLT end of first Summer Session 2013. Participants will make all on-going work available for editing throughout the class and until submitted and accepted.

Peer evaluations:

10%

Student participants will collaboratively write a set of standards and grading rubric for the trip and class prior to beginning fieldwork and submit a peer evaluation at the end of each week beginning May 10th .

Interview transcripts.

20%

Students must maintain a complete set of interview transcripts. This requires that they initiate transcripts at the beginning of the trip and edit them daily. Instructor(s) will check these daily for completion and accuracy. The transcripts are to be turned in with the final submission.

Honors 310

Readings

- Avieli, Nir (2012) *Rice Talks: Food and Community in a Vietnamese Village*. IU Press. Bloomington, IN.
- Hayton, Bill (2010) *Vietnam: Rising Dragon* Yale University Press. New Haven and London.

Learning Objectives

The overall goal of this course is a deeper understanding of Southeast Asia's "emerging tiger economy". Through immersive travel and people to people acquaintances, Ball state Students can acquire a first person perspective of a developing global nation.

Specific Objectives

Students will learn ethnographic methods and demonstrate proficiency through interviews and analysis in a culture other than their own.

Class participants will gather data from multiple sources, including, texts and interviews, and synthesize data in written form.

Students will work collaboratively with consultants to produce narrative for inclusion in a digital book.

Students will present their findings individually or collectively (a panel) at an academic conference during the 2013-2014 school year. A poster presentation is also permitted with prior permission from the instructor.

These objectives will be demonstrated through:

1. The completion of a presentation length paper.
2. The presentation of that paper or poster in an academic conference (undergrad or professional) during the 2013-2014 school year.

Methods of Instruction

1. Lecture
2. Field based learning
3. Seminar

Course Outline

Books list and syllabi will be made available March 12, 2013. Students will commence class meetings the week of April 7, 2013. On campus classes will meet one night a week for four weeks prior to departure to Việt Nam. See itinerary for class topics.

The class will fly to Ho Chi Minh City, Việt Nam May 6, 2013, arriving May 7, and will meet with a veterans trip of 6 people. The field trip is designed to acquaint the participants with the major geographic regions of the country such as the Mekong Delta, The coastal Plain, the Central highlands, The Red River Delta, and Halong Bay. In addition, tours will include urban areas and rural areas observing subsistence patterns in those areas and meeting people from all walks of life. The class and expanded group (veterans) will meet and visit the homes of traditional farmers, urban business people, local educators, and everyday Vietnamese immersed in the routine of daily life.

The interviews with these consultants and the potential Vietnamese participants will inform each student's writings and interpretations of culturally related perceptions. In addition, the consultants will be available to work collaboratively with the students to assist in the development of and writing, photography, and analysis of their experiences. Each participant will have the opportunity to collaborate in the development of text and images for purposes of inclusion in the joint class final document, a digital book. The writing of this document will also inform the student's additional paper requirement for Honors 310.

Seminars are scheduled almost daily throughout the trip and student work/writing sessions are scheduled at appropriate times. Facilities are available in all locations to set up comfortable classroom areas in the hotels and at Than Chau Trinh University in Hoi An, whose Director of International Exchange, Nguyen Hong Tan, is a class consultant. Students will be required to transcribe interviews at these locations, collaborate with interviewees for accuracy, and initiate the writing of text for final submission. Class meetings will continue once the class has returned Stateside either in person at Ball State, or alternatively on-line. A completed paper submission is expected no later than the end of first summer session for inclusion in the final document.

Assessment

Course grades will be determined through both summative and normative assessment.

Participation and attendance:

20%

Attendance and 100% participation is mandatory. Students must complete the trip pre-training, the trip, and post trip assignments in order to receive a grade. In addition, students must give reasonable evidence through their participation that they have read and

Field Trip	42 hours teaching/seminar 100 hours participant observation 30 hours preparation/transcribing and writing, compiling, organizing and detailing ethnographic notes. <u>172 Hours</u> (see itinerary)
Post Field Trip	12 hours supervised class time May 31 1-4 PM Honors House; First post-class meeting, correlating and completing field notes. June 5, 1-4 PM Honors House. Evaluating field notes, creating a collaborative written text for editing. June 7, 1-4 PM Honors House. Supervised writing and editing. Creating themes for professional presentations June 14 1-4 PM honors House: Presentation writing and practice presentation. Submission of final documents 42 hours outside writing time <u>54 hours</u>
Total time investment:	274 Hours

Field Trip

These 20 days are packed with a wide variety of immersive learning and experiential encounters, all of which must be thoroughly detailed in field note form and later formal writing. Building on an existing knowledge base from honors 189 and History 301, these students will research Vietnam through:

- Open-ended interviews with the five veteran consultants accompanying the trip.
- Visits to former firebases, battle sites and villages. (See itinerary)
- Interviews and classes with guide and local consultant Mr. Nguyen Luc
- Interviews with local business people.
- Family visits. (4 are arranged thus far)
- Family ceremonies. (students will be guests at an ancestral death anniversary and the mid-year lunar festival)

Course experiences also include lecture, presentations, and discussions while en-route. All buses and boats are equipped with an excellent PA and the instructors and Mr Luc are experienced at on-going travel presentations. A typical travel day might include three hours of bus or boat time during which Mr. Waite, Dr. Hall, Mr. Luc, or other arranged instructors, such as teacher Nguyen Hong Tan from Hoi An, will explain the ethnological importance of the specific area visited. Students will also have time to interview consultants, and the process will be closely monitored/mentored.

Travel Itinerary

May 6, 2013. Depart Indianapolis fly to Ho Chi Minh City, Việt Nam arriving May 7th.

*9 hrs May 8, 7 AM Class in Dai Nam Hotel dining room. Walking tour of City. War museum, Reunification Palace, Post Office, Ben Than Market, District One.

*10 hrs May 9, Cu Chi Tunnel complex and Combat Base. Cao Dai Temple at Tay Ninh. Noon class meeting with Ms. Ngoc Thuyet former Viet Cong Combatant. Lunch in Tay Ninh City, then home visit with Kim Phuc family (“girl in the picture”) + 1 hrs individual work.

*10 hrs May 10, Early hotel departure. Class time on buses and boats to Mekong Delta. Ethnological study of peasant subsistence farming operations, local manufacturing, and first interviews with consultants. + 1 hrs individual work.

*6hrs May 11 Mekong Delta wake up. Breakfast class with Nguyen Luc, cultural consultant. Aquaculture tours, floating market tour, church and pagoda visits. Potential site visit to OC EO archaeological site on either day.

Bus to HCMC and flight to Danang. + 2 hrs individual work, organizing transcript notes to this point

*8 hrs May 12 Early breakfast and class in hotel. Bus to My Son, Cham ruins. Find An Hoa firebase. Interviews and field class w/ J. Hendricks. Return to Hoi An through the “Arizona Territory.” + 1 hrs individual work.

*1 hrs May 13 Early class at hotel then free day for all for beach, shopping etc. Optional trip to My Lai massacre site. Interviews optional. + 2 hrs individual work.

*10 hrs May 14 Boat trip to Go Noi Island aka “Dodge City” Home visit with Le Hung. Village Temple visit to Phu Phong Dinh. Family Temple visits. Possible visit with Nguyen Hoang, party chairman and village chief Phu Phong Village. + 1 hrs individual work

*8 hrs May 15 Bus from Hoi An to BA Na, a French hill fort west of Danang. Short lecture by Arnie Erikson, USMC possible stop near Freedom Hill, First Marine Division Headquarters during the war era. Churches in Hoa Vang and Dai Loc Districts on return. + 2 hrs individual work.

*8hrs May 16 Work session in hotel for students transcribing and writing. + 1 hrs individual work
A walking study tour of Hoi An with Dr. Hall.

*10 hrs May 17 Collaborative work session with consultants- write-edit-write. + 1 hrs individual work

*10 hrs May 18 Bus to Danang and Hue City. Stops at Cham Museum in Danang, top of Hai Vang Pass, and City of the Dead. Short class at Binh Minh Hotel in Hue and evening free. + 1 hrs individual work

*12 hrs May 19 Bus to Quang Tri and DMZ area. Khe Sanh battle site and museum, The Rockpile, Quang Tri City Citadel, and Mine Action Center. Interviews with Nguyen Phu, director.

*10 hrs May 20 Early breakfast and very short breakfast class. Perfume River Tour. Thien Mu Pagoda, Tombs of Ming Mang, Tu Duc, and Khai Dinh (Emperors tombs). + 1 hrs individual work

*8 hrs May 21 Cyclo Tour of Hue City, the Citadel and Forbidden City, the War Museum, the Central Market. Home visits with Nguyen Van Lam and family (cultural consultant). Visits to Cham sites and early graveyard complex. + 2 hrs individual

*2 hrs May22 Second photo-op at City of the dead, Phu Bai airport and plane to Hanoi Noi Ba Airport. + 4 hrs individual work.

*8 hrs May 23 Hanoi City tour. Ho Chi Minh Mausoleum, Temple of Literature, and Museum of Ethnology. Evening Water Puppet show. + 2 hrs individual work.

*8 hrs Bat Trang Pottery Village and local farm observations along the Red River. Afternoon, transcribing and writing seminar in hotel. + 2 hrs individual work

*4 hrs May 25 Transport to Halong Bay, overnight cruise-class on ship.

==== May 26 Travel to the U.S. + 6 hrs individual work while enroute, all transcripts must be checked and completed, last possibility for in-person corrections with consultants. .

30 Hours individual work, compiling/editing ethnographic notes.

142 hours class and consultation/field-work during trip, including 18 hours+ of organized writing time.

172 Hours total during trip

Grading Rubric

Dates, locations, and content	Exceeds Expectations	Meets Expectations	Below Expectations
April 7 to May 3 Muncie, Introduction to Việt Nam, history, economy, globalization, and a methodology for ethnography. 12 contact hours 36 homework hours	Student's notes and writings indicate a thorough understanding of the required readings. Observed practice ethnography produces a well-written narrative.	Student is available for class and has completed the required readings. Observed practice ethnography produces transcript text but little narrative.	Student has not completed preparatory readings as evidenced through writing and discussion. Observed practice ethnography produces little or no text.

<p>Week 1 May 6- 11 in Việt Nam Students follow instructions traveling, are accountable at all times, have the required baggage contents, collaborate to create a class peer rubric, and attend all meetings with required writing equipment. Begin journaling and taking field notes. 35 observation and class hours</p>	<p>Student is present and helps others. Understands the travel rules created collaboratively before departure. Takes notes and begins a transcript of observations and field notes. Instrumental in the creation of a functional peer evaluation rubric. leads by example. Can justify peer evaluation results.</p>	<p>Shows up and is prepared to travel with notebook and other requirements met. Engages in some questioning and starts a travel journal. Has some entries in a transcription journal. Finishes peer evaluation.</p>	<p>Not where he/she is supposed to be. Doesn't follow travel instructions. No notebook or interviews started. No plan for interviews no transcription journal started. Unthought out peer evaluation or none at all.</p>
<p>Week 2 On the road in Việt Nam May 12-18 Students are spending time interviewing consultants. Journaling. Transcribing interview notes. Shows evidence of local knowledge from previous reading of background texts. 39 hours of observation and contact 16 hours of transcribing and writing</p>	<p>Student can produce a narrative text from interviews and road experience and plans ahead on their own. Is able to help others filter their interview experience. Has produced documentation of interviews with local consultants as well as veteran consultants. Has spent some quality time with local consultants. Works well without supervision. Peer eval-again</p>	<p>Shows up and eats the food. Can conduct interviews with minimal supervision. Keeps adequate notes and can transcribe interviews with some help. Has an interview plan and outline prepared for the next day. Peer eval again.</p>	<p>Late for the bus, hard to get up and get going. Keeps other people waiting. No planned work. Chicken scratches for notes that can't be read. No developed relationship with consultants. Have to go find them every time you turn your back in the writing sessions. Peer eval, maybe.</p>

<p>Week 3 Hue City and Hanoi Students should have developed narrative themes, that are reflective of their interviews and collaboration with consultants. Will have developed good relationships with consultants and will use this time to analyze and incorporate collaboration comments in text. 47 hours observation-interviews-seminars</p>	<p>Has a well developed narrative ready for edit. Has collaborated with veteran consultants and Viet consultants and included their comments in interview transcription. Has a complete day by day journal. Can help others and recommend strategies for narrative development. Good peer review write ups.</p>	<p>Knows where we are on the map and is still taking notes. Transcriptions are caught up and is collaborating with consultants and peers. Is at least talking about narrative thematic development and possibly starting to write a little. A fair peer evaluation.</p>	<p>Doesn't know what day this is or where we are. Signs of culture shock. Ill behaviors can affect the whole group. Transcripts are not caught up and peer evaluations have more to do with personal bias than performance.</p>
<p>Post travel meetings at Honors College BSU, alternatively on-line May 31 8 to 12 June 7 8-12 June 10 8-12 last edit June 14 12-2 Turn in 14 Hours class time 40 hours prep & writing</p>	<p>All transcriptions are done. Narrative manuscript is ready for edit and turn in before the final date. Is available to work with up-loading text and formatting pictures in text. Travel journal is complete and presentation paper is done.</p>	<p>All transcriptions done. Narrative is ready for first read at least by May 31st. Is accepting of critique and revision recommendations. Travel journal is complete and has a topic for presentation paper.</p>	<p>Working on figuring out interview transcripts. Not sure they can be read. Must be pushed to write narrative and doesn't take much critique. Can't contribute to the overall process because of personal work habits. No idea about a presentation topic.</p>

Policy Systems

By Asim Zia, University of Vermont

Welcome to PA 306: Policy Systems. In this introductory graduate-level seminar geared toward current and aspiring public administrators and policy analysts, students will learn about policy analysis frameworks and theories that aim at understanding and assessing the complex dynamics of change and continuity in policy systems. In particular, the emphasis is placed upon Institutional Analysis and Development Framework, the Multiple Streams Framework; Social Construction and Policy Design; the Network Approach; Punctuated Equilibrium Theory; the Advocacy Coalition Framework; Innovation and Diffusion Models, Large-N Comparative Models and Complex Systems. Further, students will apply these theories and frameworks to analyze a substantive public policy problem. These policy problems may span, or even cut across, a broad range of policy domains such as (included but not limited to) energy policy, economic policy, food policy, environmental policy, defense and foreign policy, space policy, homeland security, disaster and emergency management, social policy, transportation policy, land-use policy and health policy.

Course Objectives and Competency Learning Goals

At the completion of this course, students would be able to:

- Understand a wide range of public policy frameworks and theories for understanding and assessing the complex dynamics of change and continuity in policy systems;
- Engage in public policy analysis and evaluation, attaining higher competency in applying at least one policy system framework and theory;
- Critically analyze discourses surrounding public policy problems
- Develop and refine their research, writing, analytical, and problem-solving skills

This course extensively covers the following core Master of Public Administration (MPA) competencies:

- To lead and manage **public governance**
 - Public, private & non-profit sector collaboration and conflicts
 - Systems dynamics
- To participate in and contribute to the **policy process**
 - Political theory and practice
 - Policy streams, cycles and systems
 - Problem identification
 - Policy implementation
 - Policy analysis and evaluation
- To **analyze, synthesize, think critically, solve problems and make decisions**
 - Program evaluation and action research
 - Organizational learning and development

- Policy making in complex systems

This course also exposes students to the following core MPA competencies:

- To articulate and apply a **public service perspective**
 - Authentic citizen participation and community
 - Social and economic equity
- To **communicate** and interact productively with a **diverse and changing workforce and citizenry**
 - Pluralism/multiculturalism/cultural diversity
 - Coalition and team building
 - Information systems and technology

A Graduate Seminar

This course is designed as a graduate-level seminar, so all students are expected to take an active leadership role in stimulating class discussions on readings, assignments and relevant policy discourses as well as design and implement a major policy analysis project with real-world public policy implications. Active participation by students in the seminar discussions and a collaborative project is also required to help them achieve the course objectives through an interactive learning experience. Each 3-hour seminar bloc is typically broken down as follows: (1) Instructor introduces the policy theory topic (60 minutes); (2) A designated student leads the discussion on the policy theory topic (60 minutes); (3) Instructor introduces the policy analysis topic (30 minutes); (4) Open discussion on questions that are generated prior to and during the seminar (30 minutes). In addition, students will engage in a semester-length policy analysis project to apply and refine the concepts, skills and tools discussed during the class.

At the beginning of each class, students will have an opportunity to ask questions pertaining to course expectations and assignments. If any student anticipates missing a class, please let me know.

Course Website

A course website is created on Blackboard, which can be accessed at <https://bb.uvm.edu>. All power point presentations, additional readings, and detailed assignments will be available at the Blackboard website.

Texts and Other Readings

Required: (1) Sabatier, Paul A. (Ed.) (2007) **Theories of the Policy Process** (Second Edition). Westview Press. ISBN: 0813343593

(2) Weimer, David and Aidan R. Vining (2011) **Policy Analysis: Concepts and Practice** (5th Edition). Longman. ISBN 978-0205781300

Additional readings that are included in the list of readings below (shown in *italics*) are available on the Blackboard website.

Calendar

Date	Topics and Readings
January 13	Topic: Overview of Public Policy Theories and Frameworks Background Readings (Optional): Sabatier 2007, Chapter 1 Weimer and Vining 2011, Chapters 2 and 3
January 20	<i>Martin Luther King Holiday</i>
January 27	Policy Theory Topic: Institutional Analysis and Development Framework Readings: (1) Sabatier 2007, Chapter 2; [Ostrom] (2) <i>Ostrom, E. (2009) Beyond Markets and States: Polycentric Governance of Complex Economic Systems. Nobel Price Lecture. Available at http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/2009/ostrom_lecture.pdf</i> Policy Analysis Topic: Gathering Information for Policy Analysis Reading: Weimer and Vining 2011, Chapter 14
February 3	Policy Theory Topic: Multiple Streams Framework Readings: (1) Sabatier 2007, Chapter 3 [Zaharidadis] (2) <i>Bendor, Jonathan, Terry M. Moe, and Kenneth W. Shotts.(2001) "Recycling the garbage can: An assessment of the research program." American Political Science Review 95, 169-190.</i> (3) <i>Olsen, J. P. (2001). "Garbage cans, new institutionalism, and the study of politics." American Political Science Review, 95(1), 191-198.</i> Policy Analysis Topic: Landing on Your Feet: Organizing Your Policy Analysis Reading: Weimer and Vining 2011, Chapter 15

February 10	<p>Policy Theory Topic: Social Construction and Policy Design Readings: (1) Sabatier 2007, Chapter 4 [Ingram, Schneider and deLeon]</p> <p>Policy Analysis Topic: Cost-Benefit Analysis: Assessing Efficiency Reading: Weimer and Vining 2011, Chapters 16 and 17</p>
February 17	<p>Policy Theory Topic: The Network Approach Readings: (1) Sabatier 2007, Chapter 5 [Adam and Kriesi] (2) Rhodes, Rod A. W. (1990) "Policy Networks: A British Perspective." <i>Journal of Theoretical Politics</i> 2, 293-317.</p> <p>Policy Analysis Topic: Efficiency and the Idealized Competitive Model Reading: Weimer and Vining 2011, Chapter 4</p>
February 24	<i>Revised (President's Day Holiday) One Week Later</i>
March 3	<i>Spring Recess</i>
March 10	<p>Policy Theory Topic: The Punctuated Equilibrium Theory Readings: (1) Sabatier 2007, Chapter 6 [True, Jones and Baumgartner] (2) Jones, B. D., & Baumgartner, F. R. (2012). "From there to here: Punctuated equilibrium to the general punctuation thesis to a theory of government information processing." <i>Policy Studies Journal</i>, 40(1), 1-20.</p> <p>Policy Analysis Topic: Rationales for Public Policy: Market Failures Reading: Weimer and Vining 2011, Chapter 5</p>
March 17	<p>Policy Theory Topic: The Advocacy Coalition Framework Readings: (1) Sabatier 2007, Chapter 7 [Sabatier and Weible] (2) Weible, Christopher M., Paul A. Sabatier, and Kelly McQueen. (2009) "Themes and variations: Taking stock of the advocacy coalition framework." <i>Policy Studies Journal</i> 37, 121-140.</p> <p>Policy Analysis Topic: Rationales for Public Policy: Other Limitations of the Competitive Framework Reading: Weimer and Vining 2011, Chapter 6</p>
March 24	<p>Policy Theory Topic: Innovation and Diffusion Models Readings: (1) Sabatier 2007, Chapter 8 [Berry and Berry] (2) Mintrom, M. (1997) "Policy entrepreneurs and the diffusion of innovation." <i>American journal of political science</i>, 738-770.</p> <p>Policy Analysis Topic: Rationales for Public Policy: Distributional and Other Goals Reading: Weimer and Vining 2011, Chapter 7</p>

March 31	<p>Policy Theory Topic: Policy Process and Large-N Comparative Studies Readings: (1) Sabatier 2007, Chapter 9 [Blomquist]</p> <p>Policy Analysis Topic: Limits to Public Intervention: Government Failures Reading: Weimer and Vining 2011, Chapters 8 and 9</p>
April 7	<p>Policy Theory Topic: Complex Systems Framework Readings: (1) <i>OECD Global Science Forum (2009) "Applications of Complexity Science for Public Policy: New Tools for Finding Unanticipated Consequences and Unrealized Opportunities."</i> Available online at http://www.oecd.org/sti/sci-tech/43891980.pdf (2) Zia, A., Koliba, C. (2014) <i>The Emergence of Attractors Under Multi-level Institutional Designs: Agent Based Modeling of Intergovernmental Decision Making for Funding Transportation Projects. AI & Society: Knowledge, Culture and Communication</i></p> <p>Policy Analysis Topic: Correcting Market and Government Failures: Generic Policies Reading: Weimer and Vining 2011, Chapters 1 and 10</p>
April 14	<p>Policy Theory Topic: A Comparison of Frameworks, Theories and Models of Policy Processes Reading: Sabatier 2007, Chapter 10 [Schlager]</p> <p>Policy Analysis Topic: Adoption and Implementation Issues Reading: Weimer and Vining 2011, Chapters 11 and 12</p>
April 21	<p>Policy Theory Topic: Fostering the Development of Policy Theory Reading: Sabatier 2007, Chapter 11 [Schlager]</p> <p>Policy Analysis Topic: Government Supply: Drawing Organizational Boundaries Reading: Weimer and Vining 2011, Chapter 13</p>
April 28	<p>Class Presentations on Your Policy Analysis Project</p>

Assignments and Grading

Majority of the assignments are geared towards providing you hands-on experience in conducting public policy analysis and evaluation and applying theoretical models and frameworks discussed during the class in a real-world context of a policy analysis project. Here is an overview of the assignments. More detailed instructions for each of these assignments will be thoroughly discussed in the class and posted on the Blackboard.

Assignment 1: Policy Analysis Project (40%): Detailed instructions will be provided in the class on February 10th

Assignment 2: Group Policy Project (20%): Detailed instructions will be provided in the class on March 10th

Assignment 3: Critical Review of Weekly Readings (33%): You will provide a 500-750 word critical review of the readings assigned for each of the eleven weeks from January 27th onwards. Your critique could address theoretical, methodological and/or analytical issues and must clearly specify which readings are you criticizing. You must bring a printed copy of your review at the start of each class. No late submissions will be accepted.

Class Participation (7%)

Relevant Public Policy Journals

1. Advances in Economic Analysis & Policy
2. Agenda: A Journal of Policy Analysis & Reform
3. American Economic Journal: Economic Policy
4. American Foreign Policy Interests: The Journal of the National Committee on American Foreign Policy
5. The American Journal of Tax Policy
6. Analyses of social issues and public policy
7. Applied Economic Perspectives and Policy
8. Applied Health Economics and Health Policy
9. Applied Spatial Analysis and Policy
10. Asian American Policy Review
11. Asian Politics and Policy
12. Assessment in Education: Principles, Policy & Practice
13. Canadian-American Public Policy
14. Canadian Public Policy : Analyse de Politiques
15. Clean Technologies and Environmental Policy
16. Climate Policy
17. Colorado Journal of International Environmental Law and Policy
18. Communication Law and Policy
19. Comparative Labor Law & Policy Journal
20. Consumer Economic Policy
21. Contemporary Economic Policy
22. Cornell Journal of Law and Public Policy
23. Criminology & Public Policy
24. Critical Social Policy
25. Defense & Foreign Affairs' Strategic Policy
26. Development Policy Review
27. Drugs: Education, Prevention, & Policy
28. Duke Environmental Law and Policy Forum
29. Economic & Financial Policy Review

30. Economic Papers: A journal of applied economics and policy
31. Economic policy
32. Educational evaluation and policy analysis
33. Educational Policy
34. Educational research for policy and practice
35. Energy policy
36. Energy Sources, Part B: Economics, Planning and Policy
37. Environmental Economics and Policy Studies
38. Environmental Policy and Governance
39. Environmental Policy and Law
40. Environmental science & policy
41. European journal of housing policy
42. European Social Policy
43. Food policy
44. Foreign policy
45. Foreign policy analysis
46. Forest policy and economics
47. Genomics, society and policy
48. Global Environmental Change: Human and Policy Dimensions
49. Global Social Policy
50. Harvard Journal of African American Public Policy
51. Harvard journal of law and public policy
52. Health Economics, Policy and Law
53. Health policy
54. Health policy and planning
55. Health Research Policy and Systems
56. Higher Education Management and Policy
57. Housing policy debate
58. Information economics and policy
59. Information Infrastructure and Policy
60. Innovation: Management, Policy & Practice
61. International Economics and Economic Policy
62. International Journal of Cultural Policy
63. International Journal of Drug Policy
64. International Journal of Sociology and Social Policy
65. Journal for critical education policy studies
66. Journal of accounting and public policy
67. Journal of Business Administration and Policy Analysis
- 68. Journal of comparative policy analysis**
69. Journal of Consumer Policy
70. Journal of Disability Policy Studies
71. Journal of Economic Policy Reform
72. Journal of Education Policy
73. Journal of Educational Administration and Policy Studies
74. Journal of Environmental Assessment Policy and Management
75. Journal of Environmental Policy and Planning

76. Journal of European public policy
77. Journal of European Social Policy
78. Journal of Health Politics, Policy & Law
79. Journal of Higher Education Policy and Management
80. Journal of International Wildlife Law & Policy
81. Journal of Natural Resources Policy Research
- 82. Journal of Policy Analysis & Management**
83. Journal of Policy History
- 84. Journal of policy modeling**
- 85. Journal of Public Administration and Policy Research**
86. Journal of public health policy
- 87. Journal of Public Policy**
88. Journal of Public Policy & Marketing
89. Journal of social policy
90. Journal of Transport Economics and Policy
91. Journal of Transportation Law, Logistics, and Policy
92. Knowledge and Policy
93. Knowledge, Technology & Policy
94. Land use policy
95. Language Policy
96. Latin American Policy
97. Law & policy
98. Marine policy
99. Maritime Policy & Management
100. Middle East policy
101. OECD journal of competition law and policy
102. Outlook on Science Policy
103. Perspectives: Policy and Practice in Higher Education
104. Philosophy & Public Policy Quarterly
- 105. Policy: A Journal of Public Policy and Ideas**
- 106. Policy & Practice**
- 107. Policy and Society**
108. Policy, Politics, & Nursing Practice
- 109. Policy Review**
- 110. Policy Sciences**
- 111. Policy Studies Journal**
- 112. Policy studies : the journal of the Policy Studies Institute**
113. Politics & policy
114. Population research and policy review
- 115. Public policy and administration**
- 116. Public policy research**
117. Public Works Management & Policy
118. Regional Science Policy & Practice
119. Research policy
120. Review of environmental economics and policy
- 121. Review of Policy Research**

122. Science and Public Policy
123. Sexuality Research and Social Policy
124. Social Issues and Policy Review
125. Social Philosophy and Policy
126. Social Policy
127. Social Policy & Administration
128. Social Policy and Society
129. Space Policy
130. Sustainability : science, practice, & policy
131. Transport policy
132. Transportation Research Part A: Policy and Practice
133. Urban Policy and Research
134. Utilities policy
135. World policy journal