

PPPM 340 (Winter 2024; 25500) Climate-Change Policy

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PPPM 340 Climate Change Policy (CRN 25500)

Winter 2024

141 ALL


Professor Benjamin Clark (you can call me Ben or Dr. Clark, or Professor Clark)

Hendricks Hall 147b

[Send Messages via Canvas \(https://canvas.uoregon.edu/conversations\)](https://canvas.uoregon.edu/conversations)

541-346-7320

Office Hours: Tuesdays 1:00-1:45 (before class) in the Lawrence Hall Wilcox Hearth Cafe ([map \(https://map.uoregon.edu/e3a280ae7\)](https://map.uoregon.edu/e3a280ae7)).

Schedule meetings outside of office hours via my online calendar: [Book an appointment with me](https://outlook.office.com/bookwithme/user/12a3f7f2bbe24f42986e784155b8bb4d@uoregon.edu?anonymous&ep=plink)  (<https://outlook.office.com/bookwithme/user/12a3f7f2bbe24f42986e784155b8bb4d@uoregon.edu?anonymous&ep=plink>).

COURSE DESCRIPTION

Welcome! I am committed to the success of all students in this course, and I look forward to the learning, questioning, and growing that we will do together this term. This class provides an overview of important policies related to climate change. The goals of this course are:

- Understand the fundamentals of climate change.
- Provide you with an overview of important policies related to climate change.
- Examining the design and effectiveness of specific policies.
- Evaluate policy at different governmental levels—international to federal, state, and local policies and administrative implementation.
- Explore the role of activists and individuals vis-à-vis climate change policy frameworks.

STUDENT LEARNING OUTCOMES

Following completion of this course, students will be able to:

- Analyze climate change policy issues.
- Evaluate significant components of climate change policy, including cap-and-trade, carbon tax, carbon offsets, carbon markets, international climate agreements, transportation policies, energy efficiency policies, renewable electricity policies, and the Clean Air Act.
- Write clearly and persuasively about climate change policy.

- Articulate your role in climate change policy and action.

Assignments

- **Quizzes:** Quizzes will be done in class and in-person weekly on Thursdays (no quiz during finals week). The quizzes aim to keep the class on the same pace with readings and get quick check-ins on how well you are tracking and comprehending material throughout the term. The quizzes will often comprise 3-5 questions based on previous lectures and at least one based on one assigned readings for class that same week. Each student's two lowest scores will be dropped to allow for missed quizzes (thus 8 out of 10 quizzes are graded). There are no make-up quizzes because two quizzes are dropped, which gives you plenty of flexibility.
- **Written Assignments:** There will be two writing assignments. Detailed instructions for these assignments will be discussed in class. The due date is listed on the course schedule. You can turn in a rough draft two weeks before the due date so I can provide feedback. The first is an essay designed to link what you are learning in the class with graduate school opportunities you might be interested in pursuing later. The second is a policy-based assignment.
- **PhotoVoice:** This is a photo essay on the impact of climate change here locally. You will research, plan, shoot, edit, and submit at least five photos.
- **In-class and stickiness questions:** I will post polls and questions periodically during class. I will also ask you to let me know the lectures' stickiest points at the end of class. By answering the 'sticky' question surveys, I will be better able to ensure everyone is on track with the course and progress. You will get to drop the four lowest scores from these assignments. You have to be in class to complete these.
- **Final Exam:** The exam will be administered in person in this classroom. The exam will contain a mixture of multiple-choice, short-answer, and essay questions. Questions will be drawn from quizzes. This means quizzes are your study guide to the final. If it was a quiz question, then that topic is fair game for the final. The exam will take place on Monday, March 18, @ 12:30 (this is the university's designated exam time). Please plan your spring break plans to begin after exams.

Course Materials & Website

All course materials are posted here on the Canvas site. Please check the course website frequently for updates.

Grading Scale

100	A+	85-89	B+	70-74	C+	55-59	D+	<45	F
95-99	A	80-84	B	65-69	C	50-54	D		
90-94	A-	75-79	B-	60-64	C-	45-49	D-		

COURSE SCHEDULE --we follow the [Modules](#)

(<https://canvas.uoregon.edu/courses/236935/modules/640647>) in Canvas for our schedule.

Schedule updates will be announced in class and on Canvas. The schedule at the start of the term is a **tentative** outline of the course sessions with assigned readings. Dates for some topics will inevitably change. Please rely on the class Canvas account for up-to-date information on class readings.

Class FAQ

What kind and level of participation is expected in class? Students are expected to have obtained and read readings before class starts. If you do not understand the material, bring your questions, but do not use this as an excuse not to read. Reading is your first exposure to materials, which facilitates deeper in-class discussion. I expect all students to participate in the discussions in class. This doesn't mean you have to have your hand up all class long with answers to all questions. Instead, I would like regular, informed participation throughout the term while you are in the classroom.

What does professional practice mean in the context of this class? You are expected to behave professionally.

- All students should treat one another and the instructor professionally and respectfully.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- All course assignments should be completed using a word processor (of your choice, but specific document formats may be required that is assignment specific).

What should I do if I miss a class? If you must miss a class, please arrange to get class notes from a classmate. I will not provide my notes to students. I may or may not post my slides from class on Canvas. If I choose to post slides, it will be after a class has ended. Just like two quizzes are dropped, two absences are also allowed, no questions asked (captured via in-class polls and stickiness questions--I will drop the 2 lowest scores).

What happens if I miss an exam or turn in an assignment late? Missing the exam will result in a zero. Accommodations for AEC will allow for rescheduling an exam, but only if a request is made for this accommodation at least two weeks before the exam. Please provide the instructor with a "Student Religious Accommodation Request" form by the end of the second week of the term. The form can be found here:

<https://registrar.uoregon.edu/calendars/religious-observances>

(<https://registrar.uoregon.edu/calendars/religious-observances>). This accommodation cannot be made if this form is not received on time.

Extensions on the assignments' deadlines will be allowed only in rare circumstances. Five points will be deducted for the first hour the assignment is late, 10 points for the second hour, 20 points off after 12 hours, and five

additional points for every 12 hours thereafter.

As I mentioned earlier, there are no make-up possibilities for quizzes because you can drop the lowest two quizzes anyway. You'll need to make arrangements to take an exam early when absences are required due to approved university activities.

What is your incomplete policy? You are expected to turn in all assignments at the designated time. Following university policies, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

How long will it take for me to respond to a question via email? How long until a grade is posted? I strive to respond within one business day if you contact me with a question. This means during work hours, 9-5 on weekdays. It is not likely that I will respond over the weekend. If you want me to review your written assignments before turning it in, please send it two weeks before the due date. I strive to grade all assignments, quizzes, and exams within a week of the due date. Sometimes, it may take longer than that.

Why should you reach out to me? Talking with my students about our course material and public administration is a true pleasure. Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take at UO? Please be in touch!

Please also be in touch to tell me how you are doing in these difficult times—are you having a tough week? Having trouble with some aspects of the course? I want to strategize with you. I will do everything I can to help you succeed. I want you to succeed and change the world for the better.

What kind of citations and references should I be using? I'd like for you to use an in-text citation format for your written work, excluding exams. MLA, Chicago, and APA styles are acceptable. Please be consistent and accurate in using in-text citations, quotes, and your reference list at the end of your document. Ignorance of academic misconduct around citations/references is not an acceptable excuse.

Reference management software like Zotero or RefWorks or EndNote are fantastic time savers and are highly suggested. These tools help to store, manage, and format references that will save you hours of headaches. I use Zotero (a lot!!) and can advise on that software package. This research guide from the UO library can be a great help: <http://researchguides.uoregon.edu/citing-plagiarism/citationtools>
(<http://researchguides.uoregon.edu/citing-plagiarism/citationtools>)

Will we be looking at issues of equity and inclusion in this class? Absolutely. As part of the PPPM Equity Initiative, instructors are encouraged to describe how a course relates to issues of equity and inclusion. Equity and inclusion cut across planning, public policy, and management issues. The content of this course refers to equity and inclusion in discussing how climate change policy decisions include or exclude groups of people in society. We

will specifically discuss how our privilege can affect how we view what programs or policies to enact and how they impact other groups in society.

Do you have a policy on laptops and/or phones in class? I discourage the general use of technology during class. They are often distracting to you and your classmates. However, I ask you to use technology to engage with some questions/materials during class, so I will acknowledge I'm a bit of a hypocrite on the topic. If you do not have access to a device that allows you to get online during class, let me know so we can arrange a different process to capture engagement.

Can I use Generative AI (tools like ChatGPT) for my assignments?

For closed-book exams/quizzes: AI tools are not permitted. In fact, you cannot use any internet tools beyond the exam/quiz host site (Canvas) while completing these assignments. Having any browser windows/tabs or applications open while taking quizzes/exams may result in a zero in that assignment.

For written assignments: Academic integrity is our foundation as a community of learners. It defines the values we uphold and expresses a shared understanding of why we do so. This includes a commitment to truth, personal integrity, and certain standards and shared values on which membership in this community is based. By submitting an assignment for evaluation in this class, you assert that it accurately reflects the facts and to do so, you need to have verified the facts, especially if they originate from generative AI resources; you assert that all your sources that go beyond common knowledge are suitably attributed. Common knowledge is what a knowledgeable reader can assess without requiring confirmation from a separate source; you assert that you have respected all specific requirements of your assigned work, in particular requirements for transparency and documentation of the process, or have explained yourself where this was not possible. If any of these assertions are not true, *whether by intent or negligence*, you have violated your commitment to truth and possibly other aspects of academic integrity. This constitutes academic misconduct and will be treated like any other incident of academic misconduct. *In sum, you can use it* but do so carefully and thoughtfully. Do not expect ChatGPT or other tools to do a good or adequate job on their own to complete assignments. You will need to do reading, understand materials for the class, and synthesize this new knowledge in a way Generative AI cannot (yet) do. Please cite your sources, including GenAI, where appropriate. The plagiarism-checking tools the UO provides look for GenAI content and score it. Your instructor and grader will also read your work, check references, and scrutinize your work.

TLDR version: Be careful when using GenAI tools. Cite where and how you use GenAI. And, yes, you still need to work independently of GenAI for quizzes and exams. I wouldn't recommend using GenAI for anything beyond an outline, but I'm not going to sit behind you when you write either.

University Policies

Academic Disruption due to Campus Emergency

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email and on Canvas. If we cannot meet face-to-face, students should immediately log onto Canvas, read any announcements, and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

Academic Misconduct

The University Student Conduct Code (available at [conduct.uoregon.edu \(http://conduct.uoregon.edu/\)](http://conduct.uoregon.edu/)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [https://researchguides.uoregon.edu/citing-plagiarism \(https://researchguides.uoregon.edu/citing-plagiarism\)](https://researchguides.uoregon.edu/citing-plagiarism).

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for various disabilities – apparent disabilities, such as mobility or physical disability, or non-apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoaec@uoregon.edu) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

Accommodations for Religious Observances

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website ([https://registrar.uoregon.edu/calendars/religious-observances \(https://registrar.uoregon.edu/calendars/religious-observances\)](https://registrar.uoregon.edu/calendars/religious-observances)) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

Inclement Weather

Class is generally expected to meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced via Canvas and email. Expect

a class to be taken to Zoom instead of canceling class altogether. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/content/inclement-weather-immediate-updates>. (<https://hr.uoregon.edu/content/inclement-weather-immediate-updates>)

Reporting Obligations

I am a designated reporter. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations \(https://investigations.uoregon.edu/employee-responsibilities\)](https://investigations.uoregon.edu/employee-responsibilities) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit [safe.uoregon.edu \(https://safe.uoregon.edu\)](https://safe.uoregon.edu) for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [investigations.uoregon.edu/how-get-support \(https://investigations.uoregon.edu/how-get-support\)](https://investigations.uoregon.edu/how-get-support). I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect \(https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect\)](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).

Mental Health and Wellness

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: [https://blogs.uoregon.edu/basicneeds/food/ \(https://blogs.uoregon.edu/basicneeds/food/\)](https://blogs.uoregon.edu/basicneeds/food/)