

The Evergreen State College
Masters of Public Administration Program

Syllabus

“Environmental Policy”

A two-credit elective
 Fall 2014

Adjunct Faculty:
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Use this contact information only. Do NOT use Faculty’s TESC email or “Canvas”.

Classroom dates and times

Friday, November 7, 5-9 pm
 Saturday, November 8, 9-5 pm
 Sunday, November 9, 9-5 pm

An optional tour of the Washington State Legislative Building and Capital Campus will be scheduled sometime during the quarter

Class location

Seminar II Building, Room A-3109

CONTENTS OF THIS SYLLABUS

	<u>Page</u>
I TESC’s MPA Mission Statement	2
II Course description: Environmental Policy	2
III Learning Objectives	2
IV Class Assignments Summary	3
1. Memo to Faculty – Due by October 5	
2. Observations of environmental issues in current legislative campaigns	
3. Legislative history of a piece of state environmental legislation	
V Details of Assignment 2 – Observations of environmental issues in campaigns	3-6
V Class Expectations	6

I TESC MPA MISSION STATEMENT

“Be the Change”

Our students, faculty and staff seek to create learning communities to explore and implement socially just, democratic public service. We seek to *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

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II COURSE DESCRIPTION

The course will introduce students to major contemporary environmental issues and the political context and accountability processes associated with their adoption, implementation, and change. The focus will be on the state legislative process, using Washington State as the example. Discussion will include the relationship between federal and state constitutions; the role of elections and campaigns in policy setting; the basic relationships between state, national, tribal, and local governments; and more.

Discussion will also include an overview of formal and informal rules and procedures of the state legislative process, advocacy strategies, citizen access, political accountability, relationships between the three major branches of government, and major political and legal influences on environmental policies. Highly experienced guests will be invited to class to share their experience and expertise.

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III LEARNING OBJECTIVES

Students should develop or improve their ability to think about and discuss:

- Contemporary debates about environmental issues.
- Political accountability in its many forms.
- The critical role of the elections process.
- The state legislative process.
- How state government and other governments are organized regarding environmental policies.
- Federal and state constitutional relationships.
- The State Enabling Act, particularly as it affects public lands.
- The distinction between constitutional, statutory, and administrative law.
- How to research the history of a piece of legislation.
- The basic relationships between national, tribal, state and local governments.
- How to search for truth when confronted by competing arguments about science.

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IV ASSIGNMENTS SUMMARY

1. **Send introductory memo to Faculty. Due: on or before October 5.**

Please briefly describe:

- Your interest in taking this class: what are the most important things you hope to get out of it?
- Your educational, professional, political, and/or volunteer background that is relevant to the class. This is to help Faculty keep the class oriented toward students' interests.
- What email address would you like me to use? Your TESC email or another one?

2. **Research and prepare written observations of environmental issues involved in current legislative races.** Assignment is described below.

Due: November 10.

3. **Research and prepare a written history and analysis of an environmental bill or budget item which was actively considered in the Washington State Legislature during recent years. It must have passed at least one Chamber.** Assignment will be described in a separate email. It will include using the Legislative Web Page, the Public Disclosure Commission web page, TVW archives, interviews with participants, and commentary on how concepts presented in class orally and in handouts might apply.

Due: Last week of Fall Quarter. Subject to time available, students might be asked to provide a preliminary summary of their research orally to the class.

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V DETAILS OF ASSIGNMENT 2

Observations of environmental issues involved in current legislative campaigns.

Begin: Immediately ***Due: November 10***

Purpose of assignment.

To increase awareness about:

- The highly political nature of environmental policy.
- The major significance of elections for the establishment, implementation, and change in environmental policy.
- How current state environmental policy might be affected by the outcomes of debates about environmental issues in current state legislative races.

Definitions

“Environment” should be broadly interpreted. It can include: air, water, climate, water, toxics, waste, forest management, shoreline management, State Environmental Policy Act, Shoreline Management Act, Growth Management Act, energy, transportation, processes for government regulation of environmental policy, fish and wildlife, salmon recovery, shellfish bed regulation, oil spill prevention and response, Puget Sound restoration, watershed management, oil and gas pipelines, rail transport of coal

and oil, mining, vehicle exhaust, intergovernmental relations in environmental policy, habitat, agricultural practices, industrial management practices, and more.

“**Policy**” can include: constitutional provisions, statutes, revenue and budget, governor actions, agency actions.

“**Information sources**” must be identified, using citation styles of “Chicago Style” or “American Psychological Association Style”.

The Assignment – 3 parts

1. **Identify environmental issues are being actively debated in legislative races this year.**
 - a. **Select at least two legislative races from among those listed below.** (These are among the more actively contested races for the Washington State Senate and House this year.)
 - b. Identify which specific environmental issues are being actively considered in each race. Are these issues prominent or not? What does each candidate advocate specifically and is it similar to or in contrast with their opponent? What appear to be the reasons why these issues are involved in these races? For example, does it strongly affect local people and resources?
 - c. Are independent organizations or prominent opinion leaders with interests in environmental issues engaging in this race? For example: endorsements, financial contributions, volunteer help, “Independent Expenditures”, etc.
 - d. Has media coverage of the races, or editorial comment about the races, included reference to environmental issues?
 - e. What are the similarities and differences in environmental perspectives between the two competing candidates?
 - f. If re-elected or newly elected, how might each candidate affect environmental policy during the 2015 legislative session?

2. **Identify the political party positions on these and other environmental issues.**
 - a. What environmental policies are advocated in the state party political platform of each candidate?
 - b. What are the similarities and differences?
 - c. Are the candidates you selected advocating policies that are consistent with or deviate from their state party platforms?

3. **What are the election results in each race?** (Check the Secretary of State’s web page after the November 4 Election Day. Results begin being displayed shortly after balloting ends at 8 pm.)
 - a. Did environmental issues appear to play a role in the outcome?
 - b. Will the winning candidate become part of the Majority or Minority in their respective Chamber of the Legislature?
 - c. What might be the implications of this result for environmental issues in the 2015 Legislature?

4. **What did you learn from this exercise?**
 - Anything particularly insightful and helpful?
 - Anything you particularly liked or didn’t like?
 - Any surprises?

- Anything puzzle you?
 - What might you like to pursue further?
5. **Extra credit. (Optional)** Explore these same questions for Congressional races in Washington State, or for more than two state legislative races.

Where to find information

- Candidate web pages and mailers.
- Political party web pages. Check both state and local party web pages.
- Washington State Public Disclosure Commission. They have information about all political contributions and expenditures. They also sometimes issue interesting summary reports.
- News media resources. Check media who serve the District geographic area of the candidate. Letters to the editor and Op Ed's might contain informative information. Check newspapers, TV, radio, on-line news sources, blogs, etc.
- Washington State Secretary of State web page, which has maps of legislative districts and past voting data.
- Web pages of advocacy organizations. These often show who they endorse or oppose and why. They sometimes show their contributions to each campaign.
- Legislative caucus campaign organizations. (Nongovernmental. Each Caucus has one.)
- Google, Wikipedia, etc.
- TVW Archives
- Interviews with knowledgeable people.

LIST OF LEGISLATIVE RACES FROM WHICH TO CHOOSE

HOUSE RACES

- 17th District (Vancouver, Clark County) – Representative Monica Stonier (D) v. Lynda Wilson (R)
- 25th District (Puyallup-Sumner, Pierce County) – Representative Dawn Morrell (D) v. Melanie Stambach (R)
- 26th District (Gig Harbor, Pierce County) – Representative Jesse Young (R) (*Appointed to fill a vacancy, not elected*) v. Nathan Schlicher (D)
- 26th District (Gig Harbor, Pierce County) -- Representative Larry Seaquist (D) v. Michelle Caulier (R)
- 28th District (Lakewood, DuPont, University Place, Pierce County) – Christine Kilduff (D) v. Paul Wageman (R) – *No incumbent.*
- 30th District (Federal Way, King County) – Representative Roger Freeman (D) v. Jack Dovey (R)
- 44th District (Snohomish County) – Mark Harmsworth (R) v. Mike Wilson (D). *No incumbent.*
- 45th District (Kirkland, King County) – Representative Roger Goodman (D) v. Joel Hussey (R)

SENATE RACES

- 6th District (Spokane, Spokane County) – Senator Michael Baumgartner (R) v. Rich Cowan (D)
- 26th District (Gig Harbor, Pierce County) – Senator Jan Angel (R) v. Judy Arbogast (D)
- 28th District (Lakewood, Steilacoom, Pierce County) – Senator O'Ban (R) (*Appointed to fill a vacancy, not elected to this seat*) v. Representative Tami Green (*leaving her House seat to run for the Senate*)

- 30th District (Federal Way, King County) – Mark Miloscia (R) (*formerly a House Democrat*) v. Shari Song (D)
- 35th District (Shelton, Mason County, and parts of Thurston and Kitsap Counties) – Senator Tim Sheldon (*Filed as a D, but caucuses with the R's in a Republican-dominated new "Majority Coalition Caucus" ---the MCC--- not a member of the Senate Democratic Caucus*) v. Irene Bowling (D)
- 42nd District (Whatcom County) – Senator Doug Erickson (R) (*Chair of the Senate Committee on Environment and Energy*) v. Seth Fleetwood (D)
- 45th District (King County, east of Lake Washington) – Senator Andy Hill (R) (*Chair of Senate Ways and Means Committee*) v. Matt Isenhower (D).

MPA Environmental Policy Class – 2014

Assignment 3:

Legislative history and political context of an environmental bill: **Research and analysis**

Due: Last week of Fall Quarter

The **purpose of this assignment** is for you to:

- (A) Become familiar with the specifics of the legislative process and how to do basic research,
- (B) Consider the political/legal context of a bill, and
- (C) Consider how scientific information and scientists can be involved in the legislative process.

The specific assignment is to select a piece of environmental legislation that passed at least one chamber of the Washington State Legislature in recent years and:

- (A) Research the basic legislative history of the bill, and
- (B) Analyze its political/legal context, and
- (C) Observe how scientific information and scientists were involved in the bill's history.

I'll send you a list of some suggested bills, but do feel completely free to select another bill that interests you.

Please try to have your bill selected by the time of our Intensive Weekend.

Part (A)

In researching the basic legislative history of the bill, your key research tools are likely to be:

- The Washington State Legislature webpage. On Sunday of our Intensive Weekend, our guest will be the manager of this website, who will explain fully how to navigate it.
- TVW Archives. (You can watch or listen to actual video or oral archived debates.)
- Washington State Public Disclosure Commission website– data on lobbyists and their spending, and data on *who* made campaign contributions to legislators. (Focus on large contributions and patterns of contributors.)

I highly recommend interviewing one or more people who were directly involved in a bill: the Prime Sponsor, a lobbyist, an agency representative, a legislator, a legislative staff member, media, etc. Most people involved in a bill are happy to discuss it with a student.

Some components to look for in understanding and describing the history of a bill:

- Why was the bill introduced? What was the problem and proposed solution? Had legislation or other strategies been tried in the past?
- What is the specific policy question before the Legislature? *State it in one sentence in the form of a question.*
- Who were the principal advocates and why? What were their strategies?
- Who were the principal opponents and why? What were their strategies?
- What steps did the bill take as it progressed through the legislative process? What happened in the Chamber of Origin's: policy committee, fiscal committee, Rules Committee, the Floor? What appeared to be "easy" and were there difficulties? Was it amended significantly?
- What happened in the second Chamber? Did it get treated differently in the Senate and the House? Did it pass the Legislature?
- What was the role of the Governor during the legislative process? If it passed the Legislature, what happened next? Who lobbied the Governor to sign or veto, and what was the Governor's action?
- What were the partisan aspects to the progress/non-progress of the bill?
- What were the roles of the Governor, state agencies, state boards and commissions, statewide elected officials, courts, federal government, local governments, tribal governments?
- What were the roles of lobbyists? What do PDC records show they spent?
- Did the media play a significant role?
- What was the role of scientific information and scientists, and how did legislators react to this?
- How did elections affect the consideration and outcome of the bill? Might elections and voters affect the outcome in the future?

Part (B)

In considering the political/legal context of the bill, please review the following documents, and in your paper, include your assessment of how the concepts in them might be involved in your bill.

I'll discuss the major elements of each on Saturday morning of our Intensive Weekend.

- Chapter on "Controversy in Economics" written by Joan Robinson in the 1940s. I'll send this by email, together with some study questions to help you focus as you read.
- US Declaration of Independence. Please find this on-line or in another way. Note what the writers' complaints were about their current government and what they wanted to replace it with.
- Federalist Paper No. 10. I will send to you by email a copy with my own marked highlights indicating key points on which I encourage you to focus, together with some study questions to assist your reading.

- US Constitution. I'll send by email two documents. One is a copy of the US Constitution with my hand markings of key provisions that affect state decision-making. The other is a document I prepared which summarizes key provisions that affect states.
- State Enabling Act. You can google the document. I'll send you my outline of key sections affecting state policy-making, together with some study questions to assist your reading.
- State Constitution. I'll send you my outline of key provisions affecting the role of the State Legislature. I encourage you to generally browse through the full document.
- Alsdorf Decision explaining the role of the State Constitution. I'll email this.
- Public Choice Theory. Please google this subject and read an article or two about it to understand the basic concept.

Part (C)

Describe the role of scientific information and scientists

- Was "science" referred to in the text of the bill?
- In legislative policy committees, was "scientific" information provided? If so, by whom and for what purpose? What was its source and quality? Was competing scientific information submitted? What was the reaction to scientific information by legislators and interested parties? Did any scientists testify?
- Was scientific information referred to in any Floor debate?

OTHER HELPFUL REFERENCES

- www.access.wa.gov This is the State of Washington's official website, with excellent information about all agencies, and excellent links to other resources.
- www.washingtonstatelegislature.gov This is the Washington State Legislature's official website. You can track the history of a bill, get copies of bills and amendments, obtain information about legislators, get copies of fiscal notes, link to TWV archives quickly, and more.
- www.tvw.org/archives Television Washington's (TVW) website has archives that will allow you to watch or listen to legislative debate on any bill in recent years. You can also look at archived interviews, press conferences, etc. You can also link to specific TVW bill archives from the Washington State Legislature web page when you are looking up the history of a specific bill. This wonderful technology is only a year or two old.
- Office of the Code Reviser – Washington State. Googling this site will allow you to find any state constitutional provision, law, administrative code provision, and rules for bill drafting. You can get to this site directly, or through access.wa.gov or the Washington state legislature web site.
- 2013 citizens guide to the Washington state budget. Google this, and it will take you to an pamphlet with definitive summary descriptions of state revenues and expenditures. I highly recommend you review this booklet.
- A map showing locations of the 39 counties of Washington State. I found a good statewide map by googling "maps of counties in Washington state". An excellent map came up on the "Geology.com" web page.
- A map showing locations of the Indian Tribes in Washington State. I found an excellent map by googling: "map of indian tribes in Washington state"
- The Department of Natural Resources' map showing locations of many categories of public lands. For this class, please especially note categories of public lands managed by the State of Washington. I was not able to find this on-line, so I'll bring paper copies on November 7. You

can pick up a copy yourself in the lobby of the Natural Resources Building on the Capital Campus.

JUST FOR FUN

I'll provide you with a copy of the "Jacobsen and Metcalf Laws of Parliamentary Democracy", which is a list of humorous "rules" developed over many years. They give you both a chuckle and some insights into the challenges of working through the process.

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VI CLASS EXPECTATIONS

Materials provided by Faculty. Faculty will provide students with multiple documents relating to class subjects. Students are expected to read and think about them, and to incorporate their reactions to them into class discussion and writing assignments.

Format of Assignment Submissions: Written assignments may be submitted in either paper or electronic format. All papers must meet assignment parameters. All written work must include citations about sources of information, using either the Chicago Style or the American Psychological Association Style. All written work must be of high quality, grammatically correct, clear, and without spelling errors. Failure to meet this expectation may result in written work being returned for improvement and/or the student being directed to work with the Graduate Writing Assistant. Students may, on their own, request resource writing assistance from faculty and/or contact the Graduate Writing Assistant.

Late assignments. Please discuss with faculty.

Participation and Attendance. Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class discussions, actively listening to others, taking notes, avoiding distractions, actively listening to and dialoging with the guest speakers, and avoiding dominating discussions. If an absence is unavoidable, please notify faculty in advance. Make-up work may be assigned at faculty discretion.

Use of Electronic Devices. The course is mostly paperless. Most reading material will be sent by email. Some handouts will be provided at class sessions. Computers, or other electronics, used during class should be for class purposes only, such as for note-taking or researching subjects being discussed. Students should keep in mind that the class is participatory and that the learning community is dependent upon people being present and engaged in what is happening in class. Please turn off cell-phones.

Credit. Students will receive two graduate credits at the completion of the course if all course requirements have been satisfactorily completed. Academic dishonesty and plagiarism (see MPA handbook), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of total credit. Students will be evaluated based upon their

progress towards the learning goals---assessed from classroom participation and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

Evaluation. Written self-evaluations and a faculty evaluation are required for credit at the end of the quarter.

Multiculturalism and Diversity. Faculty and students should work toward weaving multiculturalism and diversity throughout our learning in readings, lectures, seminars, and group projects.

Learning Styles. Faculty should endeavor to provide information in multiple formats. Please discuss with faculty desired learning style options and/or personal challenges.

Accommodations. These are provided for any student who desires them through a working relationship with Access Services, the Writing Center, and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students With Disabilities Policy.

Other Expectations of Students and Faculty. We commit to promoting a cooperative, supportive atmosphere within the community; giving everyone opportunity for self-reflection and expression; using high standards in reading materials and preparing our papers, lectures, and comments in seminar; handling all disputes in a spirit of goodwill; respecting our differences; and discussing any problems involving others in the learning community directly with the individuals involved.

We abide by the social contract, the student conduct code, and the non-discrimination policies and procedures at TESC. See the College's Student Conduct webpage for more information.

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Guest policy. Many highly experienced guests will be invited to class, and thoughtful interaction with them is highly encouraged. Please welcome them, and treat them and their contributions to the class with respect and appreciation. Generally, students are requested to NOT bring guests to class. For any exceptions, please consult Faculty.

Inclement Weather. In the event of bad weather or emergencies, students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main campus line, 867-6000, to get the latest news regarding a campus closure or delay. Since many students travel from relatively distant locations, faculty may decide to cancel a class even if the campus is open. If we do this, we will send an all-program email by 3 pm. If you've not already done so, please sign up to receive alerts about campus closing or other emergencies here. Feel free to also call the Adjunct Faculty, Karen Fraser, at 360-250-6261.

Communicating with Each Other. For this class, for communications between Faculty and students, the Adjunct Faculty will ONLY use a private email address: karenfrasertesc@comcast.net Faculty has been provided by the MPA program with each student's campus email address. If a student would prefer to

receive emails for THIS class at another email address, please advise Faculty. This Faculty member is NOT trained in the use of "Canvas" and thus will NOT be using it.

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