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Spring 2-1-2015

PSCI 460.01: ST - Environmental Policy

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University of Montana
Political Science 460: Environmental Policy
Monday/Wednesday/Friday: 10:10-11 a.m.
Spring 2015

Instructor Information

Three (3) credit hours

Classroom: Liberal Arts 337

Instructor: Dr. Sara Rinfret

Professor's Office: Liberal Arts 352

Email: sara.rinfret@mso.umt.edu (email is the most reliable way to contact me)

Office Hours: Monday (9-10a.m.), Wednesday (9-10a.m.), Thursday (2-3p.m.), or by appointment

Course Description

This course surveys environmental politics and policy, primarily in the United States. We will examine the nature and scope of environmental, energy, and natural resource problems; contrasting perspectives on their severity and policy implications; the goals and strategies of the environmental community and its opponents; public opinion on the environment; scientific, economic, political, and institutional forces that shape policymaking and implementation; approaches to environmental policy analysis; and selected issues in environmental policy both within the U.S. and globally. On any given week the course format will include: Monday (lecture); Wednesday (application or carbon project work group); Friday (case/student perspective).

Expectations for Student Learning

The learning objectives of the course are to foster critical thinking skills appropriate for students of all majors, by carefully considering the context in which environmental decisions are made. I want you to be able to think about environmental policy in real life situations, and express that thinking in writing and in discussion. Therefore, a major portion of the class will be devoted to environmental policy and practice through the utilization of case studies and a major project for the University of Montana.

Therefore, by the end of the semester each student should be able to:

- Understand the origins and development of environmental policy in the United States.
- Use case studies to apply theory to practice.
- Engage in research for a carbon offset project and craft a clear and concise policy solution for the University of Montana.
- Enhance critical thinking, public speaking, and writing skills by carefully considering the context in which environmental decisions are made.

Required Course Readings

1. Rinfret, Sara and Michelle Pautz. 2014. *U.S. Environmental Policy in Action: Practice and Implementation*. Palgrave MacMillan.
2. Hernan, Robert. 2010. *This Borrowed Earth: Lessons from the Worst Fifteen Environmental Disasters around the World*. MacSci
3. (Purchase if you don't own a writing handbook): Sommers, Nancy and Diana Hacker. 2014. *A Pocket Style Manual*. Bedford.

*You are also required to access on-line reading materials posted on the Moodle site (see course schedule).

Using Moodle:

This semester each student is enrolled in Moodle. On Moodle students can find additional copies of the course syllabus, readings, assignment instructions, grades, dropboxes for assignments, and class announcements. Here is the link for Moodle access: <http://umonline.umt.edu/>

Keep in mind that Moodle is organized through four tabs:

1. Course information – extra copy of the course syllabus
2. Readings – organized by week to coincide with the course schedule
3. Assignments – where you submit assignments, find samples, or additional instructions
4. Carbon Project – additional instructions

Graduate Students:

If you are a graduate student taking this course the expectation is that you will take a leading role in all coursework and discussions.

Assessment of Student Learning Outcomes:

Students are evaluated according to their performance in the following areas: why should we care Fridays, carbon offset project, course participation, and performance on an exam. Descriptions are listed below and to be transparent/fair, each assignment for this course provides evaluative criteria so you can use as a guide for how grades will be awarded for your efforts.

Guidelines for Written Work:

All written assignments should meet the following criteria unless otherwise noted in the assignment instructions:

1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow one of the following style guidelines: MLA, Chicago, or APA
 - a. In text citations (parenthetical or footnotes) and a reference page are required
3. Assignments are due as noted in the course schedule. Late assignments will not be accepted. If a student is absent on the day an assignment is due, he/she should make arrangements to turn in the assignment ahead of time.
4. All assignments must be turned in by the due date electronically via Microsoft Word to Moodle. If the instructor cannot open the document, the student will not receive a grade. *The only assignments that should be turned in as a hard copy to the instructor are the Why Should We Care assignments on non-presenting summaries.* Submission of assignments via e-mail will not be accepted due to university FERPA policies.
5. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism. Also, Wikipedia should not be used or cited in this course. The expectation is that scholarly sources will be used to complete assignments.

Why Should We Care Fridays (75 points possible)

Students will work in a small group of their choice and are responsible for leading a portion of a class session (at least 25-30 minutes) through a facilitated discussion of a selected case study (see course schedule). The assignment requirement is twofold – handout (guide for your own research and class resource) and presentation (meaningful message for the class):

What to include in your handout (25 points possible out of 75):

1. Your group will be graded on a **one-page** handout (maximum) you prepare for the class (make enough copies for class and instructor)

2. In this handout, you should use an outline format with clear subheadings that address:
 - a. *Origins/overview of the problem,*
 - b. *Define the conflict/controversy,*
 - c. *The role of actors in the case (i.e. institutional actors, industry, environmentalists),*
 - d. *Where this issue fits into environmental policy more broadly, and*
 - e. *Concluding thoughts/recommendations for the future/why we should care.*
3. This handout should be clearly organized, grammatically correct, and not a regurgitation of the reading.

What to include in presentation (50 points possible out of 75):

1. Provide a **very brief** overview of the case (this shouldn't be longer than 1-2 minutes in length).
2. Identify how the case links to course materials for the week.
3. Engage classmates in a fruitful discussion about the topic or explain why we should care. To explain why we should care, students are required to go beyond the assigned case for the day and engage your classmates in learning about a particular aspect of environmental policy (i.e. what is happening today with the particular case).
4. Conclude with a meaningful message or approach for the future.
5. Remember, your presentation should not be a regurgitation of your handout or a PPT with lots of text. While each group receives the same grade for the handout, the 50 points for the presentation portion is individually graded so please practice beforehand.

Please Note: *If you decide to use technology, please make sure to email your presentation to Professor Rinfret no later than 9a.m. on your assigned date. Also, groups are required to meet with Professor Rinfret at least 2 days before presenting.*

Evaluative Criteria for Why Should we Care Fridays

A Range: Clearly follows lists above for presentation/handout; organized presentations/flows from one group member to the next, engaged the class, thoughtful/creative presentation

B Range: Attempts to follow most of the lists above for presentation/handout; organized presentation, but flow is not clear from one student to the next, group attempts to engage the class

C Range: Attempts to follow most of the lists above for presentation/handout; unorganized presentation/one group member dominants, flow is not clear from one student to the next, and a PPT with lots of text is used

D-Below: Unorganized and hastily put together presentation and handout – items listed above are not followed.

Non-Presenting Fridays (60 points possible)

If you are not facilitating the discussion on Friday, you are responsible for writing a brief commentary. Rather, non-presenting students are required **four times (worth 15 points apiece)** during the semester to type a 1 page (double spaced) analysis defining what the case is about, who the major players are, why you think we should care about the topic, and a list of 2-3 questions to ask the presenters in your concluding section. This is due at the beginning of class/hard copy.

Evaluative Criteria for Non-Presenting Fridays

A Range: Includes all assignment details in a clearly written and organized 1 page analysis (max); properly cited; questions for presenters are thoughtful and engaging and included in the concluding paragraph

B Range: Attempts to include assignment details with minor grammatical errors/not properly cited; over 1 page; and questions for presenters are unclear.

C Range: Unorganized paper with grammatical errors; over 1 page; forgets questions.

D-Below: Clearly rushed paper that was completed last minute.

Participation and Attendance (75 points possible)

In any course participation and attendance is essential; students who are not in class do not have the opportunity to learn from the rest of the class and the class does not have the opportunity to benefit from an absent student. Since this course meets three times a week, students are allotted three absences for the semester for any reason. If a student accrues more than three absences, his/her grade will be adversely impacted. Also, upon a third absence and any additional absence (regardless of the reason) thereafter, the student will be required to submit to the instructor a three-page paper summarizing the assigned reading for each absence.

Moreover, students who are frequently late to class or who leave early should also expect to have their participation grade reduced. After all, being late to a class is problematic for the student who is tardy, fellow students, and the instructor. A student who arrives late to class is disruptive to everyone. Students are expected to get to class on time and stay for the duration of the class.

Because class participation and discussion are vital to this class, it is imperative that class discussions be conducted in an appropriate and professional manner that benefits the larger university environment. Therefore, debate is encouraged as long as it is conducted with respect and civility. Courtesy in class discussion extends to making sure *cell phones are silenced* and are *not accessed* during class. Additionally, studies have shown that laptops and tablets are a great distraction and detract from the classroom setting. **Thus, laptops and tablets are not permitted in the classroom unless otherwise instructed by the professor.**

In-class or homework assignments and the carbon project: Throughout the semester the class will work on small group assignments, minute papers, or movie/guest speaker reflections. Such assignments will be conducted in-class or taken home for completion, due the next class period. These assignments are graded and part of your overall participation grade. You cannot make up these assignments if you miss class. Also, listed in the course schedule are class sessions devoted to helping your carbon group meet deadlines. Group members should not miss these class sessions.

Evaluative Criteria for Participation

A Range: Prepared for class, clearly engaged in classroom discussions – contributes at least twice per week and is truly invested in carbon project (not a free-rider and does not dominate conversation), does not leave class (this includes group work), does not engage in unprofessional behavior, perfect attendance.

B Range: Occasionally engaged in larger and small group discussions, does not leave class, sometimes engages in unprofessional behavior, and misses 3 class sessions.

C Range: Rarely participates in larger and small group discussions, does not leave class, often engages in unprofessional behavior, and misses 3 classes.

D-Below: Does not participate in larger and small group discussions, leaves in the middle of classes, illustrates rude and unprofessional behavior, misses more than 3 classes

Examinations (100 points possible)

This course will complete one take-home examination. The exam will have a list of essay questions for students to answer. *Make-up exams are not an option so please plan accordingly. Graduate students will have the same*

amount of points possible but will have different exam questions/writing expectations.

Carbon Offsets Project (185 points possible)

Students will embark on an intensive, semester long project, which will link policy and practice. The focus of this project is to devise a campus-wide approach/solution so the University of Montana can reach its 2015 carbon emissions goal. As the recent campus climate report suggests, “With a 2015 goal of carbon emissions reduction by 10% below 2007 levels quickly approaching, the prospect of the University purchasing carbon offsets is currently being considered. In fact, the only way to meet our near and longer term carbon reduction goals is to purchase carbon offsets. In order to determine how we move forward, input is needed on strategies for reaching our collective goals, including what types of carbon offsets to purchase, what criteria to use when selecting offsets, how our campus community prioritizes and pays for these offsets, and recommendations for new policies and practices.” Our class will attempt to answer these questions through a semester long project.

The appendix at the end of the syllabus provides detailed assignment instructions.

Firing Option for Carbon Project:

The firing option links to our major group carbon project for the semester. Often working in groups can be difficult, thus each group reserves the right to use the firing option. For underperforming team members, a group can fire a team member after first providing a written warning and consultation with the professor. If the performance does not improve after the warning, the group can fire their teammate. Fired students will then have to conduct an additional research project on their own in addition to any remaining carbon assignments.

Totals Points for the Course

Exam	100 points (20%)
Why Should we Care	75 points (15%)
Non-Presenter Summaries	60 points (12%)
Carbon Campaign Project	185 points (37%)
Participation	75 points (15%)
Total	495 points possible (If no alterations to the syllabus)

Grading Policy: The University of Montana uses the **Plus/minus** grading system and a **Credit/No Credit** system (the CR/NCR replaces the Pass/Fail system used in the past). *General education courses must be taken using the traditional letter grade to count toward one's general education requirements.* To accommodate the Plus/Minus system the grading scale shown below will be used.

Grade	Point Scale	Point Range	GPA
A	93-100	8 points	4.00
A-	90-92	3 points	3.67
B+	87-89	3 points	3.33
B	83-86	4 points	3.00
B-	80-82	3 points	2.67
C+	77-79	3 points	2.33

C	73-76	4 points	2.00
C-	70-72	3 points	1.67
D+	67-69	3 points	1.33
D	63-66	4 points	1.00
D-	60-62	3 points	.067
F	59 or lower	N/A	0.00

***Please Note: If a student is .5 from a letter grade, the total will be rounded up.**

Course Schedule

I strongly suggest that you to stay up with the readings in order to maximize your classroom experience and minimize personal discomfort for the exams and discussion sessions. Although this is the general outline of readings, the schedule may change as the semester proceeds. Therefore, please check reading assignments with me or a classmate if you miss a class. Any readings noted with a (*) are listed on Moodle under “course readings,” and BE is from the *Borrowed Earth*.

Date	Topic	Reading/Assignments
Week 1: Monday, January 26	Course Overview and Introductions	
Wednesday, January 28	Historical Underpinnings of U.S. Environmental Policy and Beyond Gridlock	Read: Rinfret and Pautz, Chapters 1 and 2; *Klyza and Sousa, Chapter 1, <i>Discussion about carbon project assignment 1 and sign up for why should we care Fridays</i>
Friday, January 30	Lessons from Disasters	Read: BE, Chapter 1
Week 2: Monday, February 2	How Policy is Made and the Carbon Offset Project	Read: Rinfret and Pautz, Chapter 3 and <i>sign up for carbon offset project teams</i>
Wednesday, February 4	Eva Rocke, UM Sustainability Coordinator	Read: *Campus climate report, *skim Missoula Report Due: Assignment 1, Carbon Project, Moodle, 9:30a.m.; Bring questions for Ms. Rocke
Friday, February 6	Why Should We Care about Bhopal, India	Read: BE, Bhopal Case Due: Bhopal Presenters (handout/presentation) and

		non-presenters summary option (hard copy)
Week 3: Monday, February 9	Official Policy Actors	Read: Rinfret and Pautz, Chapter 4
Wednesday, February 11	Official Policy Actors Continued and Running a Successful Campaign	<i>Meet your campaign group - Discussions about assignments 2 and 3</i> Read: *Below Due: Assignment 2, by the end of class, discuss assignment 3
Friday, February 13	Why Should We Care about Times Beach Missouri	Read: BE, Times Beach Due: Times Beach Presenters (handout/presentation)/ non-presenters summary option (hard copy)
Week 4: Monday, February 16	No Class – President’s Day	<i>Work on completing assignment 3</i>
Wednesday, February 18	Unofficial Policy Actors	Read: Rinfret and Pautz, Chapter 5
Friday, February 20	Setting the Agenda – the Role of the Public	Read: *Chapter 21/Daley Due: Assignment 3, 9:30a.m. (Moodle)
Week 5: Monday, February 23	Translating Environmental Statutes	Read: Rinfret and Pautz, Chapter 6; *Klyza and Sousa, Chapter 4 <i>Discussion about Assignment 4</i>
Wednesday, February 25	Translating Environmental Statutes	Read: Rinfret and Pautz, Chapter 6; Klyza and Sousa, Chapter 4
Friday, February 27	Why Should we Care About Love Canal, NY	Read: BE, Love Canal Due: Love Canal Presenters, (handout/presentation)/ non-presenters summary option (hard copy) Draft Survey Questions, 9:30a.m. Moodle

Week 6: Monday, March 2	The Implementation of Environmental Policy	Read: Rinfret and Pautz, Chapter 7 <i>Collect survey data</i>
Wednesday, March 4	Command and Control/Exam Review	Read: *Chapter 6, Rosenbaum <i>Collect survey data</i>
Friday, March 6	<i>No Class – Exam</i>	Due: Exam, 11a.m., Moodle
Week 7: Monday, March 9	Leave it to the Market?	Read: Rinfret and Pautz, Ch. 8 <i>Mid-semester evaluations</i>
Wednesday, March 11	Leave it to the Market?	Read: Rinfret and Pautz, Ch. 8, in class assignment Due: Bring filled out survey responses to class, <i>time with groups to wrap up assignment 4</i>
Friday, March 13	Why Should we Care about Chernobyl?	Read: BE Chernobyl Due: Chernobyl Presenters (handout/presentation), non-presenters option (hard copy)
Week 8: Monday, March 16	Risks and Justice	Read: Rinfret and Pautz, Ch. (review case study); *Chapter 4, Rosenbaum Due: Rest of Assignment 4, Moodle, 9:30a.m.
Wednesday, March 18	Risks and Justice/Crafting the Perfect Video	Read: *chapter 4, Rosenbaum
Friday, March 20	Campaign Teams – Crafting the Perfect Video	Read: None, bring campaign materials to class <i>Sign up for team one/one meetings</i>
Week 9: Monday, March 23	Energy Policy	Read: *chapter 8, Rosenbaum
Wednesday, March 25	One on one team meetings with Professor Rinfret	Read: None, but bring carbon offsets project materials
Friday, March 27	Work on campaign videos	Due: Assignment 5, 5p.m. , Moodle, attach videos to discussion page
Week 10:	Spring Break	

Monday, March 30		
Wednesday, April 1	Spring Break	
Friday, April 3	Spring Break	
Week 11: Monday, April 6	No class – prof Rinfret at a conference	Work with project team
Wednesday, April 8	The Promiseland?	Read: Review * Chapter 8/in-class assignment <i>Discussion about final paper/carbon project</i>
Friday, April 10	Why Should we Care – Oil Spills/Kuwait	Read: BE, Oil Spills and Fires of Kuwait Due: Fires of Kuwait Presenters (handout/presentation); non-presenters option (hard copy)
Week 12: Monday, April 13	Debating Public Lands	Read: *Chapter 4, Vaughn
Wednesday, April 15	Debating Public Lands	Read: *Mountains without handrails
Friday, April 17	Why Should We Care about Prince William Sound?	Read: BE, Prince William Sound Due: Prince William Sound Presenters (handout/presentation); non-presenters option (hard copy)
Week 13: Monday, April 20	Carbon Project Rough Draft work session	Read: *Off the coast; *Chapter 10
Wednesday, April 22	Surfers and Climate Change	Read: *Off the coast; *Chapter 10, BE (climate change)
Friday, April 24	Why Should we Care about Global Climate Change	Due: Assignment 6, Rough Draft; Global Climate Change Presenters (handout/presentation); non-presenters option (hard copy)
Week 14: Monday, April 27	Carbon Offsets Practice Presentations	All students required to attend/provide feedback <i>Determine order of presentations</i>
Wednesday, April 29	Carbon Offsets Presentations	<u>Presenters:</u> 2 groups

Friday, May 1	Carbon Offsets Presentations	<u>Presenters:</u> 2 groups
Week 15: Monday, May 4 Wednesday, May 6 Friday, May 8 Final Exam Period	Emerging Issues in Environmental Policy Turn in electronically, do not meet in person	Read: Rinfret and Pautz, Chapter 9, *Chapter 12, Kylza and Sousa Due: Final Draft for Assignment 6, May 13, Moodle/noon

Classroom Policies

- **Extra Credit:** Might be available, but will relate to civic engagement and the environment.
- **Classroom and Email Etiquette:** A driving component of any course is professionalism and your ability to work well with teams/groups. Thus, the expectation is that students will maintain a high level of professionalism in their classroom conduct with me, and with their fellow students. This means coming to class on time, being respectful during class discussions, and in all communications with the professor and others.
- **Incompletes or Withdrawals “W” for the Course:** If for some reason the course is not working out for you please adhere to the University’s policies for the last day to drop a class. If you need an incomplete for the course, you should come to my office hours or set up a meeting with me four weeks from the end of class in order to make this request. A written medical excuse or documentation will be needed for the professor to grant such a request.
- **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course.
- **Miss a Lecture:** Lectures will not be repeated so please ask a friend for his/her notes.
- **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. **Students not allowed to remain must complete a drop form or drop the course on the Internet (<http://cyberbear.umt.edu>) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.
- **Academic Dishonesty (Plagiarism):** Students must follow the University’s policies for academic dishonesty. For detailed information, please view: <http://www.umt.edu/catalog/acad/acadpolicy>. As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation. And for those aspiring to be a future politician, plagiarism can impact such endeavors.

- **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.
- **Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this information is: [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Appendix: Details for Carbon Project

You will form a student selected project team that devises and presents a solution on how to meet the University of Montana’s 2015 Carbon Offsets. The class will have 4 total project teams that consist of 5-6 students per team (descriptions listed below). Each project team will come up with their own unique plan or approach and should keep in mind how environmental factors (economy, public opinion, etc.) are to be interpreted as they are today (Spring 2015). You may also assume that the MT state legislature, Missoula residents, and the broader campus community are key players for your project team to consider when devising a plan for the University of Montana to achieve its 2015 carbon offset goal (so MT laws apply). Our “election/project selection” will be held the last week of class. Listed below are assignment details to complete this project and many of the due dates have built in group time to meet during our designated class time. Student groups should not use this day as a “free” day.

Please use Moodle or click on this hyperlink for [a good source for this campaign project](#).

Project Team Descriptions:

1. **Project Manager:** keeps group on tasks – should use documentation to ensure that your team is completing tasks on time, responsible for setting group meetings, and ensuring that the group meets deadlines and performs in a professional manner. Remember, you are the point person for the team and must be available and willing to work out any group problems that might arise. Also, it is your responsibility that each group member participates equally to the final report. Do not select this responsibility if you are not organized and dedicated to the project.
2. **Assistant Project Manager:** aides the project manager in staying on task and assists all other group members with specific projects in order to complete projects on time. Moreover, if a group member decides to no longer participate in the course, you are now required to take on these duties. Also, if you are in a team of 5, you also carry the role that another classmate does not select (i.e. media, policy, science, or industry).
3. **Media Relations:** has a strong interest and proficiency in items such as social media and marketing
4. **Science Expert:** has a background in the natural sciences and will lead efforts for the group in being able to translate difficult terms to the rest of the team and incorporate into the project
5. **Policy Expert:** has a background in political science and will lead efforts for the group in being able to translate legislation to the rest of the team. Moreover, this person knows the ins and outs of legislation that is pertinent to the overall project, which can take a great deal of time. Also this person is the “Nick Naylor” of the team – an expert in talking/persuasion/lobbying.
6. **Business Expert:** has a strong interest and proficiency in economics or business. This student is able to

“crunch” the numbers for the team is aiding in providing the best final solution.

Assignment 1: What are Carbon Offsets? (20 points possible):

Each student is required to read the campus climate conversation report and individually research and address the following questions: what are carbon offsets? Who are the players? What are the different approaches? What sources of renewable energy should be used to achieve carbon offsets? What have other campuses done? More details will be discussed in class, but this assignment should be 3-4 pages and **due**: February, 4, Moodle (9:30a.m.)

Assignment 2: Setting up the Details (10 points possible):

The second assignment is to meet with your group and sign a contract which delegates duties. Use this opportunity to talk about what you each believe is important for the project, begin to discuss how the work will be divided (review/assign specific roles/leads for each assignment). It is strongly recommended that your group’s project manager collects email addresses/phone numbers and coordinates any out-of-class communications for campaign projects.

For assignment 2, each group will fill out a contract and a brief document (provided in class) that outlines the responsibilities for each student in the group. For example, assign roles, and map out how assignments (1-6) will be completed on time (i.e. who is submitting, collecting data). It is also expected that the final presentation (assignment 6) will reflect each student’s contribution in his/her own area of expertise.

Due date: February 11, end of class

Assignment 3: The Project Slogan and Potential Solution (15 points possible):

In this assignment, student groups are responsible for submitting to the designated dropbox by the due date one document that includes: (1) a campaign slogan/motto/team name (this could include a saying and even a person that is the “voice” of your solution, (2) effective media and lobbying strategies (i.e. meeting with legislatures, scientific experts, or industry representatives, facebook page/twitter, buttons, stickers, flyers, etc.). and (3) use your research from assignment 1 to come up with 3-4 potential ideas/approaches for the campus to reach its 2015 carbon goals (i.e. campus fee, fines for high traveling departments, investment in a particular renewable energy). Remember, each team should have different/unique approaches. No group should have the same approach.

Due date: February 20, 9:30a.m. (Moodle)

Assignment 4: Polling (30 points possible):

Assignment 3 should help each group to come up with a 10 question survey to aide in determining if their approach is viable. Thus, each group will then administer this survey to at least 30 total students across campus (faculty/staff can be included as well).

Thus, the first part (10 points) of this assignment is to submit your DRAFT survey questions by **February 27, 9:30a.m. (Moodle)**.

Once professor approval of these questions, groups acquire responses by **March 11 (bring filled out responses to class)**. Then, by **March 16, 9:30a.m., Moodle** Dropbox (post an analysis of responses in a word document – list the questions and then the breakdown of the results in one word attachment, which also includes in the document a brief paragraph at the end to explain how these results will help or hinder your group’s overall

strategy for the campus). The point of this assignment is to help gauge what approach will help your team provide the best solution for campus (20 points possible).

Assignment 5: The Carbon Offset Video (40 points possible):

Each group is required to create at least 2-3 very short strategic videos that are approximately a total of 3-5 minutes in length. Please use YouTube to create this video so it will be viewable in class. In these video(s) your group should highlight (in no particular order): what your slogan is, what carbon offsets approach/solution does your group support, and why should we prefer your approach to carbon offsets? **Due date:** March 27, 9:30a.m. Moodle (if time, we will show to the class).

Assignment 6: Presentation and Solutions Report (80 points possible):

During the final week of the semester, each group will present their campus solution for carbon offsets to possibly President Engstrom and part of the campus sustainability committee. Students are required to not only show their campaign video but also provide an introduction (spoken) and conclusion (spoken) as to why this panel should select your approach for carbon offsets for the University of Montana. Thus, providing team memorabilia (stickers, buttons, etc.) is always an added bonus to get people to vote for your group's approach and to get the word out! Upon completion of the presentations, this panel will vote for the winning solution. **Please note that regardless of who wins or loses, it does not impact your final grade. But, the winning group will receive 1 point added to their final course grade.**

Presentation details: It is expected that each group member will contribute to the presentation and be present. Presentations should last approximately 5-10 minutes, with 5 minutes for questions from the audience. No presentation will go longer than 15 minutes. The final presentation grade is for each group member and will be assessed on the following: 1) major components of a "winning" carbon offsets approach for the University of Montana; 2) best use of campus resources; 3). Incorporation of ad(s) that encapsulate(s) team message; 4) each group members' contribution and "expertise," including an understanding of carbon offsets, and 5) overall organization of presentation and its delivery. Groups do NOT have to deliver their presentation in this order! Just be sure to touch on each of these areas. Successful presentations are well-developed, organized and unique.

Due dates: April 27 (class practice run), April 29 or May 1 and if you decide to use a PPT presentation or some sort of media, this should be emailed to the professor 24 hours prior to your presentation.

Solutions Report Details: The remaining 30 points of assignment 6 is for each group to put together a presentable report that includes assignments 1-5. But the idea is that groups will provide an overview of carbon offsets, and how their team came up with their proposal. More details will be discussed in class, but a rough draft is due on **April 28, 9:30a.m., Moodle**, and the **final report is due, May 13, noon, Moodle**.