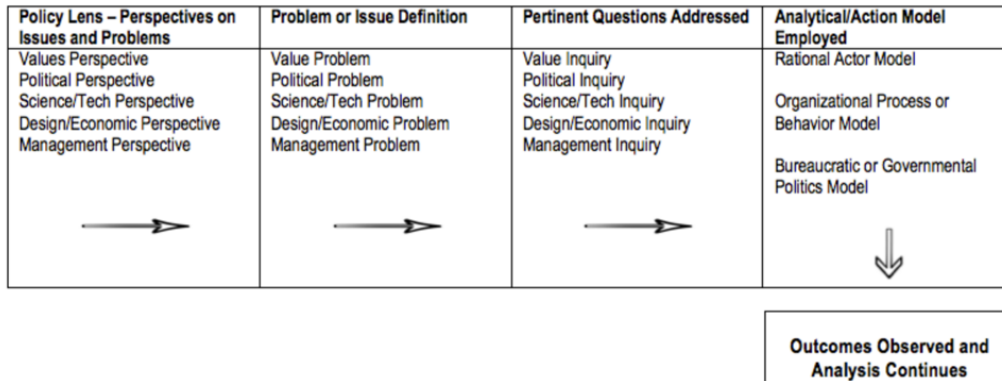


Introduction to Environmental Policy Comprehensive Exam

Throughout the weeks of study in this class you have been introduced to a variety of ways of thinking about environmental policy. In the early chapters you studied *Steven Cohen's Framework for Environmental Policy* (see below) and evaluated that framework against the issues associated with the Rosemont Copper Mine.

Steven Cohen Environmental Policy Analytical Framework:



You were also introduced to the [*Framework for Ethical Decision Making*](#) from Santa Clara University which emphasized a common sense approach of recognizing when an ethical issue was at hand, followed by gathering pertinent facts, evaluating alternative responses, making a decision, testing outcomes, and acting and reflecting on outcomes.

A Framework for Ethical Decision Making

Recognize an Ethical Issue

1. Could this decision or situation be damaging to someone or to some group? Does this decision involve a choice between a good and bad alternative, or perhaps between two "goods" or between two "bads"?
2. Is this issue about more than what is legal or what is most efficient? If so, how?

Get the Facts

3. What are the relevant facts of the case? What facts are not known? Can I learn more about the situation? Do I know enough to make a decision?
4. What individuals and groups have an important stake in the outcome? Are some concerns more important? Why?
5. What are the options for acting? Have all the relevant persons and groups been consulted? Have I identified creative options?

Evaluate Alternative Actions

6. Evaluate the options by asking the following questions:
 - Which option will produce the most good and do the least harm? (The Utilitarian Approach)
 - Which option best respects the rights of all who have a stake? (The Rights Approach)
 - Which option treats people equally or proportionately? (The Justice Approach)
 - Which option best serves the community as a whole, not just some members? (The Common Good Approach)
 - Which option leads me to act as the sort of person I want to be? (The Virtue Approach)

Make a Decision and Test It

7. Considering all these approaches, which option best addresses the situation?
8. If I told someone I respect-or told a television audience-which option I have chosen, what would they say?

Act and Reflect on the Outcome

9. How can my decision be implemented with the greatest care and attention to the concerns of all stakeholders?
10. How did my decision turn out and what have I learned from this specific situation?

(Markkula Center for Applied Ethics at Santa Clara University. Primary contributors include Manuel Velasquez, Dennis Moberg, Michael J. Meyer, Thomas Shanks, Margaret R. McLean, David DeCosse, Claire André, and Kirk O. Hanson. It was last revised in May 2009.)

In [Session 3](#) you were introduced to Florence Morestin's *Framework for Analyzing Public Policy* followed by [Ostrom's Rational Choice Model](#)

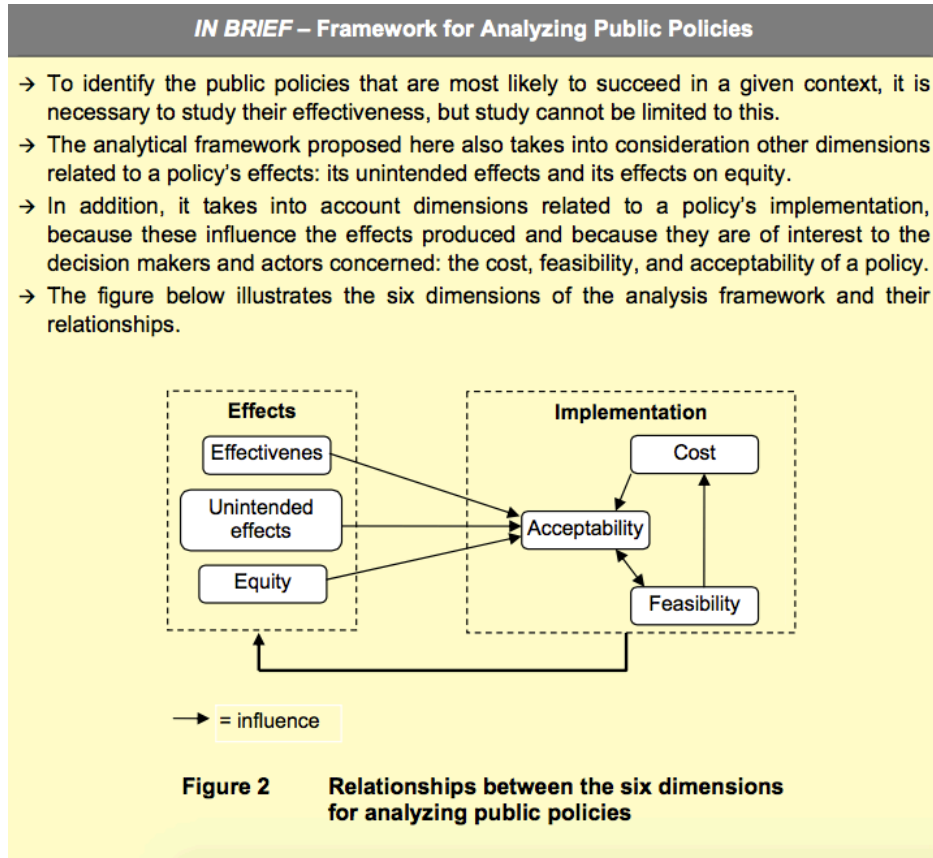
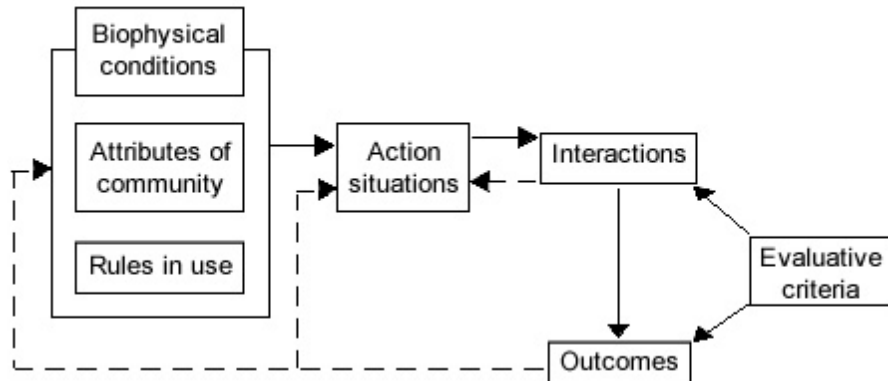


Table 1 Summary Table: Dimensions and Criteria for Analyzing Public Policies

<p>Effectiveness</p> <ul style="list-style-type: none"> • Plausibility of the intervention logic^a • Effectiveness of the policy under study as a means of addressing the targeted problem • Intermediate effects of the policy • Impact of context on the policy's effectiveness <p>Unintended Effects</p> <p>Unintended effects of the public policy (be these positive or negative, anticipated or unanticipated)</p> <p>Equity</p> <ul style="list-style-type: none"> • Differential effects of the policy under study on various groups • Effects on social inequalities in health <p>Cost</p> <ul style="list-style-type: none"> • Implementation cost for the government • Cost for other actors • Cost compared to that of other potential policies • Cost-effectiveness • Distribution of cost over time • Visibility^b 	<p>Feasibility</p> <ul style="list-style-type: none"> • Conformity with all relevant legislation • Existence of pilot programs • Automaticity^c • Directness^d and hierarchical integration^e • Number of actors involved in implementation • Quality of the cooperation between actors • Ability of opponents to interfere • Availability of human resources required • Availability of material resources required • Availability of "technological" resources required <p>Acceptability</p> <p>For each actor concerned:</p> <ul style="list-style-type: none"> • Acceptability of acting on the targeted problem • Acceptability of the policy under study: <ul style="list-style-type: none"> – Assessment of its effectiveness, unintended effects, equity, cost, and feasibility – Assessment of the degree of coercion involved • Acceptability of the decision-making process • Acceptability of the actors involved in implementation • Acceptability of accountability measures
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Exogenous variables



In [Session 5](#) you were introduced to the *Multiple Stream Approach*

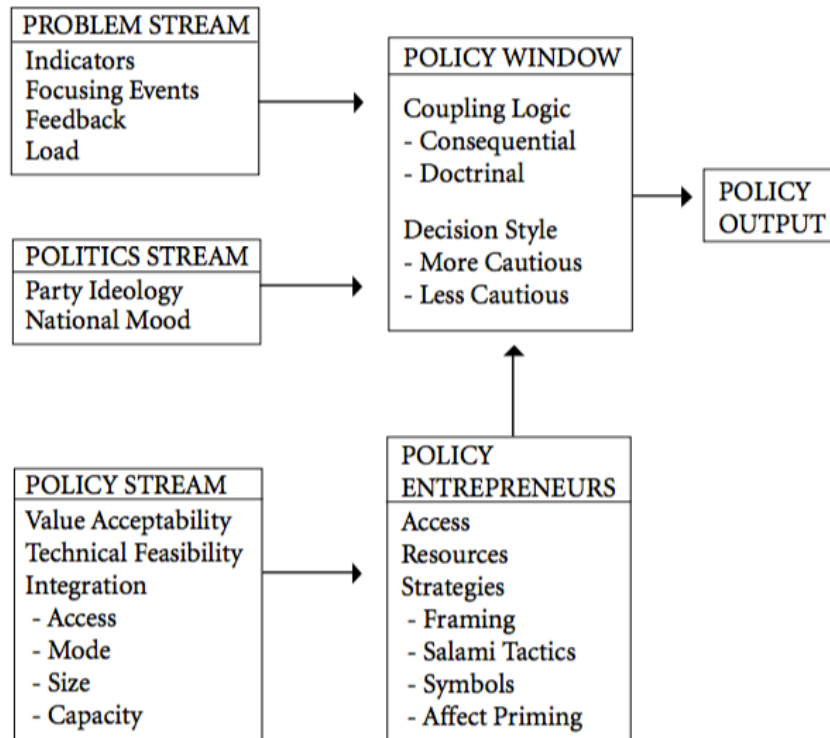


FIGURE 3.1 Diagram of the Multiple Streams Framework
SOURCE: Adapted from Zahariadis (2003)

In [Session 6](#) you studied Schneider and Ingram's (1993) *Target Population Model*.

TABLE 1

Policy Design Impacts on Different Target Populations

TYPES OF IMPACTS	TYPES OF TARGET POPULATIONS			
	ADVANTAGED	CONTENDERS	DEPENDENTS	DEVIANTS
Messages				
Personal	good, intelligent	controversial	helpless, needy	bad
“Your” problems are	important public problems	in conflict with others’ interests	the responsibility of the private sector	your own personal responsibility
Government should treat you	with respect	with fear or caution	with pity	with disrespect or hate
Orientations				
Toward government	supportive	suspicious, vigilant	disinterested passive	angry, oppressed
Toward own interests	coincide with the public interest	conflictive with others	private responsibility	personal responsibility
Toward other’s claims on government	not legitimate	competitive rivals	more important	simply privileges
Toward political game	open, fair, winnable	involving raw use of power and crooked	hierarchical and elitist	abusive of power and fixed
Participation				
Mobilization potential for conventional forms (voting, interest groups)	high	moderate	low	low
for disruptive forms (strikes, riots)	low	moderate	low	moderate
for private provisions of services	high	moderate	low	low
Citizen–agency interaction	agency outreach	targets subvert implementation	client-initiated contacts	avoidance

In summary, over this semester, these are the policy analysis models you have employed to look at a number of case studies. Your comprehensive exam follows on that pattern and asks you to consider a final case study. However, this time you will need to do a bit of research and explain specifically how each of the analytic models presented in this class could be applied to the problem of water toxicity from Lake Okeechobee.

Lake Okeechobee Water Pollution Exam

First read these reports and assessments regarding water quality issues associated with Lake Okeechobee:

- [Facts About The Impacts From Lake Okeechobee Flows And The Need To Buy Eaa Lands To Divert Flow South](#)
- [Evidence Of Sewage-Driven Eutrophication And Harmful Algal Blooms In Florida's Indian River Lagoon](#)
- [The Lake Okeechobee Pollution Crisis And The St. Lucie River And Estuary](#)
- [Options for Reducing Harmful Lake Okeechobee Discharges and Everglades Restoration](#)

- [It's Time to Set the Record Straight on the Lake Okeechobee Discharge](#)

Then watch the following video material:

- [Toxic Lake: The Untold Story of Lake Okeechobee](#)
- [Understanding Our Continual Harming Of The Everglades](#)
- [A River Film: Pollution in the St.Lucie Estuary](#)

Now answer the following ***10 exam questions*** on a separate piece of paper in which you first write down the question – immediately followed by your answer. All answers must be cited and referenced in APA style:

1. Cohen talks about public policy in terms of value issues. Describe how Cohen's analytical framework applies to the issues of water pollution associated with the management and ecological functioning of today's Lake Okeechobee.
2. Apply the Framework for Ethical Decision Making from the Markkula Center for Applied Ethics at Santa Clara University to the problem of Okeechobee water pollution.
3. Thereafter apply Florence Morestin's Framework for Analyzing Public Policy to the Okeechobee water pollution problem.
4. Compare and contrast the Morestin and Markkula Center Frameworks as they relate to the Okeechobee water pollution problem.
5. How does Morestin's Dimensions and Criteria for analyzing public policy apply to the Okeechobee water pollution issue?
6. How might Ostrom's rational choice model be fruitfully applied to the Okeechobee problem.
7. Ostrom asserts that: "Information search is costly, and the information-processing capabilities of human beings are limited. Individuals, therefore, often must make choices based on incomplete knowledge of all possible alternatives and their likely outcome." How does this insight apply to the issue of water pollution in and around Lake Okeechobee?
8. In the Multiple Stream Approach Zhariadis's asserts that policy options are built around 5 structural elements: problems, policies, politics, policy windows, and policy entrepreneurs. Specify how each of these structural elements apply to the water quality issues in and around Lake Okeechobee.
9. Describe Schneider and Ingram's Target Population Model as well as their social construction and policy design functions.
10. Now, after having completed all of the other assigned questions for this comprehensive exam tell me which policy analytic model you like best and explain why this particular approach is best suited for analyzing the problem of Okeechobee water pollution.