WHY SHOULD YOU CARE ABOUT ENVIRONMENTAL POLICY?

It’s not hard to find a heated debate about how to manage some part of the world’s natural and environmental resources: climate change, the XL Pipeline, GMOs, de-forestation, biodiversity, sea level rise, air toxics, fracking, dead zones and oil spills in the Gulf of Mexico, contaminated storm-water runoff in our rivers and lakes, and “green” everything – buildings, cars, products, companies, and lifestyles.

The list appears endless and the stakes – the fate of our grandchildren, the economy’s ability to create jobs, our duty as planetary stewards, the prospect of billions of people mired in poverty – seem sky high. But claims and counter-claims made by contestants in environmental debates rarely clarify matters. At best, the path forward is obscured and at worst, we become too confused to do anything.

WHY MIGHT YOU WANT TO TAKE THIS CLASS?

My aim in this course is to give you the tools you need to dissect such debates and develop your own foundational knowledge about the environmental issues and policies that matter to you. In turn, you will be better prepared to contribute to the design and implementation of effective environmental policies that operate at the intersection of the world’s human and natural systems. One thing you will not get is definitive answers to tough environmental questions. But you will get the tools to come up with your own answers. More specifically, this course – which focuses on U.S. environmental policy – will improve your ability to:

- **Deconstruct environmental policy debates** by dissecting the elements of the discourse to identify hidden assumptions, essential but omitted considerations, unsupported conclusions, suppressed dissonance, unrealistically precise inferences, and other analytic shortcomings.

- **Simultaneously apply multiple analytic lenses** to an environmental challenge, and appreciate the insights afforded by each lens (and the likely tensions among them). We will consider how the perspectives of values, demographics, science, technology, time, place, economics, and government can deepen our understanding of environmental policy.

- **Characterize the pros and cons of various environmental process and policy tools**: Process tools include Regulatory Impact Analysis and Environmental Impact Statements, while policy tools included command-and-control regulations, market-based instruments, and public-private partnerships. Understanding the strengths and weaknesses of these tools will enhance your ability to design and implement effective environmental policies in dynamic, complex, coupled human-natural systems.
- **Understand illustrative environmental policies**: We can’t possibly cover every US environmental program – there are dozens – in any meaningful detail. We will, however, take a “deep dive” into six specific environmental policy regimes, so that you can develop a pragmatic understanding of how such programs operate in the “real world.” In addition, through your choice of topics for various course assignments, you will be able to focus on environmental issues that are of personal interest to you.

- **Reconstruct environmental policy debates** using an integrated analytic framework driven by evidence and logic to facilitate the careful design and successful implementation of environmental policy. During your career, you will almost certainly witness an endless procession of environmental issues. Accordingly, you need to learn how to identify, analyze, and address new and emerging environmental policy issue on an ongoing basis.

**HOW DO THE PIECES OF THIS COURSE FIT TOGETHER?**

- The first part of the course comprises five class sessions which provide the **foundations for analyzing environmental policy**. We will review the process of deconstructing environmental policy debates to clarify what’s important (and what’s not), take a quick look at some important concepts from environmental economics, wade into the debate about the meaning of environmental sustainability, and conclude with a review of systems thinking (an essential tool for understanding policies that operate at the intersection of the human and natural worlds).

- The second part of the course comprises three class sessions which lay out **aspects of environmental policymaking that are applicable across almost all environmental issues**. In particular, we’ll investigate shared responsibility across branches and levels of government, and touch on the disconnect between environmental science and politics. We will also explore a set of processes such as risk assessment, cost-benefit analysis, and environmental impact assessment that apply to virtually all U.S. environmental policies. Finally, we conclude Part II by looking at the pros and cons of a menu of specific policy tools.

- The third part of the course comprises **six class sessions, each of which focuses on a single environmental policy domain**. In Part III, we will study clean air policy, clean water policy, climate policy, natural resource management policy, environmental justice, and chemical safety policy. In each case, we’ll look at some of the unresolved issues that are currently under debate.

**HOW WILL YOU (AND I) ASSESS YOUR ATTAINMENT OF THESE OBJECTIVES?**

You will work on three basic assignments over the course of the semester.

- **Deconstruction Analysis (20% of grade)**: You will first select and then critique an “environmental policy claim,” by which I mean a declarative statement about the extent of some environmental problem and/or about the wisdom of a particular solution to that problem. Such claims can be found almost anywhere: editorials, think tank studies, advocacy group white papers, testimony Congressional hearings, politicians’ speeches, party platforms, academic journals, YouTube videos, blog posts, government policy directives, documentaries, political advertising, and even in your social media newsfeeds. These claims can come from either side of an issue – a problem can be described as dire, in need of a strong response, or may be dismissed as unimportant, not a justification for action. So too with solutions. Some claims are strident calls for a particular course of action; others paint a proposed solution as ill-advised or perhaps even a disaster waiting to happen. More detail will be provided, but basically you will choose any claim you’d like to analyze (subject to my ok) before the third class. Then on October 4, you will submit a 2,000 word critique of that claim which reflects the content of Part I of the course.
 **Policy Review (20% of grade):** For this assignment, you can select any existing U.S. environmental policy (Federal, state, or local) that you’d like to learn more about (again, subject to my ok). The policy must be established in final form, rather than being only proposed or still not implemented, e.g., the Clean Power Plan. After succinctly describing the policy, you will then investigate and report on how the policy has been shaped by issues discussed in Part II of the course, such as environmental Federalism, the interplay of the branches of government, environmental politics, ex-ante reviews like cost-benefit analyses, environmental impact statements, or risk assessments, and judicial review. Finally, you should locate the specific policy instruments embedded in the policy within the menu of policy tools discussed in class. The final product should be no more than 2,000 words and is due November 8.

 **Final Policy Analysis (30% of grade):** This assignment invites you to think prospectively about an existing environmental problem and to evaluate the merits of potential policy options to address the problem. Your paper should follow the standard policy analysis paradigm, starting with a well-defined policy problem substantiated by evidence and logic. Then, identify three to five policies to address the problem and a set of criteria that you will use systematically to assess the pros and cons of each option. Carefully consider the tradeoffs among the options and conclude with a recommendation for moving forward. Highlight uncertainties in your analysis and the potential risks/downsides to your recommended option. The paper should be no more than 3,500 words and is due by 5pm on December 16. You are encouraged, but not required, to consult with me about your choice of topic and proposed approach for this assignment.

 **Class Participation/Engagement/Reading Preparation (30% of grade):** Policy analysis is a collective activity that benefits from discussion and debate. And, as more art than science, learning to do policy analysis depends on active student engagement (hence, the heavy weight assigned to the course participation grade). Students are expected to contribute to class discussions with critical thinking, creative suggestions, substantive questions, and a demonstrated command of the assigned readings. It’s fine if you disagree with, or don’t understand something in, the readings; just come to class prepared to talk about it. Students can expected to be called on by name if class discussion bogs down or only a narrow range of perspectives is being heard.

**WHAT PEDAGOGICAL APPROACH WILL BE USED IN THIS CLASS?**

This course is premised on the belief – backed by much evidence – that learning is most effective when it is active. Therefore, lectures will be few and brief, discussion and collaborative work will be serious endeavors, class participation/engagement will be a much larger-than-usual component of your grade, and I will act more as a “guide by your side” rather than a “sage on the stage”. You will be asked to view pre-recorded video lectures (20 to 30 minutes per week) and do the assigned readings prior to class. This will give you the opportunity to shape the course as it unfolds but you should in turn expect to take some responsibility for its success.

**ARE YOU PREPARED FOR THIS COURSE?**

Though not formal prerequisites, you will find it helpful to have taken a graduate level policy analysis class (such as PPPA6006 or PPPA6011) and a policy-oriented microeconomics class (such as PPPA6003, PPPA6014, PPPA6085, or ECON6217). In addition, coursework in environmental studies will be helpful. Even if you don’t have this background, you are still welcome to enroll – you will have to work harder to keep up and perhaps do some additional readings, but I will help you along the way.
WRITTEN WORK

Policy writing is different from academic writing. Getting good at it takes practice. Well-written policy analyses are concise, to-the-point, and written in Plain English. Plain English (or Plain Language) is communication that your audience understands the first time they read or hear it. Language that is plain to one set of readers may not be plain to others. Written material is in plain language if your audience can find what they need, understand what they find, and use what they find to meet their needs.¹ Before submitting written work for this class, please consult the “Writing Resources” on Blackboard. In particular, make sure that your writing meets the 2011 Federal Plain Language Guidelines. The table of contents for the Guidelines provides a nice summary of the key points.

READINGS

There is one required textbook: Goodstein and Polasky, Economics and the Environment, 7th Edition, 2014, (G&P). All other readings will be available on Blackboard. There is an average of 87 pages of reading per week (not including the “recommended” readings), but in some weeks (3, 6, 7, 11), the page count exceeds 100 pages. You’ll want to plan accordingly.

Not all readings in the syllabus are required; some are marked as “recommended” in case you want to take deeper dive into a particular topic. In addition, some readings are lengthy or quite technical. One of the skills you need to develop as a professional policy analyst is the ability to quickly extract key themes from dense text. You don’t have to slog through every word in the text. Focus on the abstract, introduction, research questions, conclusions, and maybe, the literature review. Make sure you understand the broad themes of these readings rather than trying to master all the details.

Students should also scan Greenwire and the NCSE Environmental News Digest on a daily basis. Both email services are available free of charge to GW students (you must use your @gwu.edu address).

➢ To subscribe to Greenwire, visit http://www.eenews.net/email_alerts. Check the box that you are a current subscriber. Select “Greenwire” (and any other news service you want). Then, for the section on “Account Type”, you should check the box “I am not sure what type of account I have.” For “Organization,” enter GWU. Click Sign Up Now. Within 24 hours, you will receive login credentials.
➢ To subscribe to the NCSE digest, go to news.ncseonline.org and enter your email address in the box labeled “Receive the daily news by email” on the right side of the home page.

WEEK-BY-WEEK PLAN

PART I: FOUNDATIONS

1. Framing the Discussion (Aug 30)
   ❖ Key Topics
     ✓ Course Logistics, Syllabus, Introductions
     ✓ Core Concepts: The “environment,” public policy, policy analysis, tradeoffs
     ✓ Tragedy of the Commons
   ❖ Readings
     ✓ G&P, Chapter 1 (while climate change is used as a running example throughout this chapter, be sure to think about how these concepts also apply to air pollution and water pollution).

¹ http://www.plainlanguage.gov/whatisPL/index.cfm
2. Deconstructing Environmental Policy Debates (Sep 6)
   ❖ Key Topics
   ✓ Critical Thinking & Common Analytic Traps
   ✓ Panoptic Analysis of Environmental Issues
   ✓ Four Poles in the Debate: Neo-Malthusians, Cornucopians, Eco-Modernists, Deniers
   ❖ Readings
   ✓ Freeley & Steinberg, Argumentation and Debate, Ch 10, “Obstacles to Clear Thinking,” 2009 (skim for a broad understanding, rather than mastery of all the specific fallacies).
   ✓ Wade et al., Psychology, 11th Ed., “Thinking Critically,” pp 6-13, 2014 (Yes, it’s from a Psych 101 textbook, but the message couldn’t be more relevant to environmental policy analysis.).
   ✓ Cohen, Understanding Environmental Policy, “Chapter 1,” 2014, and Linquiti, “Deconstructing Environmental Policy Claims,” August 2016 (read together, as one item).
   ✓ Cohen, Understanding Environmental Policy, “Chapter 2,” 2014 (recommended).
   ✓ Asafu-Adjaye et al., An Ecomodernist Manifesto, April 2015.
   ❖ Application: Deconstruction of Environmental Policy Claims

3. Environmental Economics – A Brief Primer (Sep 13)
   ❖ Key Topics
   ✓ Externalities & Public Goods
   ✓ The Efficiency & Safety Standards
   ✓ Social Cost of Carbon (and Methane)
   ❖ Readings
   ✓ G&P, Chapters 3, 4, 7.
   ✓ McKinsey & Company, “Pathways to a Low-Carbon Economy,” 2009 (pp 5-12, and especially Exhibit 1, are the key parts of this reading).
   ✓ EPA, “Fact Sheet – Social Cost of Carbon,” December 2015 (note the list of rulemakings to which the social cost of carbon has been applied).
   ✓ National Academies, “Assessment of Approaches to Updating the Social Cost of Carbon,” 2016 (skim Section 1, read Section 2).
   ✓ eenews.com, News Clips re Zero Zone vs. DOE, August 9 & 18, 2016.
✓ Pindyck, Journal of Economic Literature, “Climate Change Policy: What Do the Models Tell Us?,” 2013 (don’t worry about mastering the equations; focus on Sections 1, 2.1, 4, and 5).
✓ Burke et al., Science, “Opportunities for Advances in Climate Change Economics,” 4/15/16 (recommended)
  ❖ Application: What is the optimal level of GHG emissions?
  ❖ Due: Email electronic copy, or link to, the environmental policy claim you propose to deconstruct for the first assignment.

4. Sustainability (Sep 20)
  ❖ Key Topics
    ✓ Sustainability as Ideology, Economics, Executive Orders, and/or Science
    ✓ Types of Capital: Stocks (Natural, Manufactured, Human, Social); Flows (including Ecosystem Services)
    ✓ Precautionary Principle
  ❖ Readings
    ✓ G&P, Chapters 8, 9, Section 10.6.
    ✓ Serageldin and Steer, Making Development Sustainable, “Epilogue: Expanding the Capital Stock,” World Bank, 1994 (may seem dated, but still a clear and succinct summary).
    ✓ Elliot, The Guardian, “Britain has Squandered Golden Opportunity North Sea Oil Promised,” 3/29/12, (a real world example of the concepts we’re looking at).
    ✓ Obama, Executive Order 13693, “Planning for Federal Sustainability in the Next Decade,” pp 1-6, 3/19/15, (requirements for Federal agencies; you don’t need to master the minutiae but you can infer a definition of sustainability by readings Sections 1 through 3).
    ✓ Donavan et al., Executive Office of the President, “Incorporating Ecosystem Services in Federal Decision Making,” 10/7/15, (another set of requirements for Federal agencies).
    ✓ Simpson, Issues in Science & Technology, “Putting a Price on Ecosystem Services, Summer 2016 (recommended; a cautionary tale about monetizing nature’s services).
  ❖ Application: Case Studies, Guerry et al., “2015 Stockholm Summit on Natural Capital,” May 2015 (pick one of the case studies and come to class prepared to discuss the degree to which it has made a meaningful contribution to sound environmental management).

5. Environmental Policy in Complex Systems (Sep 27)
  ❖ Key Topics
    ✓ Systems-Oriented Thinking
    ✓ Human Systems, Environmental Systems
    ✓ Coupled Human and Environmental Systems
  ❖ Readings
    ✓ Sterman, “Sustaining Sustainability: Creating a Systems Science in a Fragmented Academy and Polarized World, 2012 (a broad overview of systems thinking and the practical realities of trying to implement it).
    ✓ Knudson, Sacramento Bee, “Shifting the Pain: World’s Resources Feed California’s Growing Appetite,” 2003 (where you set the boundary of your system can have a big impact on your conclusions).
National Research Council, Rouse, “Can Earth’s and Society’s Systems Meet the Needs of 10 Billion People?,” pp 20-24, 2014, (a short example of another way to organize environmental issues into a systems framework).

Dietz et al., Science, “The Struggle to Govern the Commons,” 12/12/03, (Ostrom – not an economist – won a Nobel Prize in Economics for work related to this reading).


Ostrom, PNAS, “A Diagnostic Approach for Going Beyond Panaceas,” 9/25/07 (recommended; uses an earlier version of the framework in the 2009 article; note her penetrating critique of Garrett Hardin’s Tragedy of the Commons).


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**PART II: U.S. ENVIRONMENTAL POLICYMAKING**

6. Overview of Environmental Policy in the United States – An Overview (Oct 4)
   - Key Topics
     - Federal Policy: Statute → Regulation ↔ Legal Review ↔ Implementation
     - Environmental Federalism (Federal, State, Local Roles)
     - Politics & Environmental Policy
   - Readings
     - G&P Chapters 12, 14 (you’ll see that Chapter 14 assumes some familiarity with specific U.S. environmental policies which we won’t be covering until later in the semester; don’t worry about details but read for a broad understanding).
     - Congressional Research Service, “Federal Regulations & the Rulemaking Process,” 11/26/14 (only a 2-page review; but it hits the highlights; if you’re interested, I can recommend other references for a deep-dive into Federal rulemaking).
     - Esoworthy, Congressional Research Service, “Federal Pollution Control Laws: How are They Enforced?” 10/7/14 (skip Appendix A; Appendix B is worth a look).
   - Application: History of U.S. Climate Policy
   - Due: Deconstruction Analysis due in hard copy.

7. Environmental Policy Processes (Oct 11)
   - Key Topics
     - Risk Assessment
     - Cost-Benefit Analysis & Regulatory Impact Analysis
     - Environmental Impact Assessment under NEPA
   - Readings
G&P, Chapters 5 and 6 (note that you don’t need master the details of the microeconomic framework in these two chapters; just familiarize yourself with core concepts)

Human Health Risk Assessment, extracted from EPA website.


Environmental Law Institute, “NEPA Success Stories,” August 2010 (pp 1-8; skim the rest).

GAO, “Little Information Exists on NEPA Analyses,” April 2014 (if the reading above seems ad hoc, this one-pager from GAO explains why).


Due:  Short (< 1 page) description of proposed topic for Policy Review (in hard copy).

8. Environmental Policy Tools (Oct 18)
   Key Topics
   ✓ Command & Control Instruments
   ✓ Market-Based Instruments
   ✓ Public Private Partnerships
   ✓ Adaptive Management
   ✓ “Next-Generation” Environmental Policy
   Readings
   ✓ G&P, Chapters 15 (skip appendices), 16.
   Application: Negotiating Pollution Levels

October 25: Fall Break – No Class

PART III: KEY ELEMENTS OF U.S. ENVIRONMENTAL POLICY

9. Clean Air Policy (Nov 1)
   Key Topics
   ✓ Air Quality Planning under the Clean Air Act
   ✓ Mobile Source Controls
   ✓ Stationary Source Controls
   Readings
McCarthy, Congressional Research Service, “Clean Air Issues in the 114th Congress,” 1/21/16 (skip the section on GHGs – pp 1-6 – which we’ll address in Session 11, two weeks hence).


News Clips from InsideEPA.com about 2015 Ozone Standard


Applications: 2015 Ozone Standard, VW Emissions Scandal

10. Clean Water Policy (Nov 8)

Key Topics

- Point Sources: National Pollutant Discharge Elimination System (NPDES)
- Nonpoint Sources: Urban Areas & Agriculture

Readings

- Copeland, Congressional Research Service, “EPA & the Army Corps’ Rule to Define Waters of the United States (WOTUS),” 1/4/16.
- News Clips about Chesapeake Bay TMDL.

Applications: WOTUS Rulemaking, Chesapeake Bay TMDL, EPA CSO Policy

Due: Policy Review (in hard copy)

11. Climate Policy (Nov 15)

Key Topics

- U.S. Climate Regulations
- Political Economy of Climate Policy
- “Clean” Technology

Readings

- G&P, Chapters 17, 18.
- Center for Climate & Energy Solutions, “Achieving the United States’ Intended Nationally Determined Contribution,” July 2016 (maps a pathway to meeting U.S. commitment made at COP21 in December 2015).
- Center for Climate & Energy Solutions, “Q&A: EPA Regulation of GHG Emissions from Existing Power Plants,” February 2016 (explains the Clean Power Plan).


Application: Sectoral Bargaining Simulation

12. Natural Resource Management Policy (Nov 22)

Key Topics

- Federal Lands
- Agricultural Programs
- Species Management

Readings

- G&P, Sections 10.4, 10.5, 13.5
- Environmental Law Institute, “Natural Resources,” downloaded 7/29/16.

Application: Coal Leasing Moratorium, Endangered Species vs. Renewable Energy

13. Environmental Justice (Nov 29)

Key Topics

- Conceptual Frameworks
- Clinton Executive Order
- EPA’s EJ Guidance

Readings

- Clinton, “Executive Order 12898 – Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations,” 2/11/94 (key passages are highlighted).
- InsideEPA.com, “EPA Guide Outlines Steps for Incorporating Equity into Regulatory Analysis,” 6/7/16 (this news clip describes the release of the EPA document below).
- EPA, “Technical Guidance on Assessing Environmental Justice in Regulatory Analysis,” Sections 1-4, June 2016 (read holistically to get a sense of EPA’s approach; there’s no need to master all the details).


Bliss, CityLab, “Poor Customers Pay the Price for America’s Crumbling Water Infrastructure,” 7/13/15.

CA Department of Transportation & LA County Metropolitan Transportation Authority, I-710 Corridor Project Draft Environmental Impact Statement Executive Summary, June 2012 (read pp 1-6; scan the rest of the report)

Applications: Flint Water Crisis, I-710 Corridor

14. Chemical Safety Policy (Dec 6)
   - Key Topics
     - Pesticide Policy: FIFRA
     - Chemical Product Policy: TSCA and the Lautenberg Act
   - Readings
     - G&P, 285-288 (note that, as explained in other readings for this week, TSCA has been significantly modified since this was written)
     - Bermel, Greenwire, “Chemicals: With Landmark Law Finally in Place, Pressure’s on EPA,” 7/1/16.
     - Rothenstein et al., K&L Gates Policy Insight, “New Toxic Substance Law will Have Far-Reaching Impact on American Businesses,” 6/28/16 (this reading partially duplicates the preceding reading, but to get a complete picture of the Lautenberg Acct, you’ll need to review both.)
   - Application: (Mis?)Use of FIFRA Conditional Approval Process, Launching the Lautenberg Act
   - Due: Final Paper due in hardcopy, by 5pm Friday, December 16 to my mailbox (MPA601V)

ADDITIONAL POLICIES AND INFORMATION

- Blackboard: Blackboard will be used to communicate with students. Please make sure that you can access the course and that you regularly check whatever email account Blackboard uses for you. If you have problems with Blackboard, contact the Helpdesk at 202-994-5530 or helpdesk.gwu.edu.

- Attendance: While I won’t take attendance, you are expected to be in class each week. Policy analysis is a skill that is learned by doing and we will be practicing these skills in class. If you need to miss a class, please let me know in advance, get notes from a classmate, download assigned materials from Blackboard, and complete any pre-class work (even if it’s not graded). If you repeatedly miss class, you can expect a decrease in your class participation/engagement grade. It’s fine to miss a class to observe a religious holiday, but you should let me know about such cases at the start of the semester.
Class Decorum: Texting, side conversations, or using your laptop for anything other than taking notes is an inappropriate use of class time. Those who do these things may think their actions are unobtrusive, but they are actually quite conspicuous. It's distracting both to me and to your classmates, and will result in a significant decrease in your class participation/engagement grade.

Turning Things In: Unless otherwise specified, assignments are due in hardcopy at the start of class on the due date; electronic submission of assignments is not permitted. Multi-page assignments should be stapled; covers are unnecessary.

English for Academic Purposes Writing Support Program: If English is not your first language, you may wish to take advantage of GW's Writing Support Program which offers free, one on one service. Visit http://www.gwu.edu/~gwriter for details.

Late Work: Unless you’ve made arrangements with me in advance, late work will be penalized with a one grade step reduction (e.g. from an A- to a B+) per day.

Academic Honesty: All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. (See http://www.gwu.edu/~ntegrity/code.html).

Incompletes: A student must consult with the instructor to obtain an “incomplete” before the last day of class. The student and instructor will sign the CCAS contract for incompletes and submit it to the School Director. Consult the TSPPPA Student Handbook for the relevant CCAS policy.

Grades: No grade changes can be made after the conclusion of semester, except for clerical error.

Syllabus: This syllabus is a guide to the course. Sound educational practice requires flexibility and the instructor may revise content and requirements during the semester.

Accommodation for Students with Disabilities: If you need additional time or other accommodation due to a disability, let the instructor know in first week of the class. For accommodation on the basis of disability, you need to provide documentation to the Office of Disability Support Services.

University Student-Support Resources: Help in addressing academic, social, and personal issues is available 24 hours a day, 7 days a week through the University Counseling Service which can be reached at 202 994 5300.

Grading: Grades for assignments and for the course as a whole reflect the following philosophy:

- A Excellent: Exceptional work for a graduate student. Work is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
- A- Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.
- B+ Good: Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. Indicates the student has fully accomplished the basic objectives of this graduate course.
- B Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.
- B- Borderline: Weak work for a graduate student but meets minimal expectations. Understanding of key issues is incomplete. (A "B-" average in all courses is not sufficient to sustain 'good standing.')
- C+/ C / C- Deficient: Inadequate work for a graduate student; rarely meets minimal expectations. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.
- F Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.