Syllabus: Last Revised August 24, 2019
U25 Pol Sci 3312 31: Environmental & Energy Issues
University College in Arts & Sciences
Department of Political Science
Washington University in St. Louis
3 credit hours
Fall 2019 online

Instructor: Joseph G. Frank, PhD
(email: jgfrank@wustl.edu phone: 314-935-8680)

Office Hours: 8:30 AM to 4:30 PM, Monday to Friday, by appointment only.
Washington University in St. Louis West Campus, West Building; 7509 Forsyth Blvd., Suite 150 (HR Benefits Department); St. Louis, MO 63105. Access to Suite 150 is limited; please call me to let me know you are there.

Course Information: Location: FULLY ONLINE! At https://wustl.instructure.com/courses/31415
Meeting Dates: August 26 through December 18 (excluding Holidays as noted)

Course Description:
This course considers the major issues in these increasingly important areas of public policy. We discuss the importance of political processes and actors on such phenomena as global warming, endangered species, and public lands. This course emphasizes the American experience but also considers international implications.

Required Textbook:
Info about additional readings will be made available as the dates approach. More details on Canvas.

Grading & Key Dates:
25% Participation in Canvas discussion boards (A new board for every module)
15% Short Essays (1 pp. each) for most modules about a topic related to the readings.
15% Brief Presentation (7-10 slides, due 9/26) & Report (3-5 pp., due 9/29) on a Current Events Topic.
15% In-Depth Presentation (about 15 slides., on final research paper topic, posted on 12/12)
30% Final Research Paper (7-10 pp.) includes topic (10/11), outline (11/1), draft (11/24), final (12/15).

Course Learning Goals and Overall Framework:
- Environmental Policy...
  - How elected and non-elected decision-makers decide
    - What natural resources get protected, and how
    - What natural resources are consumed by humans, and how
    - How the products of modern human life are disposed
- Energy Policy...
  - How elected and non-elected decision-makers decide
    - What resources we use to create energy & power for daily life
    - How and whether impacts on other species are considered
    - How and whether human quality of life is degraded as a result

Why Study Environmental Policy
Decisions made locally, have global impacts
Some positive, some negative, rarely neutral
Environmental policy emphasizes relationships and inter-dependency between people & process
An understanding of how US government decision-making about the environment and ecology, is constrained by the interests of various players in the decision-making process Helps you be an informed consumer of political information, and an informed voter

Why Study Energy Policy
Our daily lives are impacted in significant ways by US government and foreign governments’ decision-making about who gets access to what energy resources Some of it has to do with market forces and engineering limitations But a lot of it has to do with policy decisions made by dozens of different players far away from the point of energy consumption

The policy process
- Decision-makers are constrained by own and others’ preferences

Elections matter! Not just Presidential....
- President and the Cabinet, House, Senate, judicial appointments
- Governors, State legislatures
- To some extent local mayors and city councils

Non-elected players have huge influence in this field
- Government agencies (regulatory as well as stewardship)
- Corporations (both energy-extractors and energy-consumers)
- Interest groups (environmental advocates and “wise use” advocates)
- Universities and “think tanks”, others with technical know-how

For Sustainability Majors:

These Are the Degree Program Learning Objectives This Course Emphasizes
- Explain environmental history, laws and policies that contribute to today’s current environmental and social conditions.
- Demonstrate a fundamental knowledge of basic financing and accounting principles and an effective use of quantitative skill sets (e.g. risk analysis, life cycle analysis, cost benefit analysis) necessary to understand and communicate sustainability cost impacts.
- Demonstrate the ability to understand and apply sustainability impacts at different scales (local to global) in differing areas of interest.
- Be able to identify and assess ethical issues and controversies (related to sustainability), and to discuss, respond to, and reconcile them, applying personal and societal values and goals.

And One More Goal:
- How can you use the policy analysis tools and frameworks we discuss in this course, to help you advocate for the policy changes that would make your work in sustainability more effective, whether your path is environmental science, facilities management, architecture/engineering, or some other career in which sustainability is a primary or secondary area of focus.

Ground Rules:
This class will involve considerable online discussion. Please be sure to get started as early as possible on each module, starting with the brief introductory module that runs August 26 through 30. I realize that life can get in the way of completing course materials at times; but especially during the first day or two of each module, it is important to login to the Canvas site and start on assignments and readings early.

In class discussions on Canvas, please treat your classmates and me, the instructor, with respect.
Also, don’t forget at the end of the semester to complete online course evaluations.
https://registrar.wustl.edu/washu-course-evaluations/

Netiquette Statement
This is a FULLY ONLINE course. It is important to respect classmates and the instructor in all interactions, including online and e-mail conversation, as well as in face-to-face conversations if applicable.

- Remember: It is often difficult to read tone online. For example, ALL CAPS is considered “yelling.”
- Please use proper grammar, punctuation and spelling when writing e-mails.
- Always take time to re-read an email through the eyes of its potential recipients before you send it so that you can make sure it is neither confrontational nor potentially offensive.
- Please refer to the student conduct guidelines in the University Student Conduct Code and the Computer Use Policy for further guidance.

Attendance/Participation Policy
- Attendance and participation for this course consists of the following:
  - Active participation on Canvas discussion boards for each module, as detailed online.
  - Regularly (at least 3 times per week) accessing the course Canvas site and materials.
  - Responding within 72 hours to e-mails sent by the instructor to your WUSTL e-mail.
  - You should expect to spend 4-5 hours per week on this course; some of that time should be reflected in the amount of time you spend logged on to the course Canvas site.
- If you do not participate during any given week, you will be marked as absent for that week.
- More than two absences will decrease your participation grade and your overall course grade.
- Washington University rarely cancels classes due to inclement / severe weather conditions, and fully online classes are even more rarely cancelled. Check https://emergency.wustl.edu/ if you have questions about class cancellations due to weather. Also, make sure you are signed up to receive text messaging alerts or use the WUSTL mobile application.
- Please notify me as soon as possible when you know you will have any absence(s).
  - If you have recurring travel requirements (work, military service, family illness, etc.) please notify me as early as possible so we can make alternative arrangements to complete work.
  - Most students will be able to complete online assignments even while traveling; however, if that is not possible for you, please let me know as soon as possible.
- You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course.
  - I am able see when last you logged into Canvas and how much time you’ve spent in various areas of the classroom.
  - The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters.
  - Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

What You Can Expect from Me as the Instructor
Remember, this is a fully online course. I will respond to your e-mail within 48 hours, sometimes sooner. Generally, a request for an extension submitted less than 12 hours before an assignment is due, will be denied. I typically grade and provide feedback on assignments within 1 week after the due date. However, if you submit work late, the grading may take longer because I must move on to the next topic. WUSTL E-mail (jgfrank@wustl.edu) is the best way to reach me – however, for questions about your grades and assignment-specific questions, Canvas Inbox is my preferred communication method. We can also schedule time to meet in person or talk over the phone, if you prefer.
## Overall Course Schedule

*Subject to change as deemed necessary by the instructor. Updated versions of the syllabus will be posted on the Canvas site and announced as necessary.*

*All references to Chapter numbers are from the Vig & Kraft textbook.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading / Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26 to 8/30</td>
<td>Introduction to environmental &amp; energy policy.</td>
<td>Syllabus. Discussion Board.</td>
</tr>
<tr>
<td>8/31 to 9/2</td>
<td>Labor Day Holiday</td>
<td>No assignments due.</td>
</tr>
<tr>
<td>09/29/2019</td>
<td>CURRENT EVENTS REPORT DUE by 11:59 PM</td>
<td>Current events presentation.</td>
</tr>
<tr>
<td>10/6 to 10/11</td>
<td>Agriculture Policy, Cost-Benefit Approaches.</td>
<td>Ch 9 &amp; 10. Short essay due.</td>
</tr>
<tr>
<td>10/12 to 10/15</td>
<td>Fall Break</td>
<td>No assignments due.</td>
</tr>
<tr>
<td>11/4 to 11/12</td>
<td>Fossil Fuels: petroleum, natural gas &amp; coal.</td>
<td>See Canvas for readings (EIA, etc.) Discussion Board.</td>
</tr>
<tr>
<td>11/25 to 12/1</td>
<td>Thanksgiving Week</td>
<td>No assignments due.</td>
</tr>
<tr>
<td>12/2 to 12/8</td>
<td>Where Does Water Fit Into the Story?</td>
<td>See Canvas. Short essay due.</td>
</tr>
<tr>
<td>12/9 to 12/15</td>
<td>Student presentations</td>
<td>Post &amp; discuss on Canvas.</td>
</tr>
<tr>
<td>12/15/2019</td>
<td>FINAL PAPER DUE by 11:59 PM. No class held.</td>
<td>(Canvas submission required.)</td>
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</tbody>
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Detailed Course Outline

1. **Unit #1 = ORIENTATION** (August 26-30, 2019; First 4 days of semester)
   a. READ the syllabus!
   b. Send an email to the instructor (jgfrank@wustl.edu) confirming you understand the expectations and asking any questions you have at this point about the syllabus and course expectations.
   c. Obtain Vig & Kraft *Environmental Policy* textbook
   d. Become familiar with the course Canvas site and how the modules are organized
   e. Participate in *Welcome to Environmental & Energy (Policy) Issues* discussion board Due 8/30 & 9/3
   f. Complete *Academic Integrity & Citation* discussion.
   g. Read Chapters 1 and 2 of Vig & Kraft textbook
   h. Understand expectations for the current events paper, which is due during unit 3.

2. **Unit #2** (Lasts 2 weeks, September 3 through 15) No class deadlines on Labor Day.
   a. **Topic:** American Environmental Policy: Evolution over the past 50+ years
   b. Content to read/view = Chapters 3, 11 & 12 of Vig & Kraft
   c. Interactive exercise(s) = Discussion board on “What does the Department of Defense Have to Do with the Environment?” Due 9/6 & 9/9
   d. Deliverables/Assessment measures = Short essay on sustainability and urbanization. Due 9/9

3. **Unit #3** (Lasts 2 weeks, September 16 through 29)
   a. **Topic:** Different Players, Different Interests: How Each Branch of Government Impacts the Environment
   b. Content to read/view = Chapters 4, 5, & 6 of Vig & Kraft.
   c. Interactive exercise(s) = Discussion board on the Presidential and Congressional roles in the policy cycle model Due 9/17 & 9/20
   d. Deliverables/Assessment measures = Current events paper due. Due 9/29
   e. Other tasks/material to be included = Current events topic presentation and response to classmates’ presentations, on separate Current events presentation discussion board. Due 9/26 & 9/29

4. **Unit #4** (Lasts 2 weeks, September 30 through October 11.)
   a. No class deadlines during Fall Break October 12-15.
   b. **Topic:** Global Impacts
   c. Content to read/view = Chapters 7, 9, & 10 of Vig & Kraft.
   d. Interactive exercise(s) = Discussion board on Climate Change. **Due 10/4 & 10/6**
   e. Deliverables/Assessment measures = Short essay on one of 4 major environmental case law Supreme Court decisions **Due 10/8**
   f. Other tasks/material to be included =
      i. Worksheet on sustainability cost-benefit analysis **Due 10/11**
      ii. Possible mock trial interactive discussion activity regarding the landmark *Chevron* decision (tentatively)
      iii. Final Paper Topic Statement due **Due 10/11**
5. **Unit #5** (Lasts 3 weeks, October 16 through November 3)
   a. **Topic**: *Energy Strategies part 1*
   b. Content to read/view = *World Energy Outlook*, Chapters 8, 13 & 14 of Vig & Kraft.
   c. Interactive exercise(s) = Nuclear power pros and cons discussion Due 10/18 & 10/21
   d. Deliverables/Assessment measures = Short essay about fossil fuels and the rise of natural gas Due 10/27
   e. Other tasks/material to be included during this unit =
      i. Watch documentary about the Fukushima incident, use info from this case and others in the readings in your Canvas discussions
      ii. Final Paper Outline due Due 11/1

6. **Unit #6** (Lasts 3 weeks, November 4 through 24)
   a. No class deadlines during Thanksgiving week, November 25 through December 1.
   b. **Topic**: *Energy Strategies part 2*
   c. Content to read/view = EIA case studies on renewable energy sources (wind, solar, biomass, etc.)
   d. Interactive exercise(s) = Discussion on whether renewables can ever replace fossil fuels & nuclear Due 11/8 & 11/12
   e. Deliverables/Assessment measures = Short essay, compare & contrast 3 types of renewable energy Due 11/19
   f. Other tasks/material to be included during this unit = Final Paper Draft due Due 11/24

7. **Unit #7** (Lasts 2 weeks, December 2 through 15)
   a. **Topic**: *Final Project and Course Wrap-Up*
   b. Content to read/view = Read articles on water rights and the connection between water and power
   c. Interactive exercise(s) = Discussion board on water politics and policy in the U.S. historically compared with global water policy today (i.e., “Day Zero” in Cape Town) Due 12/4 & 12/8
   d. Deliverables/Assessment measures = Final Research Paper due. Due 12/15
   e. Other tasks/material to be included during this unit?
      i. Watch episode of *Cadillac Desert* provided via Library website
      ii. Final Research Paper presentation and response to classmates’ presentations, on separate Final Research Paper presentation discussion board. Due 12/12 & 12/15

**Grading Scale for This Course**
Each student’s grade will be based on the percentage of points earned out of the total possible points.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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Appendix 1: Policies

Notice on Technical Requirements and Supported Browsers

- Canvas works best in the most recent version of all major browsers. You can also double-check that your browser is supported.
- Be sure you have downloaded the most recent version Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.
- The use of audio and video tools within the content editor may require the use of Adobe Flash.

Technical Support
This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:
  - Chat with a Canvas Support Agent (accessible by clicking “Help” in lower left corner of the classroom)
  - Call the Canvas Support Line (Students) +1-844-865-2581

Statement Regarding Course Evaluations
I sincerely value your feedback about this course. University College students are encouraged to submit course evaluations at midterm and end-of-semester.

Statement Regarding Grades of “Incomplete”
Grades of incomplete are rare and are reserved for medical crises or other documented emergencies occurring late in the semester. Incompletes are reserved for students who were otherwise making satisfactory progress in the course prior to the emergency and will be allowed at the instructor’s discretion.

Statement Regarding Academic Honesty
Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students’ own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy. All students are expected to abide by proper citation and attribution techniques. Please refer to the Washington University undergraduate student academic integrity policy at: https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/; and to the University College undergraduate student academic integrity policy at: https://ucollege.wustl.edu/resources/student/academic-integrity-policy for additional guidance.
Academic Support

All University College students are encouraged to take advantage of the following Academic Support services on campus. Please let me know if you have questions about how online students can access these services and resources:

- **Cornerstone:** [Cornerstone](#) provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities.

- **Writing Center:** The [Writing Center](#) staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

- **Arts & Sciences Computing:** [Arts & Sciences Computing](#) operates two labs that are open to students, faculty, staff, and post-docs.

- **Library:** [Washington University Libraries](#) boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, public access computers, and so much more.

Student Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit the [Canvas accessibility statement](#) for more information on these features and reach out to your instructor should accessibility issues arise.

Inclusive Learning Environment Statement

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.
Preferred Name Policy for Students
The Preferred Name policy at Washington University in St. Louis lets students change their names in most university information systems without pursuing a legal name change. Learn how!

Accommodations Based on Sexual Assault
The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

Bias Reporting
The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.

General Tips for Success in the Online Classroom
Welcome to our online course! The following is a list of helpful information that represents habits of students who have succeeded in online courses. These tips should help each of you to have a positive experience as well.

1. GET STARTED: Remember that this online course begins on day one of the semester. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.
2. **STAY ORGANIZED.** Bookmark our course websites (Canvas, other websites indicated by instructor). Create a special binder or folder to organize any printed materials. Study time will be easier and more fruitful if you are organized and up to date.

3. **INTERACT WITH YOUR CLASSMATES.** Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.

4. **SHOW UP & ASK QUESTIONS.** Visit me in office hours occasionally for extra discussion as needed. Make an appointment and we can talk in real time via collaboration software or phone. You can also email me any questions that arise or post them in the “Questions?” discussion forum.

5. **DO THE READING.** The assigned reading is a valuable part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not. In this class, the reading will consist of.... which will prepare you to participate in the classroom discussion forums.

6. **STUDY “OFFLINE” SOMETIMES.** Although this is an online course, you need not do all your studying online. Spend time studying away from the computer by taking notes on the readings.

7. **DON’T PROCRASTINATE.** Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the study guide to better understand how to pace yourself appropriately.

8. **HANG IN THERE!!** If this is your first online class, the experience may challenge you at first, but if you keep up with the reading and follow your professor’s instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

**Guidelines for Discussion Forum Participation**

1. Be sure to write in the **subject** line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.

2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.

3. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well edited before you submit them, since unedited posts do not receive full points.

4. Participate in each discussion over **several days** within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact your classmates and me and makes discussion participation much less meaningful for you. It will also result in a loss of points.

5. Finally, the discussion forums are meant to be **fun!** Check in often to communicate with your classmates and me.
Appendix 2: Instructor Biography

Joseph Goeke Frank, PhD, CCP, GWCCM

Adjunct Instructor, University College in Arts & Sciences
Manager, Human Resources Reporting & Compliance
Washington University in St. Louis

Also:
Adjunct Associate Professor, Walker School of Business & Technology
Webster University
Adjunct Instructor, Master’s in Public Policy Administration
University of Missouri-St. Louis
Adjunct Instructor, Eckelkamp College of Global Business
Fontbonne University

I am Dr. Joe Frank, your instructor for this term! My day job is as Manager, HR Reporting & Compliance in the Human Resources department of WUSTL. But I also do many other things, and I have a wide variety of experiences that hopefully will prove interesting to you.

Current position:
I have extensive experience in a variety of industries, including education, healthcare, economic development, politics, and state and local government. I have worked in HR at WashU since May 2011, starting at the School of Medicine and now University-wide. In these positions, I provide HR metrics, reporting and analytics services to a variety of senior managers and executives within the School of Medicine and the University, as well as day-to-day compensation analysis, reporting and job analysis responsibilities.

Since 2005, I’ve also served as Adjunct Instructor for University College, teaching a variety of courses in political science, sustainability, American studies, and contract management. At Webster University, I teach data analytics courses in the masters’ program in forensic accounting; and at Fontbonne University, I teach HR and organizational behavior.

Past Experience:
My past experience includes service as a non-tenure-track faculty Procurement Specialist with the Missouri Procurement Technical Assistance Centers program of University of Missouri Extension. In this position, I helped local small businesses (primarily minority-owned and woman-owned firms) get Federal and state government contracts totaling over $124 million. Previously, I was Staff Associate for the Greater St. Louis Regional Empowerment Zone, and Community Information Specialist (web applications developer and community outreach/training specialist) for the City of St. Louis Community Information Network within the City of St. Louis Information Technology Services Agency. I also have experience working with a variety of city government agencies in St. Louis, as well as on several political campaigns.

I have spoken at numerous conferences over the years, including the Global Big Data Conference; National Association of County Collectors, Treasurers and Finance Officers; Urban and Regional Information Systems Association; Midwest Political Science Association; Southern Political Science Association; Beyond the Professoriate; and Higher Education Data Warehousing Forum.
Education and Training:

I hold the Certified Compensation Professional designation from WorldatWork; and the George Washington Certified Contracts Manager designation from George Washington University School of Business in Washington, DC.

And I have a Ph.D. in political science and an M.A. in political science from Washington University in St. Louis! As well as a B.A. in political science, a B.S. in public policy administration, and a certificate in non-profit organization leadership and management, all from the University of Missouri-St. Louis. I was an exchange student at the University of the Western Cape in Cape Town, South Africa.

Here’s a fun photo from my time in Africa! This is actually Fish River Canyon, Namibia. I’m in the white t-shirt standing on the far right (this was in September 2000).

AND NOW FOR THE LESS FUN DISCLAIMER:

Subject to Change
This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the student’s responsibility to keep abreast of such changes.