

Political Science 22300-02  
Introduction to Environmental Policy  
Spring 2015  
Tuesdays and Thursdays 10:30 – 11:45 am  
Classroom: Electrical Engineering Building 117

*Updated: January 9, 2015*

**Instructor:**

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**1. Course Description**

Elinor Ostrom, Nobel Laureate and scholar of common pool resource institutions, concluded:

“All efforts to solve resource problems need to be viewed as experiments based on partial analyses of specific problems. Theory and evidence play a key role in increasing the probability of selecting rules leading to better as contrasted to worse outcomes. Theory cannot, however, eliminate the need to view all policies as ongoing experiments that need to be monitored, evaluated, and adapted over time” (Ostrom 2005, page 220<sup>1</sup>).

Designing and implementing effective environmental policies demands detailed attention to the complex nature of environmental challenges as well as a commitment to reflexivity and adaptation. This course considers the political, economic, ethical, legal, and institutional issues involved in environmental decision-making. We begin with an introduction to the fundamental concepts (institutions, actors, and repertoires) that shape the emergence and uptake of environmental agendas.

Next, drawing from both domestic and international cases, we will consider the formation and implementation of different environmental policies across a range of topics, which may include natural resources, coastal and marine resources, endangered species, air and water pollution, energy, climate change, sustainable development, hazardous waste, toxics, and environmental justice.

We conclude with a look towards leadership and the future of environmental policy. This is an introductory level course designed to give students an understanding of important conceptual issues in environmental policy-making, as well as an overview of core policies related to the US and internationally.

**Learning Objectives:**

1. Students should become familiar with several different approaches to solving public policy problems, including their strengths and weaknesses.

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<sup>1</sup> Ostrom, E., 2005. *Understanding Institutional Diversity*, Princeton: Princeton University Press.

2. Students should gain a basic understanding of core policies related to environmental problems in the U.S. and internationally.
3. Students should gain a basic understanding of different views on several crucial debates in environmental policy today, including:
  - a. Are there “limits to growth”?
  - b. What are the causes and solutions of the “Tragedy of the Commons”?
  - c. What is the proper role of markets vs. regulation in solving environmental problems?
  - d. What is the proper role of the public and scientists in environmental policy making?
  - e. How should environmental policymakers deal with scientific uncertainty or complexity in addressing important environmental challenges?
4. Students will hone writing and analytical skills to effectively communicate their ideas, opinions, and arguments on a variety of environmental policy topics.

## **2. Our Contract**

By enrolling in this course, you and I are entering into a contract with each other. I will work hard to be prepared, enthusiastic, fair, and respectful of every student and their opinions. I will be accessible and try my best to return graded materials after no more than two weeks. By enrolling in the class, you have agreed to (1) attend class, (2) participate by asking questions and joining in class discussions, (3) read the assigned material and complete assignments on time, (4) comply with class policies established in this syllabus, and (5) **uphold the Purdue University Code of Honor and the College of Liberal Arts Civility Statement** (see end of this syllabus). Lastly, you agree to communicate any concerns or issues that arise for you in the context of this course *early* so that I can work with you to resolve these.

## **3. Course Requirements**

Even though this is a large class, the material we cover demands active participation and interaction to fully grasp the concepts, complexities, and challenges of environmental policy. Thus, our regular class meetings will include interactive class activities, discussion, and lectures. **Please come to each class prepared by completing the required readings and assignments for that day.**

**All students are responsible for visiting the course website regularly to check for the most current schedule, readings, assignment prompts, and course policies.**

There are five core requirements for the course. The first is participation. The second is a reading journal. The third is a policy memo on a current environmental problem and a recommended policy solution for that problem. The fourth is two midterm exams. The fifth is a final exam.

<i>Assignment</i>	<i>Points</i>	<i>% of Final Grade</i>	<i>Due Date</i>
Participation	50	10%	Ongoing
Reading Journal	100	20%	Ongoing (see schedule for dates)
Midterm #1	75	15%	February 19
Midterm #2	75	15%	April 7
Policy Memo and Peer Evaluation	100	20%	February 5, March 5, March 12, April 16
Final Exam	100	20%	TBD
<b>TOTAL</b>	<b>500</b>	<b>100%</b>	

Details for each of these requirements are provided in the assignment packets on the course website.

## **4. Course Materials**

### **iClickers**

In this course we will often be using a student response system, or “clicker” system. A “clicker” is an individual handheld device – like a channel changer – that allows each student to respond to questions that I ask during class. A receiver at the front of the room collects everyone’s clicker responses, which I can then instantly display as graphs to guide our discussion. A receiver saves your clicker responses to ensure you get credit for your responses in class.

Clickers are a valuable way to teach and learn, because I can find out right away whether you understand the day’s lesson and pay special attention to things that the class doesn’t understand. Clickers can also be used to start class discussions, and can even be used for group work in class. Of course, clickers also ensure that you are attending class and that you are paying attention, but that isn’t their main purpose!

You can purchase or rent clickers at the bookstore or online. You have to register your clicker at a special Web site, but that’s free. Once you have a clicker, you can use it in every class that uses clickers. You do have to go through the free registration process every semester for every class you are enrolled in that uses clickers, but it takes only a couple of minutes to do this.

Your clicker responses will be recorded as part of your class participation grade for this course, which is 10% of the course grade. Therefore, since you are expected to participate in every class, you should bring your clicker every time the class meets. If you forget your clicker on a given day, you will not be able to get points if clickers are used that day, just as if you forgot to finish answering all the questions on a test. There are no make-ups for clicker use. However, **you will be allowed to drop your two lowest clicker scores during the course**, so if you miss a couple of days it won’t count against you. **Please carry extra batteries for your clicker. Set your clicker frequency to DD for our class.**

Finally, since your clicker is registered to you individually, **you may not loan it to someone else or let someone else use it to pretend they are you: I will treat that the same as if you were caught cheating on an assignment or test!**

During the first part of the course we will practice using clickers until you feel comfortable with them. If you have any questions or problems with your clicker, please let me know.

### **Reading Materials**

We will draw from three primary textbooks, peer-reviewed journal articles, book chapters, and online resources. Materials that can be found on BlackBoard will be marked [B]; web materials will be noted [W]. Our three primary textbooks are both available for purchase in the university bookstore:

1. Bardach, Eugene. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 4th Edition. CQ Press. ISBN: 978-1-60871-842-9
2. Layzer, Judith A. *The environmental case: Translating values into policy*. 3<sup>rd</sup> edition. CQ Press, 2011.
3. Vig, Norman J., and Michael E. Kraft, eds. *Environmental Policy: New Directions for the Twenty-First Century 8th Edition*. Sage, 2012.

Copies of the three textbooks are also on reserve in the Humanities, Social Science, and Education Library (HSSE). Note: if you use older editions of the books, make sure that you cross-reference the table of contents to ensure you are reading the correct chapter. **You are responsible for ensuring you have the correct material for each class.**

## News and Research Resources

- Please pay attention to current events. The *New York Times* and the *Wall Street Journal* provide in-depth coverage of national and international issues. *Environmental News Network* ([www.enn.com](http://www.enn.com)) covers a broad base of topics across the globe. *Energy and Environment* (<http://www.eenews.net/>) provides in-depth coverage focused primarily on the US – check out their E&E Daily and Greenwire to see what Congress is up to. You can access most of these news sources through Purdue’s library.
- The **library** is an excellent resource for conducting research. The library guides provide a good launching point: <http://guides.lib.purdue.edu/content.php?pid=129170>
- Additionally, our **reference librarian**, Professor Bert Chapman, is available to assist you in finding credible academic sources for your research. He can be reached via email [chapmanb@purdue.edu](mailto:chapmanb@purdue.edu).
- **Purdue’s Writing Lab** is a valuable resource as you begin to draft your assignments: <https://owl.english.purdue.edu/writinglab/>
- Consider using **Zotero**, a free, web-based software for managing your research resources, citations, and for creating bibliographies. This is available for download through the library.

## 5. Policies

### General Course Policies:

While technology in the classroom has its advantages, it is often distracting to your fellow classmates. All laptops, tablets, phones, and recording devices must be turned off and put away during class. Please talk with me if you have questions or concerns about this policy.

### Attendance:

You are expected to follow the Purdue University Class Attendance and Absence Reporting Policy, meaning that you are required to attend all lectures and events. **Absences will be excused only for documented physical or mental illness, accident, or emergency as determined by the Dean of Students.** The complete policy and implications are available online at: <http://www.purdue.edu/odos/services/classabsence.php>

If you are late to class, please enter quietly; I’d prefer a minor disruption to you missing an entire class.

### Grading:

All grades will eventually be scaled to a 100-point system:

		87-89	B+	77-79	C+	67-69	D+
93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
						< 60	F

In calculating course grades, **any missing assignment, quiz, or paper will be counted as a zero—something that will seriously affect your course grade.** If you have questions or concerns about your grades, please come to my office hours or schedule an appointment to see me. Please **do not wait** until the end of the semester to ask how you can improve your grade.

**Extra Credit:**

Extra credit is supplementary to your regular course obligations. Extra credit opportunities, although infrequent, will be announced on BlackBoard or in class. Each extra credit opportunity is worth 10 points. You may earn up to a maximum of 30 total points through three extra credit opportunities.

**Citation and Plagiarism:**

Please refer to Purdue's Online Writing Lab for guidance on how to properly use and credit research in your work. <https://owl.english.purdue.edu/owl/section/2/9/> . For this course, you should use the **APA 6<sup>th</sup> edition style**.

If you supplement your research with material from the internet, you must put the full citation and not just the general website. For example, if you look up information on hazardous wastes at the EPA website, put: <http://www.epa.gov/epaoswer/osw/hazwaste.htm> and **NOT** <http://www.epa.gov/> or EPA website. You should also include the author or sponsor of the website and the date you accessed the site.

**Assignments and Exams:**

I will provide detailed assignment instructions for all major assignments throughout the course of the semester in advance of the due date. Please follow the specific instructions and adhere to the guidelines, especially regarding collaboration with your peers. Generally, unless otherwise specified, collaboration on assignments is not permitted. Your work must be your own, original contribution.

**Late Assignments:**

Assignments turned in late without a valid extension will lose one partial letter grade for each day, e.g. an A- paper turned in one day late will become a B+. **Extensions must be requested before the due date**. No extensions will be granted the day an assignment is due except for documented medical or personal emergencies. Computers crashing, file corruption, and other technology problems are not generally considered valid excuses for late work.

**Make-Up Policy:**

Students who miss an exam will receive a zero unless you have a documented medical or personal emergency, or an official exam conflict. Students who miss in-class reading and class exercises will receive a zero.

**Accommodation:**

Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with me no later than January 27.

**Emergencies:**

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted on the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

## 6. Class Schedule and Assignments

Topics and Readings	Assignments
<b><i>The State of the Environment and Environmental Policy Foundations</i></b>	
<p><b>Class 1: Introduction and Why Environmental Policy?</b> (Tuesday, 1/13)</p> <p>1. [B] Syllabus</p>	
<p><b>Class 2: The Preservation, Conservation, and Environmental Movements</b> (Thursday, 1/15)</p> <p>1. [W] Muir, John, 1918. <i>Steep Trails</i>. Chapter 1: <a href="#">“Wild Wool.”</a></p> <p>2. [W] Pinchot, Gifford. 1910. <i>The Fight for Conservation</i>. Doubleday, Page &amp; Co. Chapter 4: <a href="#">Principles of Conservation</a>. pp. 40-52.</p> <p>3. [B] Carson, Rachel. 1962. <i>The Silent Spring</i> (excerpts).</p> <p>4. [W] Mock, Brentin. July 31, 2014. <a href="#">“Are there two different versions of environmentalism, one ‘white’, one ‘black’?”</a> <i>Grist</i>.</p>	Online Syllabus Quiz due by 8:00 am
<p><b>Class 3: What is environmental policy?</b> (Tuesday, 1/20)</p> <p>1. Vig and Kraft Ch. 1</p> <p>2. Layzer p. 1-5</p> <p>3. Bardach Appendix B (“Things Governments Do”)</p> <p>4. Vig and Kraft Appendix 1 “Major Federal Laws on the Environment 1969-2011”</p>	Reading Journal #1 due by 8:00 am
<p><b>Class 4: What are the limits to growth?</b> (Thursday, 1/22)</p> <p>1. [B] Clapp, Jennifer and Peter Dauvergne. 2005. “Peril or Prosperity: Mapping Worldviews of Global Environmental Change.” <i>Paths to a Green World: The Political Economy of the Global Environment</i>. MIT Press. P. 1-17.</p> <p>2. [B] Meadows, D. et al. “The Limits to Growth.” In Conca and Dabelko, eds. (2015) <i>Green Planet Blues</i>.</p>	Sign up for your policy memo topic
<p><b>Class 5: What is Policy Analysis?</b> (Tuesday, 1/27)</p> <p>1. [R] Bardach, E. 2012. <i>A Practical Guide for Policy Analysis. The Eightfold Path to More Effective Problem Solving</i>. 2<sup>nd</sup> edition. Pages xv-xx, 11-47, 58-63</p> <p>2. Layzer p. 9-16</p> <p><i>Note: the reading for today is long but is critical for success on your policy memo assignment</i></p>	
<p><b>Class 6: The Policy Process: US Institutions</b> (Thursday, 1/29)</p> <p>1. Vig and Kraft Ch. 5 and start Ch 4 (p. 84-94)</p>	
<p><b>Class 7: The Policy Process: US Institutions (2)</b> (Tuesday, 2/3)</p> <p>1. Vig and Kraft Ch. 6 and finish Ch. 4 (p. 94-103)<i>Note: the reading for today is long and a bit complex. Please refer to your reading guide before reading to make sure you grasp the critical concepts.</i></p>	

<p><b>Class 8: Policy Case Study: Endangered Species Act</b> (Thursday, 2/5)</p> <p>1. Layzer Ch. 7</p>	Policy Memo Part 1 due by 9:00 pm
<p><b>Class 9: What is the tragedy of the commons?</b> (Tuesday, 2/10)</p> <p>1. [B] Hardin, Garrett. 1968. "The Tragedy of the Commons." <i>Science</i> 162 (3859): 1243-8.</p> <p>2. [B] Bromley, Daniel. 1991. "Comment: Testing for Common versus Private Property." <i>Journal of Environmental Economics and Management</i> 21:92.</p> <p>3. [B] Ostrom, Elinor, et al. 1999. "Revisiting the commons: local lessons, global challenges." <i>Science</i> 284(5412): 278-282.</p> <p><i>Note: although the readings are short, they are very difficult. Please allocate sufficient time to read them in-depth.</i></p>	
<p><b>Class 10: Policy Case Study: Fisheries</b> (Thursday, 2/12)</p> <p>1. Layzer Ch. 9</p>	Reading Journal #2 due by 8:00 am
<p><b>Class 11: MIDTERM REVIEW</b> (Tuesday, 2/17)</p> <p><i>ISA: Professor Suiseeya at ISA conference – no office hours this week</i></p>	Submit mid-term review questions by 8:00 am
<p><b>Class 12: MIDTERM #1</b> (Thursday, 2/19)</p> <p><i>ISA: Professor Suiseeya at ISA conference – no office hours this week</i></p>	In class midterm exam
<b>Solving Environmental Problems</b>	
<p><b>Class 13: Policy Case Study: Air and Water Pollution</b> (Tuesday, 2/24)</p> <p>1. Layzer Ch. 2</p> <p>2. [B] Davenport, C. 2014. "Obama builds environmental legacy with 1970 law." <i>New York Times</i>, 26 November 2014. <a href="http://nyti.mes/1yitieM">http://nyti.mes/1yitieM</a></p>	Sign up for Policy Memo Group meetings with Professor Suiseeya
<p><b>Class 14: Policy Case Study: Market-based Incentives and Air Pollution</b> (Th, 2/26)</p> <p>1. Layzer Ch. 14</p>	
<p><b>Class 15: What is the importance of problem definition in solving environmental policy problems?</b> (Tuesday, 3/3)</p> <p>1. Layzer p. 5- 9</p> <p>2. Bardach pages 1-11 (Problem definition)</p> <p>3. [B] Ostrom, E. (2000). The danger of self-evident truths. <i>PS: Political Science and Politics</i>, 33(1), <b>pages 33, 37-42 ONLY.</b></p>	Reading Journal #3 due by 8:00 am
<p><b>Class 16: What is the role of science in environmental policy?</b> (Thursday, 3/5)</p> <p>1. Vig and Kraft Ch. 7</p>	Policy Memo Part 2 due by 9:00 pm
<p><b>Class 17: What is the role of business in addressing environmental policy challenges?</b> (Tuesday, 3/10)</p> <p>1. Vig and Kraft Ch.10</p>	
<p><b>Class 18: Policy Case Study: Payments for Ecosystem Services</b> (Thursday, 3/12)</p>	Peer Evaluation of Draft Memos due

<ol style="list-style-type: none"> <li>[B] UNEP. 2008. <b>Section 1 ONLY</b>: “Ecosystem services and Emerging Markets and Payments,” p. 1-7, in <a href="#">Payments for Ecosystem Services: Getting Started</a>.</li> <li>[B] Perrot-Maître, D. (2006) <i>The Vittel payments for ecosystem services: a “perfect” PES case?</i> International Institute for Environment and Development, London, UK.</li> </ol>	(Policy Memo Part 3) by 9:00 pm
<b>Spring Break (Tuesday 3/17 and Thursday 3/19) – NO CLASS</b>	
<b>Class 19:</b> <i>What is the role of civil society in environmental policy?</i> (Tuesday, 3/24) <ol style="list-style-type: none"> <li>[B] Wapner, Paul. "Politics beyond the state environmental activism and world civic politics." <i>World Politics</i> 47.03 (1995): 311-340.</li> <li>Bardach Appendix C “Understanding Public and Nonprofit Institutions”</li> </ol>	
<b>Class 20:</b> <i>Policy Case Study: the Superfund Act</i> (Thursday, 3/26) <ol style="list-style-type: none"> <li>Layzer Ch. 3</li> </ol>	<i>Optional: Policy Memo Drafts due by 9:00pm</i>
<b>Class 21:</b> <i>Producing policy change: agenda setting and focusing events</i> (Tu, 3/31) <ol style="list-style-type: none"> <li>Layzer p. 16-18</li> <li>[B] Downs, Anthony. “Up and down with ecology: the issue-attention cycle” <i>The Public Interest</i>, Volume 28 (Summer 1972), pp. 38-50.</li> <li>[W] Fitzsimmons, E. 2014. “<a href="#">Tap Water Ban for Toledo Residents.</a>” <i>New York Times</i>, August 3, 2014.</li> <li>[W] Zimmer, C. 2014. “<a href="#">Cyanobacteria Are Far From Just Toledo’s Problem.</a>” <i>New York Times</i>, August 7, 2014.</li> </ol>	Reading Journal #4 due by 8:00 am
<b>Class 22:</b> MIDTERM REVIEW (Thursday, 4/2)	Submit mid-term review questions by 8:00 am
<b>Class 23:</b> MIDTERM #2 (Tuesday, 4/7)	In-class midterm
<b><i>Environmental Policy Challenges</i></b>	
<b>Class 24:</b> <i>International Environmental Policy</i> (Thursday, 4/9) <ol style="list-style-type: none"> <li>Kanie, N. 2015. “Governance with multilateral environmental agreements: a healthy or ill-equipped fragmentation?” Chapter 13 in <i>Green Planet Blues</i>, edited by Ken Conca and Geoffrey Dabelko.</li> <li>[B] Renner, M. and T. Prugh. 2014. “Failing Governance, Unsustainable Planet.” <i>State of the World 2014: Governing for Sustainability</i>. Worldwatch Institute. P. 3-19.</li> </ol>	
<b>Class 25:</b> <i>Water Governance: Is there a human right to water?</i> (Tuesday, 4/14) <ol style="list-style-type: none"> <li>[B] Gleick, Peter H. "The human right to water." <i>Water Policy</i> 1.5 (1998): 487-503.</li> <li>[B] Wall Street Journal. July 25, 2014. “A tale of two cities: the Dickensian</li> </ol>	Reading Journal #5 due by 8:00 am

<p>misery of expecting people to pay their bills.”</p> <p>3. [B] Wall Street Journal. July 30, 2014. “<a href="#">Detroit deadbeats and free water as a human right.</a>”</p> <p>4. [B] Kendizior, Sarah. July 23, 2014. “<a href="#">Water is a human rights, but who is considered a human being?</a>” <i>Aljazeera</i>.</p>	
<p><b>Class 26:</b> NO CLASS – MPSA (Thursday, 4/16)</p> <p><i>Note: in lieu of class on April 16, you must attend the scheduled Earth Day speaker TBA.</i></p>	<p>FULL POLICY MEMO DUE by 9:00 pm.</p>
<p><b>Class 27:</b> <i>Climate Change</i> (Tuesday, 4/21)</p> <p>1. Vig and Kraft Ch.12</p>	
<p><b>Class 28:</b> <i>Climate Change</i> (Thursday, 4/23)</p> <p>1. [B] Pettit, Jethro. "Climate justice: A new social movement for atmospheric rights." <i>IDS Bulletin</i> 35.3 (2004): 102-106.</p> <p>2. Layzer Ch. 10</p>	
<p><b>Class 29:</b> <i>Development and the Environment</i> (Tuesday, 4/28)</p> <p>1. Vig and Kraft Ch. 13</p>	<p>Reading Journal #6 due by 8:00 am</p>
<p><b>Class 30:</b> <i>Environmental Justice</i> (Thursday 4/30)</p> <p>1. [W] Read the brief biographical sketches of each of this year’s <a href="#">Goldman Award</a> winners and pick <b>one</b> to read the full biographical sketch and watch their video.</p> <p>2. Bullard, R. 2005. “Environmental Justice in the 21<sup>st</sup> Century.” Chapter 31 in <i>Debating the Earth: the Environmental Politics Reader</i>.</p>	
<p><b>TBD: Final Exam</b></p>	<p>In-class final exam</p>

### Disclaimer

This syllabus is a living document. As such, it may be updated to reflect changing needs in the course. I reserve the right to adjust the schedule, readings and assignments as appropriate and/or necessary.

### Academic Integrity

#### *Purdue University Code of Honor*

The purpose of the Purdue University academic community is to discover and disseminate truth. In order to achieve these goals, the university commits itself towards maintaining a culture of academic integrity and honesty. For this to be possible, self-discipline and a strong desire to benefit others must be present within each individual. Therefore, we students must follow the Regulations Governing Student Conduct of Purdue University out of a sense of mutual respect, rather than out of fear of the consequences of their violation.

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must

not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

See also "Academic Integrity: A Guide for Students" available online at:

<http://www.purdue.edu/odos/aboutodos/academicintegrity.php>

*College of Liberal Arts Classroom Civility Statement*

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.