

# AHS Capstone Final Deliverable

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**Roland Liu**

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# Preamble

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My AHS concentration is in Environmental Policy. I initially struggled with what I would do for my AHS Capstone project, as most of my initial possibilities included involvement in actual governments or joining and being active in environmental organizations. However, it quickly became clear to me that these were not possible to do within the scope of one semester. My personal goal for my AHS Capstone was to somehow make a positive impact on our environment, so I tried to think of other ways to do so.

I had previously written an essay where I polled students and schools on whether high schools offered environmental science courses, and whether students actually took the courses. Less than half of the schools even offered some type of environmental science, and the environmental science courses that did exist were often seen as lesser courses that students took if they weren't dedicated enough or had high enough grades for AP physics, chemistry, or biology.

I decided to try to leave a positive impact on the environment by trying to change the amount of environmental education presented to high school students. Environmental policy is a worthwhile topic because it is extremely current and relevant in today's world, and offers an opportunity for students to be introduced to interdisciplinary learning by helping them explore how various subjects such as science, economics, and ethics are involved in the policy-making process. I decided that writing an entire course's worth of lesson plans on environmental policy would be useless, as it would be likely that the course would fall into the same caliber as current environmental science courses. Additionally, it would be hard to implement without a teacher already learned in environmental policy. Therefore, I decided to write two lesson plans that hit some of the basics of environmental policy, to be integrated within a government and politics course – a common history elective for juniors and seniors in high school.

The first lesson plan focuses on environmental ethics and international whaling policy over the past century and features a research and peer-teaching component. The second lesson plan is a case study that examines the debate over the Cape Cod Wind project: a 140 Mega-Watt wind farm constructed in Nantucket sound.

I chose these two topics because I hold a personal stake in both. I've been learning about the endangered Right whale since I've been in kindergarten, and it's nice to be able to revisit a piece of childhood. In addition, my family owns a house in Cape Cod that overlooks the Wind Project, so I've been able to get a small amount of the debate in my own household. Additionally, I am studying these two topics because I feel that they address different and many areas of environmental policy. For example, whaling regulations deal with animal rights, international environmental policy, indigenous peoples, and ocean use, while the Cape Cod Wind Project deals with alternative energies, economy, property rights, and environmental health (Gambell, 1992; Firestone and Kempton, 2005).

# Project Goals and Objectives

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## Project Goals

Throughout this project, I intend to:

- Personally gain a deeper understanding of various factors that influence the creation and implementation of environmental policy
- Expand my knowledge base of whaling regulations and international policy implementation
- Improve my ability to write lesson plans and curricula
- Enable high school government and politics instructors to teach environmental policy using non-lecture pedagogical techniques

## Project Objectives

I will accomplish this by:

- Composing two two-part lesson plans that make up a four-hour unit for a high school government and politics course, with one two-part lesson focusing on whaling regulations and the other on the Cape Cod Wind Project
- Creating a research document summarizing the research I have conducted, and how I have been using the information in the creation of my lesson plans.

# Lesson Plan 1: International Whaling Regulations

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## Grade Level:

This lesson is intended to target 11<sup>th</sup> and 12<sup>th</sup> grade students enrolled in high school government and politics courses.

## Pre-requisites:

Students should be familiar with the legislative process in the U.S. and possibly other countries.

## Time Required:

This lesson is two hours long, and can be adjusted to accommodate different block lengths by allowing extra time for in-class activities. It is presented here in two hour-long blocks in order to align with the length of typical high school classes.

## Materials needed:

100 3x5" index cards  
Laptop computer cart

## Learning Goals and Measurable Outcomes

### Learning goals:

The goal of this lesson is for students to:

- Learn about international whaling policies and regulation
- Improve research and communication skills
- Comprehend the seven levels of environmental ethics and how environmental ethics influences policy
- Understand the relationship between cultural values and environmental policy
- Identify how scientific data is incorporated into environmental policy
- Understand the difficulties of enacting multi-national policy
- Become more aware their own individual learning processes

### Measurable Outcomes:

By the end of the lesson, students should:

- Create study notes/summaries for the readings assigned to them as homework;
- Generate and record answers to analytical question cards presented in class;
- Write a reflection at the end of the second block explaining what they learned, and what they enjoyed.

## Educational Standards

These educational standards are taken from the Massachusetts History and Social Sciences curriculum framework (<http://www.doe.mass.edu/frameworks/hss/final.pdf>)

USG 4.1: Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.

USG 4.2: Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflicts.

USG 4.7: Explain and evaluate participation by the United States government in international organizations.

USG 4.8: Use a variety of sources, including newspapers, magazines, and the internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.

## Procedure

### Block 1 (60 minutes)

Environmental Ethics discussion (25 minutes):

- Explain the seven to ten levels of ethics (<http://www.umweltethik.at/download.php?id=391>)
- Introduce the concepts of moral rights and human superiority

Introduction to whaling (25 minutes):

- What whaling is (5 minutes);
- Current regulations on whaling (20 minutes):
  - International moratorium;
  - Exceptions for sustenance whaling;
  - Illegal whaling/countries not included in International Whaling Commission

Assign homework (5 minutes):

-Students will be asked to skim papers on the history of whaling, whaling in the Grenadines, and indigenous whaling, and be able to look for information in these papers for the activities in the next block

### Block 2 (60 minutes)

International Whaling Rights Question Card Activity (35 minutes):

-A set of index cards will be provided to students. Each index card will have a question written on it (e.g., *Why was whaling still allowed in the St. Vincent Islands after the international moratorium was in put into place? What factors account for the difficulties in enacting international law?*).

-Students will each take a card from the center of the set. Using the internet and the readings assigned as homework from Block 1, they will formulate and write on the back of the card answers to the question posed (~5-10 minutes).

-Students will then pair up, and explain each question and answer to each other, with students filling in details as necessary and writing the other student's question and answer as well. Afterwards, the pairs will switch cards with each other, and find new people to ask questions to. This way, each student will have the chance to both hear and explain the answer to each question, and have a record of each question in their notebook (~5 minutes per question).

-The question cards will be collected at the end of the lesson, and the answers that students wrote on the back of the cards will be compiled and provided to the students as a study guide. Some questions may be used on an exam or similar.

Summary of Block 1 and 2 (15 minutes): Ethics discussion: at what level of environmental ethics do we think at when we consider whaling rights? What do our current regulations say about our views on human superiority? If we were looking at whaling from a different ethical perspective, how do you think laws would be altered, if at all?

Policy Lessons: what are some takeaway lessons that we can think of, given what we've learned about whaling laws and environmental ethics?

Assign homework (5 minutes):

-Students will be given an assignment to write a short reflection detailing what they have learned in the two-block lesson, what they enjoyed or didn't enjoy doing in class. This would in theory both help guide changes made to the next iteration of the lesson being taught and cause students to understand their own learning processes. To help students make nontrivial statements and realizations about their learning processes, examples of good and bad reflection statements will be included.

## Assignments

U.S. Government and Politics

Mr. Smith

March 2013

### **Homework # : International Whaling Readings**

For next class, you should read the papers handed out to you in class.

Next time in class, we'll be using these papers to answer some questions about whaling. While you don't need to read these all the way through, you should be taking notes while skimming these papers as to where certain information is, so that you'll be able to find what you need easier next class.

The papers handed out in class:

Gambell, R. "International Management of Whales and Whaling: An [sic] Historical Review of the Regulation of Commercial and Aboriginal Subsistence Whaling." *Arctic*, Vol 46, No 2, pp. 97-107. 1992.

Skåre, M. "Whaling: A Sustainable Use of Natural Resources or a Violation of Animal Rights?" (plus commentary) *Environment*, pp. 13-20, 30-36. 1994.

Russell, D. "The Makah Tribe: Hunting the Great Whale," ch 4 in *Eye of the Whale*, pp. 91-113. 2001.

D'Amato, A., and Chopra, S. K. "Whales: Their Emerging Right to Life," *American Journal of International Law*, pp. 22-28; 50-62.1991.

**Homework # : Whaling unit Reflection**

For this assignment, please compose a short (~1 page, double-spaced although it can be as long as you want, really) reflection on the past two classes. This reflection should help you recognize how you learn, what parts of the classes you enjoyed, and why you think you learn or enjoy the things you did. It will also help me understand what I'm not doing well, so I can improve!

While you can write your reflection however you want, here are a few guiding questions that you can use to help you if you're stuck:

- 1) What were your favorite or least favorite parts of the classes? Why?
- 2). What points discussed in class are still unclear? Why?
- 3). What do you remember best about the past few classes?
- 4). How do you feel about switching from the standard lecture format?
- 5). If you were me, how would you have taught the past two classes differently?

## Questions for Question Cards

*Why are whales a valuable resource? What are they used for?*

*What types of whales are currently protected under the IWC moratorium?*

*What significance do whales hold to us as a country?*

*What did the Convention for the Regulation of Whaling in 1931 regulate, and why was it unsuccessful?*

*What role did scientific data play in whaling policy enactment? How much of an impact did this data have? Give specific examples.*

*Why was whaling still allowed in the St. Vincent Islands after the international moratorium was in place?*

*For what reasons are indigenous people often excluded from whaling regulations?*

*What major decision did the IWC make in 1982?*

*Why would countries adhere to the IWC regulations? What disadvantages are there to dropping out of the IWC and continuing whaling?*

*When there is a disagreement between the whaling industry and environmental organizations as to quota sizes, who usually wins out? Why is this the case?*

*What factors account for the difficulties in enacting international law?*

*How do international sea borders complicate whaling regulations?*

*How would one petition the governments for the right to kill whales? What arguments are valid?*

*Create a rough timeline of the major events that happened in whaling regulation laws.*

## References

To be completed later because I need to get the other lesson plan done and this'll take a while...

Vos, J. "Teaching Environmental Planning and Policy by Linking Theory and Praxis." *Journal of Public Affairs Education*, Vol 6, No 2, pp. 105-113. 2000.

Gambell, R. "International Management of Whales and Whaling: An [sic] Historical Review of the Regulation of Commercial and Aboriginal Subsistence Whaling." *Arctic*, Vol 46, No 2, pp. 97-107. 1992.

Zastavker, Y. V. and Stein, L. A. "Assignment 9: Unit/Lesson Plan Draft." *AHSE 2199: Special Topics in Arts, Humanities, and Social Sciences: Teaching and Learning In Undergraduate Science & Engineering*. Olin College of Engineering, 2011.

Skåre, M. "Whaling: A Sustainable Use of Natural Resources or a Violation of Animal Rights?" (plus commentary) *Environment*, pp. 13-20, 30-36. 1994.

D'Amato, A., and Chopra, S. K. "Whales: Their Emerging Right to Life," *American Journal of International Law*, pp. 22-28; 50-62.1991.

Russell, D. "The Makah Tribe: Hunting the Great Whale," ch 4 in *Eye of the Whale*, pp. 91-113. 2001.

Yardley, W. "With Powerboat and Forklift, a Sacred Whale Hunt Endures," *New York Times*, October 17, 2011.

# Lesson Plan 2: The Cape Cod Wind Project

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## Grade Level:

As with the previous lesson plan, this lesson is intended to target 11<sup>th</sup> and 12<sup>th</sup> grade students enrolled in high school politics courses.

## Pre-requisites:

Students should have attended the previous lesson on whaling, as the concepts in environmental ethics and policy lessons that were previously discussed will be revisited in this lesson.

## Time required:

This lesson will span two hour-long blocks, or can be adjusted to accommodate different block lengths by allowing extra time for in-class activities.

## Materials needed:

Chalkboard/Whiteboard

## Learning Goals and Measurable Outcomes:

### Learning Goals:

The goal of this lesson plan is for students to:

- Improve research and communication skills;
- Comprehend the seven levels of environmental ethics and how environmental ethics influences policy
- Understand how economics affects environmental policy;
- Identify the role public opinion plays in the implementation of environmental policies;
- Acknowledge the role of multiple interest groups in environmental policy;
- Become more aware their individual learning processes.

### Measurable Outcomes:

By the end of the lesson, students should:

- Create study notes/summaries for the readings assigned to them as homework;
- Participate in an in-class debate about whether or not the Cape Cod Wind Project should have been carried through;
- Write a reflection at the end of the second block explaining what they learned, what they enjoyed, and why they learned and enjoyed what they did.

## Educational Standards:

These educational standards are taken from the Massachusetts History and Social Sciences curriculum framework (<http://www.doe.mass.edu/frameworks/hss/final.pdf>)

USG 5.5: Identify specific ways for individuals to serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government.

USG 5.8: Analyze the arguments that evaluate the functions and values of voluntary participation by citizens in the civil associations that constitute civil society.

USG 5.9: Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.

USG 5.10: Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.

## Procedure

### Block 1 (60 minutes)

Introduction to the Cape Wind Project Lecture (10 min):

- What the Project is (3 min);
- How much energy the Project produces (3 min);
- Introduce the controversy over the Project before it was approved, which will be discussed more in next section (4 min).

Discussion: important aspects/points of controversy of the Cape Wind Project (10 min):

- Ask students what they think the stakeholders involved in the controversy would care about (e.g., aesthetics, electricity costs, environmental impact);
- Create a list on the board, and fill in what the students have missed;
- Poll students on what they personally find the most important points.

Comparison: students versus homeowners (15 minutes):

- Present results shown by Firestone, et al.
- Ask students *"Why do you think homeowners ranked things differently? How does this relate to environmental ethics?"*

Introduction to next class: Cape Cod Wind Project debate (25 minutes):

- Hand out homework assignment and readings for next class;
- Review with students the format of the debate for next class (described in the homework assignment);

-Assign teams of students for the debate. If there are a large number of students, they can be either broken up into two sections, each with two groups, or students can play the role of various “interest groups,” which may be for or against the Cape Wind Project;

-Briefly introduce relevant readings (also included in the homework assignment);

-Students in the same group for the debate may assign particular readings for each group participant to read, so that the group has a comprehensive view of the Cape Winds;

- Q&A session.

## **Block 2 (60 minutes)**

Debate (25 minutes);

Summarize entire unit (whaling and Cape Cod Winds) (25 minutes)

-Policy Lessons learned – what factors affect environmental policy formation?

-Relate to environmental ethics: what level of ethics do we think at? What level do policymakers and corporations think at? Why do we think like we do?

Summarize homework assignment and feedback session

-Hand out homework assignment for the end of the unit

-Hold a feedback session: have students discuss what could have been improved. Ask questions like, “Do you wish we spent more time learning this?”, “was the debate useful?”, etc., if no students are volunteering.

## **Assignments**

U.S. Government and Politics

Mr. Smith

March 2013

### **Homework #15: Cape Cod Winds Debate**

In the next class, you will face off with and against your peers in a debate of epic (well, not really) proportions.

You have been handed out a number of papers in class; you should read at least some of these papers all the way through. You can coordinate with your team members so that your team collectively ends up reading all of the papers. It might not be a bad idea to (a.k.a. you should) be at least skimming everything.

Be prepared to talk about economic, political, social, and environmental aspects of the Cape Cod Wind Project during the debate, for example....

The papers handed out in class:

Firestone, J. and Kempton, W. "Public Opinion about Large Offshore Wind Power: Underlying Factors." *University of Delaware*. Draft, 2005.

Daley, B. "Cape Wind Backers Blew Right By Cost," *Boston Globe*, 10 October 2010

"Utilities to DPU: No Cape Wind," *Commonwealth*, 13 October 2011

O'Brien, G. "A Thrifty Wind To Be Harnessed," *Boston Herald*, 6 November 2010

U.S. Government and Politics

Mr. Smith

March 2013

### **Homework #16: Whaling and Cape Cod Wind Project Unit reflection**

Same deal as last time. For this assignment, please compose a short (~1 page, double-spaced although it can be as long as you want, really) reflection on the past four classes. This reflection should help you recognize how you learn, what parts of the classes you enjoyed, and why you think you learn or enjoy the things you did. It will also help me understand what I'm not doing well, so I can improve!

While you can write your reflection however you want, here are a few guiding questions that you can use to help you if you're stuck:

- 1). Do you think the Whaling and Cape Winds subjects worked well together? Why or why not?
- 2). What were your favorite or least favorite parts of the classes? Why?
- 3). What points discussed in class are still unclear? Why?
- 4). What do you remember best about the past few classes?
- 5). If you were me, how would you have taught the past two/four classes differently?

## References

Vos, J. "Teaching Environmental Planning and Policy by Linking Theory and Praxis." *Journal of Public Affairs Education*, Vol 6, No 2, pp. 105-113. 2000.

Firestone, J. and Kempton, W. "Public Opinion about Large Offshore Wind Power: Underlying Factors." *University of Delaware*. Draft, 2005.

Zastavker, Y. V. and Stein, L. A. "Assignment 9: Unit/Lesson Plan Draft." *AHSE 2199: Special Topics in Arts, Humanities, and Social Sciences: Teaching and Learning In Undergraduate Science & Engineering*. Olin College of Engineering, 2011.

Kempton, W., Firestone J., Lilley J., Rouleau T., Whitaker P.. "The Offshore Wind Power Debate: Views from Cape Cod." *Coastal Management*, Vol 33, pp. 119-149. 2005.

Pasqualetti, M. "Wind Power: Obstacles and Opportunities," *Environment*. pp. 23-38. 2004.

"Utilities to DPU: No Cape Wind," *Commonwealth*, 13 October 2011

O'Brien, G. "A Thrifty Wind To Be Harnessed," *Boston Herald*, 6 November 2010

Daley, B. "Cape Wind Backers Blew Right By Cost," *Boston Globe*, 10 October 2010

# Research Document

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Each entry in my research document follows the format of:

1. Article Reference
2. Purpose for reading article: why I was researching this particular subject, and why I found the article summarized of interest.
3. Summary of article: a brief recapitulation of the information presented in the article.
4. Analysis of how the information that was presented affect the development of my lesson plans, in terms of both content and pedagogical techniques.

Vos, J. "Teaching Environmental Planning and Policy by Linking Theory and Praxis." *Journal of Public Affairs Education*, Vol 6, No 2, pp. 105-113. 2000.

Purpose for research:

To gather different techniques for teaching environmental policy and gauge the effectiveness of these techniques, with the possibility of incorporating some reincarnation of them in my lesson plans.

Summary of Article:

This paper discussed teaching liberal arts students environmental planning. This can be a challenge, as these students lack a strong science background, and environmental science plays a large role in shaping the development of environmental policy. Another problem lies in the diversity of environmental issues that can be taught; "it is impossible to cover all of the environmental problems and the main environmental acts in one course." Finally, it is hard to instruct liberal arts students in environmental planning because proper environmental policy also requires an understanding of economics, equity, and environmental values. In addition, the author emphasizes that environmental planning companies rather students to have a more practical, applied background than a theoretical background, with more understanding of actual policy implementation and analysis than memorization of past acts.

The way the author addressed these problems in instructing environmental policy was by implementing a new format in his course: "we discuss environmental theories and models for one or two weeks, and then we spend the following week on the policy implications of those theories and models." In the class, they actually searched for real-life environmental policy documents open for public review, studied them as a class, and wrote memos to the responsible government agencies.

Analysis for Incorporation:

This paper tended to put a focus on how to teach these students real-life skills that they would use in the actual workforce. Considering the fact that I am writing these lesson plans to be taught to high school students that are most likely unable to be immediately pursuing a career in environmental planning, I do not think that going into much detail about a particular piece of public policy would be

beneficial. In fact, these lesson plans are to be taught within the realm of a larger government and politics course. However, I do agree with a number of points in the article. First of all, I am a proponent of first spending a little bit of time talking about overarching theory, and then presenting the students with a real-life application. Secondly, I have taught a single class period on environmental science in which the students drafted letters to a “local senator” on the subject of wetland preservation; the students seemed to greatly enjoy the more hands-on, practical aspect of writing letters as opposed to simply reading a textbook. This is similar to the activities that the author presented to his students.

Gambell, R. “International Management of Whales and Whaling: An [sic] Historical Review of the Regulation of Commercial and Aboriginal Subsistence Whaling.” *Arctic*, Vol 46, No 2, pp. 97-107. 1992.

Purpose for Research:

To acquaint myself with overarching environmental policy lessons to be learned through whaling, one of the subjects that will be covered in my lesson plans.

Summary:

This paper provided a history of all of the major acts set forth prior to and by the International Whaling Commission (IWC). International regulations came in the form of a doctrine of freedom of access that essentially state that the high seas were a communal (multi-country) resource, and that while no single user had a right to a resource (whales), no user can prevent others from exploiting this resource. This originally had led to an over-exploitation, as countries did as they pleased, and no one could stop them.

The first step towards regulation came in 1931, where the Convention for the Regulation of Whaling prohibited the capture of right whales, young whales, and female whales accompanied by calves. This also set the initial exemptions for aboriginal people for sustenance. These measures failed because few of the countries adhered to the restrictions. With the onset of World War II, many whaling ships had been sunk, allowing for the setting of a maximum catch limit. This was previously impossible, as quotas would place too many restrictions on the large number of whaling ships. The setting of a quota (1946) included an escape clause, allowing countries to not be bound by regulations; while this certainly dented the effectiveness of the quota, the clause was necessary to the initial passage of the law.

With the arrival of scientific data, the IWC realized that the quotas that they were setting were largely ineffective, as whale stocks were still being overexploited. Scientific data henceforth determined catch limits for each individual species of whale. However, these data still overestimated the number and resiliency of whale stocks. Stocks continued to diminish until 1982, when a moratorium was placed on whaling, with the exception of indigenous peoples. The Alaskan Eskimo tribes lobbied the US government to allow their whaling, with the arguments that whaling is essential to their culture, history, and nutrition. Eventually, the US government found the cultural aspect of whaling to be of the greatest significance; however, it is difficult to set catch limits based off of cultural importance.

Another important point mentioned by the article was that whenever there was a disagreement on the size of quotas, the resolution was always in favor of the whaling industry. Recently, there has been more of a favor towards environmentalism and scientific data and mathematical analysis, as opposed to industry.

Analysis:

I'm a little concerned about the fact that this paper is twenty years old and the information could be very out of date; however, the overall policy lessons from this paper should be relatively consistent.

The main points of whaling that I wanted to address in my lesson plan are clear in this article. The subject of whaling brings up policy topics such as international policy, animal rights, and how culture, economy, science, and public opinion play into the creation of policy. It also highlights shifting trends over time: our societies have become more scientifically and environmentally oriented over the years, and large industries are starting to lose their power to environmental activist groups.

Firestone, J. and Kempton, W. "Public Opinion about Large Offshore Wind Power: Underlying Factors." *University of Delaware*. Draft, 2005.

Purpose:

To acquaint myself with the Cape Cod Wind Project, and to familiarize myself with different points of view and policies about the project, one of the topics of my lesson plans.

Summary:

This paper detailed a survey that was sent out to Cape Cod residents to try to clarify exactly what aspects of the Cape Cod Wind project that people either supported or opposed. Eventually, the most cited reasons for opposition are the believed negative impacts on marine life and the environment, aesthetics, and the fishing and boating industry. The main reasons for support lie in reduced electricity rates, positive impacts on marine life and the environment, the advent of alternative and renewable energies, and a reduction of foreign oil dependence. None of the respondents even mentioned climate change, and the effect that scaling up the Cape Cod Wind project would have on the earth. Also, the survey found that while the numbers of people who support and oppose the project are roughly equal, the supporters are less committed and less sure of their support, while people against the Cape Cod Wind project are very strongly against it and unlikely to change their mind. This article also briefly discusses the Alliance to Protect Nantucket Sound and its efforts to quench the Cape Cod Wind project.

Analysis:

Residents that were surveyed seemed to put a lot of stake into personal issues such as electricity rates, property value, and aesthetics. Curiously enough, the writers of the article seemed to dismiss NIMBY as

an ancillary issue. After reading this article, I believe that the topics of whaling and the Cape Cod Wind Project actually have many policy lessons in common, which I can incorporate into my lesson plan.

# Acknowledgements

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- Daley, B. "Cape Wind Backers Blew Right By Cost," *Boston Globe*, 10 October 2010