

**TREES AND WATER:  
MAINSTREAMING ENVIRONMENT IN  
THE GRADUATE POLICY ANALYSIS CURRICULUM**

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**Abstract**

In tightly-woven graduate policy programs, the curriculum unfortunately does not leave much space for teachers and the now-broader range of concerned students to explore and develop an appreciation and the skills required for the practice of environmental policy. In this paper, we describe and evaluate the design of a project embedded within a core policy analysis course which allows a broader student audience to engage with environmental policy without a corresponding cost in terms of reducing curricular space for general policy analysis skills. We think that a win-win arrangement is attainable: a fairly intense immersion in key environment policy themes, made possible by the very nature of environment which renders it a more accessible and familiar policy area to students than most others; and a correspondingly more vivid, realistic and integrated treatment of general policy analysis themes—about debates over facts and values, rights and responsibilities, focus and feasibility—than through the normal more generalized course design.