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ENST 367.01: Environmental Politics and Policies

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ENST 367 – Environmental Politics and Policies

Tu/Th 11:00 am – 12:20 pm

Jeannette Rankin Hall 203

Fall 2016

Instructor

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Course Description

In this upper division writing course students learn how to analyze environmental and natural resource policy issues. The goal is for students to develop an understanding of the complex dynamics of policy making and skills needed for active, engaged citizenship and policy-related careers. The focus is on current domestic environmental policy issues. A fundamental objective is for students to understand the workings of governmental policy-making institutions, political processes by which decisions are made at various levels of government and the ways that various policy actors attempt to influence those decisions. Another major objective is to develop research and analytic skills that can be used to formulate successful policy proposals, i.e., ones that have good chances of being adopted and achieving their policy goals.

In the beginning of the course, students are introduced to the *Policy Process Framework*, which describes the stages of moving from environmental problem to policy solution. We will examine how environmental problems gain the attention of government and result in public policies being formulated, adopted, implemented, evaluated, and in some cases, changed or terminated.

Next, we will learn about the *Government Politics Model* and ways it can be used to analyze and understand current environmental policy issues and inform policy actors. Models are tools that allow us to examine various components and workings of complex systems – in our case the political system. The *Government Politics Model* helps us explain current policy debates, predict outcomes and identify ways that various policy actors can influence outcomes in their favor. It can also be used to inform the development of successful policy proposals.

This semester students working in small groups will have the opportunity to use the *Government Politics Model* to develop a policy briefing paper that informs actual policy makers at The University of Montana, City of Missoula or State of Montana on a solid waste management, waste reduction and/or recycling issue (e.g., regarding glass, plastic bottles, E-waste, etc.). Policy briefing papers are prepared by a wide range of policy actors, including government agencies, policy advisors, legislative staff, environmental groups, trade associations, think tanks, and scientific and labor organizations; and they are used by policy makers to understand and choose among various policy options for addressing a particular problem or issue. Briefing papers can take different forms but typically include components such as: detailed statements of the nature of the problem; background and history on the issue; an explicit acknowledgment of the “Rules of the

Game” (identifying key decision makers and describing the policy making process at the relevant level of government); an analysis of stakeholder interests and influence; case examples of similar policies; an analysis of policy options (e.g., of the chances of various options being enacted and achieving their goals); and policy recommendations.

To develop their briefing papers, students will meet campus, city and/or state policy makers early in the semester, and at the end of the semester, students will present their policy briefing papers to them. In addition to providing valuable information and advice on a specific issue, students will be developing valuable policy research, analysis and writing skills that are applicable in a wide range of jobs and careers.

Learning Outcomes

- Understand the basic organization and interrelationships between federal and state governments and the role of local government and academic institutions in environmental, land use and natural resource policy.
- Understand the *Policy Process Framework* and decision making processes of governmental institutions, including legislative and administrative (executive branch) bodies, and the courts.
- Be able to compare and contrast different policy instruments in regard to their capacity to address environmental problems under different political conditions.
- Understand and appreciate the multiple perspectives and influence of interest groups, political organizations, think tanks, scientists, and the media in governmental decision making related to natural resource and environmental policy, currently and historically.
- Be able to analyze policy issues and evaluate policy options using the *Government Politics Model* to formulate policy proposals in ways that stand to optimize the chances of being adopted by decision makers and achieving policy goals (i.e., being effectively implemented).
- Develop skills and confidence in policy research, policy analysis, analytic writing and public speaking.
- Attain knowledge of and interest in how to effectively participate in current environmental policy decisions, i.e., citizenship skills and sensibilities.

Upper Division Writing Course Learning Outcomes

- Identify and pursue more sophisticated questions for academic inquiry.
- Find, evaluate, analyze, and synthesize information effectively from diverse sources.
- Manage multiple perspectives as appropriate.
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice for the field of public policy analysis.
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
- Follow the conventions of citation, documentation, and formal presentation appropriate to public policy and policy studies.
- Develop competence in information technology and digital literacy.

Class Structure

The class is highly interactive and will include a combination of lecture, guest speakers, discussion and analysis of cases, various policy exercises, policy writing and research workshops and students presentations. There is also an endangered species case role-play activity.

Assignments

There are two graded homework assignments in the early part of the semester to help students understand the *Policy Process Framework*. Other assignments are designed to help guide students in the development of their policy briefing papers, beginning with an issue background paper, which each student will draft and then revise based on feedback from the instructor and teaching assistant. The revision helps this course meet [UM's Upper Division Writing Requirement](#) in Environmental Studies. Subsequent assignments related to the policy briefing paper (including a research plan, progress report, final paper and presentation) will be completed by working in small groups. Guidelines, expectations and grading criteria for these assignments will be handed out and discussed in class.

Grades, Grading Policy, and Policy on Late Assignments

Course grades are based on total of 1000 possible points for the following components:

- Class Attendance and Participation – 150 points (15%)
- 2 Homework Assignments – 100 total points (15%)
- Issue Background Paper – 100 points (10%)
- Issue Background Paper Revision – 150 points (15%)
- Policy Briefing Paper Research Plan – 150 points (15%)
- In-class Progress Report – 50 points (5%)
- Final Policy Briefing Paper – 200 points (20%)
- Presentation – 100 points (10%)

This course must be taken with a traditional grade mode (not credit/no credit). Course grades will be assigned as follows:

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
925-1000	A	800-824	B-	675-699	D+
900-924	A-	775-799	C+	625-674	D
875-899	B+	725-774	C	0-624	F
825-874	B	700-724	C-		

Requests for reconsideration of the grade you receive on an assignment must be put in writing with the reasons for the request explained. Such requests should be submitted to the instructor no later than one week after the graded assignment is returned to you.

Late assignments may not be accepted at all or after a certain amount of time past the due date. If accepted, late assignments will receive up to a letter grade reduction for each week day and each weekend they are late. If unforeseen or special circumstances prevent you from submitting an assignment on time, you should contact the instructor in advance of due date and request an extension and also offer an explanation of your reasons.

If you are unable to contact the instructor before the due date, it is recommended that you do so as soon as possible afterward. Being sick or stranded out of town and the like are generally not considered acceptable excuses for not emailing or calling to explain your situation before an assignment is due. Failure

to contact the instructor in a timely manner about a late assignment will generally result in the assignment not being accepted.

Attendance Policy

Regular attendance is a requirement. Attendance will be taken each day of class. The instructor reserves the option to impose a full letter grade reduction in your course grade if you have five or more unexcused absences throughout the term. Students at risk of incurring a grade reduction due to poor attendance will be given advanced notification and an opportunity to improve.

Excused Absences. A very limited number of excused absences may be allowed on a case-by-case basis. Students that want an excused absence generally must notify the instructor in advance of a class that they will miss and provide an acceptable reason such as illness or death in the family. They also may be required to provide verification.

Lateness to class is disruptive to the learning environment. Repeated lateness (and leaving class early) is factored into the class participation grade.

Missed Class. Students who miss class are responsible for finding out from a fellow classmate, the TA or the instructor about information covered in class, including any changes to the course schedule or assignments.

Other Expectations

In addition to consistent attendance, success in the course requires of each student:

- Actively listening and participating in class, especially in class activities (e.g., the Endangered Species Act role play activity) and the policy research and writing workshops.
- Being prepared to discuss the assigned readings, i.e., share thoughts, critiques, reactions, and questions about the readings.
- A willingness to identify appropriate and informative policy stakeholders or experts to interview and being well-prepared, respectful, ethical and professional in conducting interviews.
- Demonstrating cooperative, supportive and productive teamwork on the group assignments for the policy briefing paper and availability to meet with members of your group, the instructor and/or TA outside of class as needed.
- Maintaining consistent and regular communication with all group members and making equitable contributions to the group work in the class.

If you cannot fulfill any of these expectations, please discuss your limitations with the instructor as soon as you can.

Drop Deadlines and Procedures

You may drop the course on CyberBear and receive a refund until Sept. 19 at 5:00 pm. From Sept. 19 at 5:01 pm to Oct. 31 at 5:00 pm, you need to complete a Drop/Add form signed by your academic advisor and the instructor, though you will not receive a refund, will need to pay a \$10 fee, and will get a “W” on your transcript. From Oct. 31 at 5:01 pm to Dec. 12 at 5:00 pm, you must petition to drop and get the above signatures and the Dean’s signature, and a “WP” or “WF” will appear on your transcript. You cannot drop the class during final’s week. Click here for more info: [Fall 2016 Registration Deadlines](#).

Extra Credit

Various opportunities will be announced in class to earn extra credit (for up to a maximum of 30 points or a 3% boost in your course grade). One opportunity includes attending sessions of a **national wilderness workshop** that will be held on campus November 8-10. Students will also have the option to earn extra credit by attending a public hearing convened by a government entity such as a legislative body, an agency, or a court, or by attending another type of public political event approved by the instructor in advance, and completing a short report about the hearing/event as described below. Public hearings are an important component of democratic participation. Attending a hearing is a chance to see what goes on and perhaps participate yourself. Opportunities to attend public hearings will be announced in class. You must attend in person (not watch online or on community access cable). Students may attend two such hearings or events, or one of each, and earn a maximum of 15 points for each hearing/event.

Public Hearing Report (required to earn extra credit): These should be about two double-spaced pages and should identify the date, location, presiding entity, level of government, the topic or decision under consideration, a rough timeline for the decision to be made, and the law or policy the hearing pertains to. For full credit, you should also summarize and assess the nature of the comments, identify some of the speakers by name and title, identify which arguments or testimony you found more and less compelling, explain why and provide your own opinion on the issue. Also summarize comments made by the presiding officer(s) or member of the presiding body, and offer your comments about how the hearing was led. Finally, indicate if you provided testimony or could see yourself doing so at another such hearing. Reports for other types of events should provide similar types of information and a similar level of detail.

To receive credit, extra credit reports must be turned in within seven (7) calendar days of the hearing or other event unless otherwise specified. **Thursday, Nov. 17 is the last day in the semester to turn in extra credit reports.**

Academic Dishonesty and Plagiarism

Plagiarism is a serious violation of academic integrity. All work and ideas submitted are expected to be your own or must be fully and accurately attributed to verifiable sources.¹ The *Academic Policies and Procedures in the University Catalog* states:

Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion ... Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

If you have any doubts about plagiarism and citing of others' work or ideas, especially web sources, please consult the instructor or TA.

Students with Disabilities

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to

¹ Quotes and citations should be used for exact phrases or passages used in work you submit. Likewise, citations should be used for all ideas paraphrase from the writing of others.

verify your disability and to coordinate your accommodations and/or modifications. For more information, visit the Disability Services website at <http://life.umt.edu/dss>.

Reading Materials

There are no required textbooks. All readings will be available for downloading and printing through the ENST 367 Moodle course webpage. See: <https://moodle.umt.edu/>. Please bring printouts of the assigned readings for the following cases/days to facilitate small group work and related class discussion: Clean Air Act and Clean Water Act case (9/15 and 9/20) and the Endangered Species Act case (9/22 and 9/27).

Class Schedule

Tues 8/30 Course Introduction

Thurs 9/1 Introduction to Environmental Politics and Policy

Layzer, J. A. (2012). A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Politics. In *The Environmental Case: Translating Values into Policy*, 3rd Ed. (pp. 1-27). Washington DC: CQ Press. **[Read pp. 1-18 only]**

Tues 9/6 Historical Periods of Natural Resource and Environmental Policy

Vaughn, J. (2011). A Historical Framework for Environmental Protection. In *Environmental Politics: Domestic and Global Dimensions*, 6th Ed. (pp. 6-30). Boston, MA: Wadsworth.

Smyth, P. (2002). Conservation and Preservation of Federal Public Resources: A History. *Natural Resources & Environment*, 17: 2(Fall), 77-79, 113-114.

Thurs 9/8 Our Public Lands

Turner, J.M. (2012). Why A Wilderness Act? In *The Promise of Wilderness: American Environmental Politics since 1964* (pp. 17-42). Seattle, WA: University of Washington Press.

Vaughn, J. (2011). The Lands Debate. In *Environmental Politics* (pp. 100-128). **[Read pp. 100-124 only]**

Tues 9/13 The Policy Process

WILDERNESS POLICY HOMEWORK DUE

Vaughn, J. (2011). Introduction. In *Environmental Politics* (p. 1-5).

Kingdon, J. W. (1995). Agenda Setting. In Stella Z. Theodoulou and Matthew A. Cahn (Eds.), *Public Policy: The Essential Readings* (pp. 105-113). Englewood, CA: Prentice Hall.

Thurs 9/15 Policy Process Case Study: The Clean Air Act (CAA) and Clean Water Act (CWA)

Please bring hardcopy printout of Layzer reading to class

Layzer, J. A. (2012). The Nation Tackles Pollution: The Environmental Protection Agency and the Clean Air and Water Acts. In *The Environmental Case* (pp. 28-55).

Portney, P.R. (2006). Health-based Environmental Standards: Balancing Costs with Benefits. In William E. Oates (Ed.), *The RFF Reader in Environmental and Resource Policy*, 2nd Ed. (pp. 20-27). Washington D.C.: Resources for the Future.

- Tues 9/20 In class workday on CAA and CWA Cases
Bring hardcopy of Layzer reading from 9/15 to class again
- Thurs 9/22 Endangered Species Act (ESA) Case Study: Protecting Columbia River Basin Salmon
POLICY PROCESS HOMEWORK DUE
Bring hardcopy of ESA case study readings to class (See Salmon Role Play Folder on Moodle)
- Tues 9/27 Columbia Salmon Role Play Activity Prep Day
Bring hardcopy of ESA case study readings to class again
- Thurs 9/29 **COLUMBIA BASIN SALMON ROLE PLAY ACTIVITY**
- Tues 10/4 Introduction to Solid Waste Policy and Missoula's Zero Waste Initiative
Macauley, Molly K. and Margaret A. Walls (2000). Solid Waste Policy. In Paul R. Portney and Robert N. Stavins (Eds.) *Public Policies for Environmental Protection, 2nd Ed.* (pp. 261-286). Washington D.C.: Resources for the Future.
Zaman, Atig Uz and Steffen Lehmann (2011). Urban Growth and Waste Management Optimization Towards 'Zero Waste City.' *City, Culture and Society* 2: 177-187.
Missoula Sustainable Business Council (2015). [Moving Missoula Toward Zero Waste Guide](#). **[Read pp. 1-21]**
City of Missoula (2015). [Resolution Number 8044. A Resolution Supporting the Creation of a Zero Waste Plan and Setting Waste Reduction Goals for the City of Missoula.](#)
- Thurs 10/6 Local Transportation Planning Case Study
Readings to be assigned
- Tues 10/11 Solid Waste and Recycling Policy in Montana / The Government Politics Model
Thompson, Julie Jones (1990). Municipal Solid Waste Management: The States Must Pick Up Where Congress Left Off. *Akron Law Review* 23(3): 587-597.
Montana Environmental Quality Council (EQC) (2010). [The Coke Can From Columbus: An Analysis of Methods for Increasing Recycling and Solid Waste Diversion in Montana](#). Helena, MT **[Read pp. 1-31, 39, 40]**
Government Politics Model
- Thurs 10/13 Policy Research Workshop I – **Class Meets in Mansfield Library 284** (Buckhous Room)
Smith, Catherine F. (2010). Definition: Frame the Problem. In *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process* (pp. 31-59). New York: Oxford University Press.
Smith, Catherine F. (2010). Legislative History: Know the Record. In *Writing Public Policy* (pp. 60-85).

- Tues 10/18 Understanding the University as an Institutional Setting for Sustainability Initiatives
 Creighton, Sarah Hammond (1998). Making Environmental Change Happen: The Essential Ingredients. In *Greening the Ivory Tower: Improving the Environmental Track Record of Universities, Colleges, and Other Institutions* (pp. 11-50). Cambridge, MA: The MIT Press.
 Other selected sections on waste in *Greening the Ivory Tower*
- Thurs 10/20 Policy Research Workshop II
ISSUE BACKGROUND PAPERS DUE
 Working Group for Community Health and Development. [Conducting Interviews](#)
 Community Tool Box, Chapter 12. University of Kansas, Lawrence.
- Tues 10/25 Policy Briefing Papers Demystified
 Read one of the following as assigned in class:
 Sample, Martha (2009). *A Proposal for a Green Cleaning Product Procurement Policy at the University of Montana: An Opportunity for Leadership in Sustainability*. University of Montana, Environmental Studies Program, Missoula, MT.
 Yoder, Lexie (2016). *An Overview and Assessment of Water Conservation Approaches for Municipal Water Systems: Informing a Water Conservation Program for the City of Missoula*. University of Montana, Environmental Studies Program, Missoula, MT.
 Erickson-Davis, Morgan, Nicholas Littman, Collin May, and Peter Suneson (2014). *Green Building Policy Briefing Paper for the City of Missoula*. University of Montana, Environmental Studies Program, Missoula, MT.
- Thurs 10/27 Policy Writing Workshop I
RESEARCH PLANS DUE
 Smith, Catherine F. (2010). Position Paper: Know the Arguments. In *Writing Public Policy* (pp. 86-102).
 Smith, Catherine F. (2010). Briefing Memo or Opinion Statement: Inform Policy Makers. In *Writing Public Policy* (pp. 86-102).
- Tues 11/1 Policy Writing Workshop II
 Woods, G. 2010. Polishing Your Punctuation. In *Grammar Essentials for Dummies* (pp. 92-116). Indianapolis, IN: Wiley.
 Woods, G. 2010. Constructing Complete Sentences. In *Grammar Essentials for Dummies* (pp. 46-63).
 Woods, G. 2010. Drawing Parallels (Without the Lines). In *Grammar Essentials for Dummies* (pp. 64-74).
- Thurs 11/3 Interviewing Workshop
ISSUE BACKGROUND PAPER REVISIONS DUE

- Tues 11/8 No Class – Election Day – VOTE!
- Thurs 11/10 Communicating Effective Policy Messages
Readings to be assigned
- Tues 11/15 Topic to be Announced
- Thurs 11/17 In-Class Progress Reports
LAST DAY TO TURN IN EXTRA CREDIT ASSIGNMENTS
- Tues 11/22 In-Class Progress Reports
- Thurs 11/24 Thanksgiving - No Class
- Tues 11/29 In-class Workday and Conferences with Instructor and TA
- Thurs 12/1 Policy Briefing Paper Presentations
- Tues 12/6 Policy Briefing Paper Presentations
- Thurs 12/8 Policy Briefing Paper Presentations
- Tues 12/13 Final Exam Study/Reading Day – No Class
- Wed 12/14 Finals Week – Final Class Meeting is 10:10 A.M. – 12:10 P.M.
POLICY BRIEFING PAPERS DUE

Important Dates

<u>Assignment/Activity/Event</u>	<u>Date</u>
Wilderness Policy Homework Due	Tues., Sept. 13
Policy Process Homework Due	Thurs., Sept. 22
Columbia Basin Salmon Role Play Activity	Thurs., Sept. 29
Policy Research Workshop - Class meets in Mansfield Lib., Rm. 284.....	Thurs., Oct. 13
Issue Background Papers Due	Tues., Oct. 20
Research Plans Due	Thurs., Oct. 27
Issue Background Papers Revision Due	Thurs., Nov. 3
Election Day – No Class (VOTE!)	Tues., Nov. 8
Last day to turn in extra credit reports	Thurs., Nov. 17
In-class Progress Reports	Thurs., Nov. 17 & Tues., Nov. 22
Final Exam Week Class / Policy Briefing Paper Due	Wed., Dec. 14