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### ENST 367.01: Environmental Politics and Policies

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## **ENST 367W**

**ENVIRONMENTAL POLITICS AND POLICY**

## **CCS 395**

**CLIMATE AND CLEAN ENERGY POLICY**

M/W 3:10 am – 4:30 pm  
Jeannette Rankin Hall 204  
Spring 2014

### **Instructor**

Dr. Robin Saha

Office: Jeannette Rankin Hall 018 (basement)

Office Hours: Tues. 1:30-3:30 pm, Wed. 1:15-2:15 pm, or by appt.

Email: [robin.saha@umontana.edu](mailto:robin.saha@umontana.edu)

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### **Teaching Assistant**

Chris Olsen

Office: Rankin Hall M-1C

Office Hours: Mon. 10:30-11:30 pm, Tues. 10 am-Noon, Wed. 2:00-3:00 pm, or by appt.

Email: [christopher1.olsen@umconnect.umt.edu](mailto:christopher1.olsen@umconnect.umt.edu)

### **Course Description**

This co-convened course in Environmental Studies (EVST) and Climate Change Studies (CCS) fulfills EVST's Upper Division Writing Requirement, EVST's policy requirement for major, and the CCS minor "society" requirement.

In this course, students learn how to analyze current environmental policy issues, with a focus this semester on climate and energy policy at the domestic level.

The goal is for students to develop an understanding of the complex dynamics of policy making as preparation for being active, engaged citizen, and for pursuing further policy studies and policy-related careers. A fundamental objective is for students to understand the structure and functioning of governmental policy-making institutions, particularly the political processes by which government decisions are made and the ways that various policy actors attempt to influence policy decisions.

In the beginning of the course, students are introduced to the *Policy Process Framework*, the stages of moving from environmental problem to policy solution. Thus, we examine how environmental problems become recognized, develop into public issues, thereby gain the attention of government, and result in public policies being formulated, adopted, implemented and evaluated, and in some cases changed or terminated.

Later in the course, students conduct critical analyses of so-called clean energy technologies and policies that encourage them as purported means of mitigating climate change. Such analyses will consider environmental impacts of renewable energy, ways of mitigating those impacts with policy. The class will also consider the trade-offs associated with clean energy, i.e., the potential co-benefits and costs to public health, the economy, equity and long-term sustainability.

Students will develop an understanding of policy approaches to climate change and analytic skills for considering the various influences and influencers on climate and clean energy policy processes, including the roles of public opinion and citizen participation.

## Learning Outcomes

By the end of the course students will:

- Understand the basic organization, decision making processes, and interrelationships among federal policy making institutions, including Congress, the president, executive branch agencies, and the courts.
- Understand and appreciate current policy approaches to addressing climate change at campus, local, state, tribal, regional and national levels.
- Be able to ask critical questions about, investigate and analyze the notion of clean energy with respect to specific technologies and related policies.
- Understand and appreciate the influence of interest groups, scientists, the media, public opinion and other factors in governmental decision making, including influences among different levels of government in a federal system.
- Understand and appreciate the notion of climate justice and equity considerations in climate and energy policy.
- Understand considerations for assessing the effectiveness of climate and clean energy policy approaches, i.e., evaluating policy.
- Be able to analyze current policy debates, predict outcomes, and strategically advise policy actors.
- Have improved skills and confidence in analytic writing, public speaking, and civic debate.
- Attain knowledge of and interest in how to effectively participate in current environmental policy decisions, i.e., citizenship skills and sensibilities.

## Class Structure

The class is highly interactive and will include a combination of lecture, discussion, and a variety of activities such as small group discussions, guest speakers, videos, debates etc.

## Grades, Grading Policy, and Policy on Late Assignment

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

### For ENST 367 Students

Attendance & Participation – 100 points  
2 Homework Assignments – 200 points  
Quiz – 50 points  
Case Study Analysis – 150 points  
Case Study Analysis Revision – 100 points  
Debate – 100 points  
Final Exam – 300 points

### For CCS 395 Students

Attendance & Participation – 100 points  
3 Homework Assignments – 300 points  
Quiz – 50 points  
Case Study Analysis – 150 points  
Debate – 100 points  
Final Exam – 300 points

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 grades 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 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 are anticipated or known ahead of 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 me 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 incurring the full late penalty (see above) or 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. A limit number of excused absences may be allowed on a case-by-case basis. Students wishing to have an excused absence generally must notify the instructor in advance of a class that they will miss, or provide an acceptable reason such as illness or death in the family, and may be required to provide verification. Lateness to class is disruptive to the learning environment Repeated lateness may also result in a course grade reduction. Students at risk of incurring a grade reduction due to poor attendance will be given advanced notification and an opportunity to improve.

### **Extra Credit**

A few opportunities will be provided to earn extra credit (for up to a maximum of 30 points or a 3% boost in your course grade). These will typically consist of attending relevant lectures and events or volunteering and writing a short report relating the experience to the course (for 10 points). Students will also have the option of attending a public hearing convened by a government entity such as a legislative body, an agency, or a court, and completing a short report about it.

Attend a Public Hearing (20 points): Public hearings are an important component of democratic participation. Here is your 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 community access cable) and provide a two page **Public Hearing Report**. Reports 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. Finally, indicate if you provided testimony or could see yourself doing so at another such hearing.

To receive credit, extra credit reports must be turned in within 10 calendar days of the hearing or other event. Friday, April 11 is the last day in the semester to turn in extra 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. The *Academic Policies and Procedures in the 2013-14 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.

### **Students with Disabilities**

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately 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 verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <http://life.umt.edu/dss>.

### **Reading Materials**

There is one required text book:

Bryner, Gary and Robert J. Duffy. 2012. *Integrating Climate, Energy and Air Pollution Policies*. Cambridge, MA: The MIT Press.

It is available at The UM Bookstore. It is referred to **TEXT** in the Class Schedule below.

There is also one recommended text from which we will be reading several chapters:

Rabe, Barry G., Ed. 2010. *Greenhouse Governance: Addressing Climate Change in America*. Washington DC: Brookings Institute Press.

Readings from *Greenhouse Governance*, which is not at the UM Bookstore, and other reading materials will be on **Electronic Reserve (E-RES)**. Materials on E-RES can be accessed through the Mansfield Library course reserves home page: <http://eres.lib.umt.edu/eres/default.aspx> by searching for the course (ENST 367) or the instructor (Saha). The course reserve page password is "ENST367".

We also will be occasionally reading articles from current issues of *High Country News*, a bi-monthly journal of issues in the West. **Please sign up for a FREE digital subscription at [www.hcn.org/student](http://www.hcn.org/student)**. Use "HCNStudent" as the special code. Students who miss class are responsible for finding out about these assigned readings from a fellow classmate, the TA or the instructor.

## **Class Schedule (subject to minor changes)**

Mon. 1/27 Course Introduction

Wed. 1/29 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*, 3<sup>rd</sup> Ed. (pp. 1-27). Washington DC: CQ Press. **[Read Pp. 1-18 only]**

**TEXT:** Introduction (p. 1-15) **[Reading is also on E-RES]**

Mon. 2/3 Energy Policy History / Policy Process Stages

### **Homework 1 Handed Out**

Tomain, J. P. (2010). Dirty Energy Policy. In D. M. Driessen (Ed.), *Economic Thought and U.S. Climate Change Policy*. (pp. 44-60). Cambridge, MA: The MIT Press.

Vaughn, J. (2011). Introduction. In *Environmental Politics: Domestic and Global Dimensions*, 6<sup>th</sup> ed (pp. 1-5). Boston, MA: Wadsworth.

Kraft, M. E., & Vig, N. J. (2013). Environment Policy over Four Decades: Achievement and New Directions. In Authors (Eds.), *Environmental Policy and Politics: New Directions for the 21<sup>st</sup> Century*. (pp. 2-29). New York: Pearson-Longman. **[Read Pp. 24-29 only]**

Wed. 2/5 Policy Process Case Studies: The Clean Air Act and Clean Water Act

### **Please bring 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).

Mon. 2/10 Clean Air Act and Clean Water Act Cases Continued

### **Please bring reading from 2/5 to class**

Wed. 2/12 Government Politics Model

### **HOMEWORK 1 DUE (100 POINTS)**

Saha, R. (2013). *Government Politics Model*. Missoula, MT: University of Montana Environmental Studies Program.

Tomain, J. P. (2011). Smart Energy Politics. In *Ending Dirty Energy Policy: Prelude to Climate Change* (pp. 211-232). New York, NY: Cambridge University Press.

Mon. 2/17 Presidents Day – No Class

Wed. 2/19 The President and Policy

Vig, N J. 2013. Presidential Powers and Environmental Policy. In *Environmental Policy: New Directions for the 21<sup>st</sup> Century*, 8<sup>th</sup> Ed (pp. 84-108).

Randall, T. (2013, June 25). "We Need to Act": Transcript of Obama's Climate Change Speech. *Bloomberg News*.

Restuccia, A. (2013, June 25). Obama on Climate: 10 Takeaways. *Politico.com* (from Lexis-Nexis Academic).

Executive Office of the President. (2013). The President's Climate Action Plan. Washington DC: The Whitehouse.

<http://www.whitehouse.gov/sites/default/files/image/president27sclimateactionplan.pdf>. [SKIM]

Mon. 2/24 Environmental Regulation, Administrative Decision Making, and the National Environmental Policy Act (NEPA)

**In-class Quiz**

**TEXT:** Reducing Greenhouse Gas from the Generation of Electricity (Ch. 4, p. 71-100).

Rosenbaum, W. (2010). Greenhouse Regulation: How Capable Is EPA? In B. G. Rabe (Ed.), *Greenhouse Governance: Addressing Climate Change in America* (pp. 286-310). Washington DC: Brookings Institution Press.

O'Brien, M. (2004). Standing Up for This World. *Orion* (September/October) 56-62.

Review NEPA basics from EPA at: <http://www.epa.gov/compliance/basics/nepa.html#eis>.

Wed. 2/26 Alternative Energy Case Study

**Case Study Analysis Assignment Handed Out**

Layzer, J. A. (2012). Cape Wind: If Not Here, Where? If Not Now, When? In *The Environmental Case* (pp. 308-347).

Mon. 3/3 Keystone Excel Pipeline Case Study

See Case Study Readings folder on E-RES

Wed. 3/5 Keystone Excel Pipeline Case Study (continued)

Guest Speakers TBA

Mon. 3/10 Keystone Excel Pipeline Case Study In-Class Workday

Wed. 3/12 Industry Responses / Climate Change Advocacy

**CASE STUDY ANALYSIS DUE / Homework 2 Handed Out**

Guest Speak TBA

Derber, C. (2010). The Denial Regime: Exxon, the GOP, and the Official Doubting Thomases. In Author, *Green to Green: Solving Climate Change and Remaking the Economy* (pp. 74-87). Boulder, CO: Paradigm Publishers.

Duffy, R. J. (2003). Environmental Advocacy in the 21st Century. In *The Green Agenda in American Politics: New Strategies for the Twenty-first Century* (pp. 82-118). Lawrence, KS: University of Kansas Press.

- Mon. 3/17 Federal and State Climate Policy, Part 1  
**TEXT:** Ch. 3 – U.S. Climate Policy (p. 41-69).  
 Raymond, L. (2010). The Emerging Revolution in Emissions Trading Policy. In B. G. Rabe (Ed.), *Greenhouse Governance: Addressing Climate Change in America* (pp. 101-125). Washington DC: Brookings Institute.  
 Rabe, B. G. (2010). The “Impossible Dream” of Carbon Taxes: Is the “Best Answer” a Political Non-Starter? In *Greenhouse Governance* (pp. 126- 157).  
 Rabe, B. G. (2010). Can Congress Govern Climate Change? In *Greenhouse Governance* (pp. 260-285).
- Wed. 3/19 Writing Workshop for ENST 367 Students  
**CCS 395 students meet in Rankin Hall, Room 107 for viewing of film, *Who Killed the Electric Car***  
 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).
- Mon. 3/24 Federal and State Climate Policy, Part 2  
 Engel, K. A. (2010). Courts and Climate Change: Then and Now. In *Greenhouse Governance* (pp. 229-259).  
 Rabe, B. G. (2009). Second-Generation Climate Policies in the States: Proliferation, Diffusion, and Regionalization. In H. Seli & S. D. VanDeveer (Eds.), *Changing Climates in North American Politics: Institutions, Policymaking, and Multilevel Governance* (pp. 67-85). Cambridge, MA: The MIT Press.
- Wed. 3/26 Climate and Energy Justice  
**CASE STUDY ANALYSIS REVISION DUE FOR ENST 367 STUDENTS**  
**WHO KILLED THE ELECTRIC CAR HOMEWORK DUE FOR CCS 395 STUDENTS**  
 Pastor, M., Bullard, R. D., Boyce, J. K., Fothergill A., Morello-Frosch, R. & Wright, B. (2006). *In the Wake of the Storm: Environment, Disaster and Race After Katrina*. New York: Russell Sage Foundation. **[Read Executive Summary only]** Available at: [http://www.peri.umass.edu/fileadmin/pdf/cvs/boyce\\_items/RSF - final report.pdf](http://www.peri.umass.edu/fileadmin/pdf/cvs/boyce_items/RSF_-_final_report.pdf).  
 Jones, I. (2012). What Hurricane Sandy Should Teach Us About Climate Justice. *Color Lines* (Nov. 15)  
[http://colorlines.com/archives/2012/11/what\\_hurricane\\_sandy\\_should\\_teach\\_us\\_about\\_climate\\_justice.html](http://colorlines.com/archives/2012/11/what_hurricane_sandy_should_teach_us_about_climate_justice.html)



Shonkoff, S. B., Morello-Frosch, R., Pastor, M., & Sadd, J. (2010). Minding the Climate Gap: Environmental Health and Equity Implications of Climate Change Mitigation Policies in California. *Environmental Justice* 2(4): 173-177.

Dasheno, W. (2012, August 17). Testimony on Current and Future Impacts of Climate Change on the Intermountain West, including Drought, Wildfire Frequency and Severity, before the U.S. Senate Energy and Natural Resources Committee.

----- **SPRING BREAK** -----  
(Mar. 31 – Apr. 4)

- Mon. 4/7 Local Climate Policy / Climate Action Planning  
Lindseth, G. (2004). The Cities for Climate Protection Campaign (CCPC) and the Framing of Local Climate Policy. *Local Environment* 9(4): 325-336.  
**TEXT:** Transforming Transportation (Ch. 6, p. 129-153).
- Wed. 4/9 Energy Conservation and Efficiency Policy  
**HOMEWORK 2 DUE**  
**TEXT:** Increasing Energy Efficiency and Use of Alternative Energy [Ch. 5, READ p. 101-114 ONLY].  
Zehner, O. (2012). Improving Consumption. In *Green Illusions: the Dirty Secrets of Clean Energy and the Future of Environmentalism* (pp. 223-261). Lincoln, NE: University of Nebraska Press.
- Mon. 4/14 Introduction to Alternative Energy  
Tomain, J. P. (2011). Fossil Fuels Future. In *Ending Dirty Energy Policy: Prelude to Climate Change* (pp. 121-153).  
**TEXT:** Increasing Energy Efficiency and Use of Alternative Energy [Ch. 5, READ p. 114-127 ONLY].
- Wed. 4/16 Researching Impacts of Alternative Energy  
**Class meets in computer lab, location to be announced.**  
Lee, R. (2002). Environmental Impacts of Energy Use. In R. Bent, L. Orr, & R. Baker (Eds.), *Energy: Science, Policy, and the Pursuit of Sustainability* (pp. 77-108). Washington DC: Island Press.
- Mon. 4/21 Debate Prep Day  
Readings to be assigned (tentatively to debate the merits of “clean coal,” solar power, wind power, nuclear power, and bioenergy)
- Wed. 4/23 Debate Prep Day
- Mon. 4/28 Debate – Topic 1

- Wed. 4/30 Debate – Topic 2
- Mon. 5/5 Debate – Topic 3
- Wed. 5/7 Debate – Topic 4
- Mon. 5/12 Finals Week – Final Class Meeting 1:10 P.M. – 3:10 P.M.  
 Debate – Topic 5 (if needed)

**Important Dates**

<u>“Assignment”</u>	<u>Due Date</u>
Homework 1 .....	Wed., Feb. 12
Quiz 1 (in-class) .....	Mon., Feb. 22
Case Study Analysis .....	Wed., Mar. 12
Case Study Revision (ENST 367 only) .....	Wed., Mar. 26
Electric Car Homework (CCS 395 only) .....	Wed., Mar. 26
Homework 2 .....	Wed., Apr. 9
Extra Credit Reports (last day to turn in) .....	Fri., Apr. 11
Final Exam .....	Wed., May 14 by 5 PM