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ENST 367.01: Environmental Poitics and Policies

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ENST 367 – Environmental Politics and Policies

Tu/Th 11:10 am – 12:30 pm

Jeannette Rankin Hall 203

Fall 2014

Instructor

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Course Description

In this course students learn how to analyze and debate environmental and natural resource policy issues. The goal is for students to develop an understanding of the complex dynamics of policy making as preparation for being active, engaged citizens and pursuing 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 government decisions are made and the ways that various policy actors attempt to influence those decisions.

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. Thus, we 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.

Later in the course, the class uses the *Government Politics Model* to analyze current natural resource and environmental policy issues. Models are tools that allow us to examine the various components of complex systems – in our case the political system – and understand the behavior of policy actors and relationships among them. Models help us explain current policy debates, predict their outcomes and identify ways that various policy actors can influence the outcomes in their favor. To be successful in the course, students will demonstrate mastery in applying the *Government Politics Model* and understanding government institutions.

In learning to apply the *Government Politics Model* to specific cases, students begin by identifying key *stakeholders* and *decision makers*. Students also examine decision making processes of governmental institutions, which we refer to as the *Rules of the Game*, such as those used by Congress, federal agencies, and the courts. Next, students identify the *political interests* and *stakes* of the *policy actors*, the actors' underlying values, and their ability to influence the decision makers at different stages of the decision making process. In evaluating the relative power of these actors, we consider their *access* to decision makers and other policy actors, *political resources*, and *tactics* or *strategies*.

Learning Outcomes

By the end of the course students will:

- Understand the basic organization and interrelationships among federal and state governments.
- Understand the decision making processes of federal policy making institutions, including Congress, the president, executive branch agencies, and the courts.
- Understand and appreciate the influence of interest groups, political organizations, think tanks, scientists, the media, and other factors, such as national security, the economy and public opinion, in governmental decision making related natural resource and environmental policy, currently and historically.
- Be able to analyze current policy debates, predict outcomes, and strategically advise policy actors by using the *Government Politics Model* (i.e., by identifying decision makers, ascertaining the *Rules of the Game*, assessing the relative influence of policy actors by analyzing actors' interests, resources, tactics, and access to decision makers).
- 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 of cases, guest speakers, and debates. Class time will also be devoted analyzing and debating current policy issues, and improving writing skills.

Grades, Grading Policy, and Policy on Late Assignment

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

- Class Attendance and Participation – 100 points (10%)
- 2 Homework Assignments – 150 points (15%)
- Quizzes – 100 points (10%)
- Case Study Analysis – 150 points (15%)
- Case Study Analysis Revision – 100 points (10%)
- Debate – 100 points (10%)
- Take Home Final Exam – 300 points (30%)

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	575-624	F
825-874	B	700-724	C-		

In-Class Quizzes will test your knowledge and understanding of reading and lecture materials, and will largely consist of multiple choice, fill-in-the-blank and short-answer questions. The quizzes will be on

Thursday, September 18, and Thursday, October 14. Make-ups for missed quizzes will be allowed only if arranged in advance with the instructor.

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 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 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 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 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 may also result in a course grade reduction.

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.

Extra Credit

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 public lectures and events or volunteering and writing a short report relating the experience to the course. 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. 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 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. Also summarize comments made the presiding officer(s) or member of the presiding body, and offer your comment about how the hearing was led. 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 seven (7) calendar days of the hearing or other event. Thursday, Nov. 13 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.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 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 text books. All readings will be available for downloading and printing through the ENST 367 Moodle course webpage. See: <https://moodle.umt.edu/>. Please note that printouts of some case study materials (readings) should be brought to class as indicated in the Class Schedule.

Class Schedule²

Tues 8/26 Course Introduction

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.

² The Course Schedule, including reading assignments and due dates, are subject to slight changes as announced.

- Thurs 8/28 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. 9/2 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. 9/4 Our Public Lands
- WILDERNESS POLICY HOMEWORK HANDED OUT**
- 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]**
- Weeks, J. (2011). Managing Public Lands: Can Preservation and Energy Development Coexist? *CQ Researcher*, 21(39), 929-944, 949. **[Skip inset stories]**
- Tues. 9/9 Public Lands Case Studies
- LAST NAME A-L READ:
- Layzer, J. A. (2012). Federal Grazing Policy: Some Things Never Change. In *The Environmental Case* (pp. 308-347).
- LAST NAME M-Z READ:
- Layzer, J. A. (2012). Playground or Paradise: Snowmobiles in Yellowstone National Park. In *The Environmental Case* (pp. 209-239).
- Thurs 9/11 The Ethical Imperative of Wilderness (session of UM Wilderness Conference: *The Storied Past, The Troubled Future*)
- CLASS MEETS IN THE UNIVERSITY CENTER BALLROOM (3RD FLOOR OF THE UC)**
- Nie, M. (2008). The U.S. Forest Service Roadless Rule: Administrative Rulemaking and Public Land Conflict. In *The Governance of Western Public Lands* (pp. 87-125). Lawrence, KS: University Press of Kansas.
- Moen, B. (2012, Oct. 1). High Court Rejects Challenge to National Forest Roadless Rule. *Alaska Dispatch News*. <http://www.adn.com/article/20121001/high-court-rejects-challenge-national-forest-roadless-rule>.
- Murphy, K. (2013, Mar. 25). Judge Upholds Roadless Protections on National Forests. *Los Angeles Times*. <http://articles.latimes.com/2013/mar/25/nation/la-na-nn-roadless-rule-20130325>.

- Tues 9/16 Policy Process Stages
- WILDERNESS POLICY HOMEWORK DUE**
- Vaughn, J. (2011). Introduction. In *Environmental Politics: Domestic and Global Dimensions*, 6th ed. (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 9/18 Policy Process Case Study 1: Love Canal
- Quiz 1**
- Policy Process Homework Handed Out**
- Please bring today's reading to class**
- Layzer, J. A. (2012). Love Canal: Hazardous Wastes and the Politics of Fear. In *The Environmental Case* (pp. 56-82).
- Tues 9/23 Policy Process Case Study 2: The Clean Air Act and Clean Water Act
- Please bring today's 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).
- Thurs 9/25 Clean Air Act and Clean Water Act Cases Continued
- Please bring 9/23 reading to class**
- Tues 9/30 The President and Policy
- POLICY PROCESS HOMEWORK DUE**
- Vig, N J. (2013). Presidential Powers and Environmental Policy. In N.J. Vig & M.E. Kraft (Eds.), *Environmental Policy: New Directions for the 21st Century*, 8th Ed. (pp. 84-108). New York: Pearson-Longman.
- Restuccia, A. (2013, June 25). Obama on Climate: 10 Takeaways. *Politico.com*.
<http://www.politico.com/story/2013/06/obama-climate-speech-10-takeaways-93362.html> .
- Plumer, Brad. (2013, Sept. 20). Everything You Need to Know about EPA's Carbon Limits for New Power Plants. *The Washington Post*.
<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/09/20/everything-you-need-to-know-about-the-epas-carbon-limits-for-new-power-plants/>.
- 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]**

- Thurs 10/2 Congress, the Courts and Policy
- O'Leary, R. (2013). Environmental Policy in the Courts. In *Environmental Policy: New Directions for the 21st Century*, 8th Ed. (pp. 135-156).
- Kraft, M E. (2013). Environmental Policy in Congress. In *Environmental Policy: New Directions for the 21st Century*, 8th Ed. (pp. 109-134).
- Project Vote Smart (2013) How a Bill Becomes Law http://votesmart.org/education/how-a-bill-becomes-law#.UhlJwT_pxA
- Tues 10/7 Administrative Decision Making and the National Environmental Policy Act (NEPA)
- 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.
- McCabe, J. (2014, June 10) The Clean Power Plan – Following a Consistent Approach to Setting State Goals. *EPA Connect*.
<http://blog.epa.gov/epaconnect/2014/06/understanding-state-goals-under-the-clean-power-plan/>
- Quiñones, M. (2004, June 4). Reid Blocks Anti-EPA Bill As Message War Intensifies. *Greenwire*.
<http://www.eenews.net/greenwire/stories/1060000718/>.
- 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>.
- Thurs 10/9 The Government Politics Model
- CASE STUDY ANALYSIS ASSIGNMENT HANDED OUT**
- Government Politics Model
- Borgardus, K. (2014, June 6). Former EPA Officials Work Power Plant Rule Outside of Agency. *Greenwire*. <http://www.eenews.net/greenwire/stories/1060000873/>.
- Tues 10/14 Keystone XL Pipeline Case
- QUIZ 2**
- See Case Study Readings folder on Moodle
- Thurs 10/16 Keystone XL Pipeline Case Guest Speakers
- Tues 10/21 Case Study Analysis In-Class Workday
- Thurs 10/23 Energy and Climate Policy, Part 1
- CASE STUDY ANALYSIS DUE**
- 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.

Raymond, L. (2010). The Emerging Revolution in Emissions Trading Policy. In *Greenhouse Governance* (pp. 101-125).

Rabe, B. G. (2010). The “Impossible Dream” of Carbon Taxes: Is the “Best Answer” a Political Non-Starter? In *Greenhouse Governance* (pp. 126- 157).

Tues 10/28 Energy and Climate Policy, Part 2

Bryner, G. & Duffy, R. J. (2012). Reducing Greenhouse Gas from the Generation of Electricity. In *Integrating Climate, Energy and Air Pollution Policies* (pp. 71-100). Cambridge, MA: The MIT Press.

Bryner, G. & Duffy, R. J. (2012). Increasing Energy Efficiency and the Use of Alternative Energy. In *Integrating Climate, Energy and Air Pollution Policies* (pp. 101-127).

Thurs 10/30 Writing Workshop #1

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).

Tues 11/4 Election Day – No Class

Thurs 11/6 The Endangered Species Act / Gray Wolf Case

CASE STUDY ANALYSIS REVISION DUE

U.S. Fish and Wildlife Service. (January 2013). ESA Basics: 40 Years of Conserving Endangered Species. Arlington VA: Endangered Species Program.

Gibson, J.W. (2011). Cry Wolf: How a Campaign of Fear and Intimidation Led to the Gray Wolf’s Removal from the Endangered Species Act. *Earth Island Journal*, 26(2)(Summer), 34-41.

Kaufman, L. (2011, Nov. 4). After Years of Conflict, a New Dynamic in Wolf Country. *New York Times*. <http://www.nytimes.com/2011/11/05/science/earth/conflict-over-wolves-yields-new-dynamic-between-ranchers-and-conservationists.html>.

Barringer, F. (2013, June 7). Federal Protection of Gray Wolves May Be Lifted, Agency Says. *New York Times*. http://www.nytimes.com/2013/06/08/science/earth/gray-wolves-no-longer-need-federal-protection-obama-administration-says.html?ref=wolves&_r=0.

Tues 11/11 Veterans’ Day – No Class

Thurs 11/13 Debate Research Workshop

LAST DAY TO TURN IN EXTRA CREDIT ASSIGNMENTS

Class meets in Mansfield Library, Room 283

Tues 11/18 Debate Prep Day

Thurs 11/20 Debate – Topic 1

Tues 11/25 Debate – Topic 2

Thurs 11/27 Thanksgiving - No Class

Tues 12/2 Debate – Topic 3

Thurs 12/4 Debate – Topic 4

Fri 12/12 Finals Week – Final Class Meeting is 10:10 A.M. – 12:10 P.M.

POLICY RESEARCH PAPERS DUE

Debate – Topic 5

Important Dates

<u>Assignment/Event</u>	<u>Date</u>
Class Attends Wilderness Conference in UC Ballroom	Thurs., Sept. 11
Wilderness Policy Homework Due	Tues., Sept. 16
Quiz 1	Thurs., Sept. 18
Policy Process Homework Due	Tues., Sept. 30
Quiz 2	Tues., Oct. 14
Case Study Analysis Due	Thurs., Oct. 23
Case Study Analysis Revision Due	Thurs., Nov. 6
Debate Research Workshop – Class meet in Mansfield Lib., Rm. 283	Thurs, Nov. 13
Last Day To Turn in Extra Credit Reports	Thurs., Nov. 13
Take-home Final Exam Due	Fri., Dec. 12