

PSCI 3206: Environment & Public Policy

Summer A Session 2020, Remote Instruction

June 1 – July 2

Class Zoom Meeting ID: 977 8021 3567
<https://cuboulder.zoom.us/j/97780213567>

Professor: Nancy Billica
Email: billica@colorado.edu

Office hours: drop in via Zoom, Tues/Thurs, 2:30 – 4:00
(class & office hours using the same Zoom Meeting ID, listed above)
Or contact via email to set up another time to meet

Course Description

This course examines the definition, formulation and implementation of public policy concerning the environment. Throughout, we will be focusing on the interplay between policy content (how we define the issues and what options we select for addressing those issues) and political processes (how we build support and develop compromise among divergent values and interests in order to forge agreement). Building knowledge of US environmental policy will be achieved through class discussion, readings and regular writing assignments, as well as through research and analysis of an environmental policy issue of interest to you.

Several basic themes will guide discussion. First, we will examine the historic development of environmental policy, focusing on the objective rise of issues over time as well as how growing awareness of environmental concerns drives demands for policy responses. The policymaking process is the second key theme. We will explore how environmental issues develop through policy agenda setting, formulation, implementation and ongoing feedback phases, including key actors in that development. Third, we will consider competing perspectives and values that affect policy choices – including, for example, arguments for the use of incentives, economic flexibility, ethical arguments, the role of scientific information, how to deal with risk, considerations of justice, and the limits and opportunities presented by the US system of federalism. Finally, these several themes will come together in the assessment of specific policy cases, including issues related to pollution control, natural resource management, and emerging issues related to climate change and sustainability. How do these various factors influence policy design and the choice of policy tools adopted to address environmental issues? Our goal is to untangle the many elements of environmental policy to better understand our current environmental circumstances and future options moving forward.

Planned class schedule: Mix of synchronous & asynchronous instruction. In general, students are expected to be in regular attendance for the synchronous sessions (Mondays & Wednesdays); contact the professor to discuss schedule conflicts.

| | |
|-------|---|
| Mon | Synchronous class session via Zoom, 2:30 – 4:05 pm MDT Lecture & class discussion; recorded and available on Canvas for those who cannot participate synchronously |
| Tues | Asynchronous lecture material posted to Canvas; flexible schedule Optional office hours for open discussion, 2:30 – 4:05 pm MDT |
| Wed | Synchronous class session via Zoom, 2:30 – 4:05 pm MDT Lecture & class discussion; recorded and available on Canvas for those who cannot participate synchronously |
| Thurs | Asynchronous lecture material posted to Canvas; flexible schedule Optional office hours for open discussion, 2:30 – 4:05 pm MDT |
| Fri | Asynchronous lecture material posted to Canvas; flexible schedule |

Course objectives

Students will:

- gain knowledge of historic and current environmental policy developments and decisions.
- learn basic steps in the policymaking process.
- develop skills for interpreting, analyzing, and comparing the elements of public policy.
- gain experience in individual policy research and preparation of a policy brief findings to an audience of environmental policy decisionmakers.
- develop critical thinking, analysis and writing skills.

Course Readings

Readings are drawn from one book and additional materials available as listed, either on the internet or on Canvas. Students should also plan to regularly read the news for current developments in environmental policy, which will be discussed in class on an ongoing basis.

Required text: James Salzman and Barton H. Thompson, Jr., *Environmental Law and Policy*, 4th or 5th ed. (Foundation Press).

Assignments & Grading

| Overview of Assignments | |
|--|---|
| Assignments: All assignments due electronically to Canvas no later than 11:59 pm MDT on the specified due dates. Students with legitimate reasons for missing a deadline should consult with the professor <i>prior to</i> the due date for alternative arrangements and exemption from late penalties. | |
| Grading components (see further description, below): | |
| <ul style="list-style-type: none">▪ Class participation: 20% of course grade▪ Weekly assignments: complete 4 out of 5 possible, 50% of course grade▪ Research assignment: 30% of course grade | |
| Due Dates & Assignments: | |
| Fri, June 5 | Assignment 1: Addressing environmental dilemmas |
| Fri, June 12 | Assignment 2: Legislative & administrative proposals and processes |
| Wed, June 17 | Research project, Part A: Environmental policy issue proposal (introducing an environmental issue of interest to you, with annotated bibliographic support) |
| Fri, June 19 | Assignment 3: Air quality & climate change policy efforts |
| Fri, June 26 | Assignment 4: Water policy |
| Tue, June 30 | Research project, Part B: Environmental policy issue analysis |
| Thu, July 2 | Assignment 5: Toxics, waste, and ecological protection |

- **CLASS PARTICIPATION:** In general, students are expected to be actively engaging with the class. This means regular participation in synchronous Zoom sessions (unless alternative arrangements have been made with the professor due to schedule conflicts), timely and regular contributions to the class discussion board, participation in occasional class surveys, and engagement in other opportunities that arise for exchanging information and ideas.

- **WEEKLY ASSIGNMENTS:** Assignments are designed for probing and developing deeper understanding of environmental policy concepts, cases, and controversies. Specific writing prompts will draw on materials covered in assigned readings, prepared lecture materials, and active Zoom discussion. These writing assignments are due at the end of each week of instruction. A total of five assignments will be posted; students are required to complete four out of five assignment options (your choice). Specific information and requirements for each of the assignments can be found under the Canvas Assignments folder.
- **RESEARCH ASSIGNMENT:** Each student will select an environmental policy issue of personal interest for individual investigation and writing. The goals of this project: (a) developing a deeper understanding of the problem and the current policy status; (b) reviewing and evaluating options for policy development to address the issue; and (c) presenting recommendations that could be directed to a decision maker with influence over policy development. The research assignment will be completed in two parts: Part A will require introduction of the issue together with an annotated bibliography of several sources used to deepen knowledge. Part B is designed to have you provide focused, well-organized, and persuasive discussion and recommendations on your selected environmental policy issue. In addition, students will be asked to share what they are learning along the way in class discussion. Specific information and requirements for both parts of this research project can be found under the Canvas Assignments folder.

Course & University Policies & Expectations

- **Class Netiquette Policy:** The basic rule is one of respect. The goal is to create a community where all feel free to participate in classroom discussion and are open to the ideas and contributions of others. We should expect to disagree with each other on at least some issues of debate, but discussion and disagreement must be expressed in a manner that recognizes the dignity of all and is open to learning from other perspectives. Disrespectful language and/or behavior will not be tolerated.

Online instruction creates special challenges. Keep in mind the following:

- Always think before you write. In other words, without the use of nonverbals with your message (such as body language and other nonverbal cues), your message can be misinterpreted. So please think twice before you hit submit.
 - The goal of online posting to the discussion board is sharing of ideas. This makes clear writing very important to be sure you are conveying what you really mean. Make sure you are using appropriate grammar and structure, that you spell out your words, and do your best to edit for clarity.
 - Treat people the same as you would in face-to-face communications. Don't let technology hide the humans you are interacting with. Remember there is a person behind the name on your screen. Treat all with dignity and respect, and you can expect that in return.
 - Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters where appropriate.
- **Assignment submissions and due dates:**
 - Students are responsible for ensuring that assignments are successfully submitted to Canvas on time and in accessible format (.doc, .docx or .pdf). Be sure to check your document after submission to see that it is readable and that the correct document was uploaded. Back-up copies of assignments may be submitted via email if you're not sure Canvas is working.
 - Assignments are due on the due dates. Students with legitimate, documented reasons for missing an assignment deadline should consult with the professor *prior to* the due date for alternative arrangements and exemption from late penalties.
 - In the absence of a pre-approved exception or documented emergency, late penalties apply, with deductions, as follows: One day late: -10%; two days late: -20%; each day thereafter, an additional 10% deduction, with papers 5 or more days overdue accepted at 50% credit.

- **Grading:** While most assignment grades will be posted on Canvas, the complete set of grading records will be maintained by the professor (and may not be fully reflected on Canvas). This includes any deductions related to class participation.
- **Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.
- **Class Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the class session so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).
- **Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).
- **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:** The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

- **Religious Holidays:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know as soon as possible of any schedule conflicts – before missing class or assignments. See [campus policy regarding religious observances](#) for full details.

PSCI 3206, Environment & Public Policy, Summer A Session 2020
CLASS SCHEDULE & ASSIGNMENTS

*** subject to change ***

- Course materials will be organized on Canvas in weekly units. The following provides an overview. More detail and additional materials will be available in each weekly unit.
- Live Zoom sessions will be recorded and made available on Canvas.
- Plan to complete readings on the day assigned, and before class on Mondays and Wednesdays when we have live Zoom sessions.
- Expect additional readings and other materials to be listed in the weekly Canvas units.
- All assignments are due at 11:59 pm on the assignment due date.
- DB = required Discussion Board postings

UNIT 1: Introduction & historic development of environmental policy in the US

| Date | Mode | Topics & Readings | Assignments |
|---------------|----------------|---|----------------------|
| Mon Jun 1 | 2:30 live Zoom | Class introduction | |
| Tues Jun 2 | Asynchronous | Environment and politics, policy & law <u>Reading:</u> ▪ <i>Environmental Law & Policy</i> , Chap 1 | DB #1 |
| Wed Jun 3 | 2:30 live Zoom | E policy history <u>Reading:</u> ▪ Zachary Smith, “Changing Cultural and Social Beliefs: From Conservation to Environmentalism,” Chap. 2 in <i>The Environmental Policy Paradox</i> ; on Canvas <u>Recommended:</u> ▪ Jack Lewis, “Lookin’g Backward: A Historical Perspective on Environmental Regulations,” <i>EPA Journal</i> (March 1988); on Canvas | |
| Thu, Jun 4 | Asynchronous | E policy history, cont’d <u>Reading:</u> ▪ <i>Environmental Law & Policy</i> , Chap 2 ▪ “The Trump Administration Is Reversing 100 Environmental Rules. Here’s the Full List,” <i>New York Times</i> , by Nadja Popovich, Livia Albeck-Ripka & Kendra Pierre-Louis, updated May 20, 2020; on Canvas. ▪ David Bearden, et al, “Environmental Laws: Summaries of Major Statutes Administered by the Environmental Protection Agency,” Congressional Research Service, Dec 2013; on Canvas. Skim for content, and use as a resource throughout the course for reviewing the contents of major environmental laws. | DB #2 |
| Fri, Jun 5 | Asynchronous | Changing perspectives on the human-environment relationship <u>Film:</u> ▪ <i>DamNation</i> (Patagonia documentary 2015), 88 min; see links on Canvas | Weekly Assignment #1 |

UNIT 2: Environmental Policymaking Processes

| Date | Mode | Topics & Readings | Assignments |
|----------------|----------------|---|----------------------|
| Mon Jun 8 | 2:30 live Zoom | <p>Defining policy problems <u>Reading:</u></p> <ul style="list-style-type: none"> ▪ Judith A. Layzer, “A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Politics,” pp. 1-21 in <i>The Environmental Case: Translating Values Into Policy</i>; on Canvas. <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ▪ Anthony Downs, “Up and Down with Ecology: The ‘Issue-Attention Cycle’” (article originally published in <i>The Public Interest</i>, Volume 28 (Summer 1972), pp. 38-50; on Canvas. | |
| Tues Jun 9 | Asynchronous | <p>Agenda setting <u>Reading:</u></p> <ul style="list-style-type: none"> ▪ Deborah Lynn Guber and Christopher J. Bosso, “Issue Framing, Agenda-Setting, and Environmental Discourse.” Chapter 20 in <i>The Oxford Handbook of U.S. Environmental Policy</i> (2012); on Canvas. ▪ Pew Research Center, “Energy and Environment.” Pew is a nonpartisan polling research organization; take a look at some of their recent reports and findings. <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ▪ John Kingdon, “Wrapping Things Up,” Chap 9 (a summary of Kingdon’s agenda-setting model) in <i>Agendas, Alternatives and Public Policies</i> (Boston, Little, Brown & Co, 1984, 2010); on Canvas. ▪ Sarah B. Pralle, “Agenda-setting and climate change,” <i>Environmental Politics</i>, Volume 18 (2009), Issue 5, pp. 781-799, on Canvas. | DB #3 |
| Wed Jun 10 | 2:30 live Zoom | <p>National environmental policymaking: the role of the US Congress <u>Reading:</u></p> <ul style="list-style-type: none"> ▪ <i>Environmental Law & Policy</i>, Chap 3 <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ▪ Robinson Meyer, “How the U.S. Protects the Environment, From Nixon to Trump: A curious person’s guide to the laws that keep the air clean and the water pure,” <i>The Atlantic</i> (March 29, 2017); on Canvas. ▪ Project Vote Smart, “Government 101: How a Bill Becomes Law” | |
| Thu, Jun 11 | Asynchronous | <p>Examining national law: NEPA – the National Environmental Policy Act (1970) <u>Reading:</u></p> <ul style="list-style-type: none"> ▪ <i>Environmental Law & Policy</i>, Chap 12 | DB #4 |
| Fri, Jun 12 | Asynchronous | <p>Administration of environmental laws and rulemaking <u>Reading:</u></p> <ul style="list-style-type: none"> ▪ <i>Environmental Law & Policy</i>, Chap 4 ▪ Familiarize yourself with the US Environmental Protection Agency and resources at http://www.epa.gov/. ▪ US Environmental Protection Agency (EPA), “The Basics of the Regulatory Process;” on Canvas. <p><u>Recommended</u></p> <ul style="list-style-type: none"> ▪ Brian Palmer, “Why We Need the EPA,” NRDC, Feb 2017 | Weekly Assignment #2 |

UNIT 3: Introducing the elements of policy design, and assessing the design of policies to address air quality and climate change

| Date | Mode | Topics & Readings | Assignments |
|----------------|----------------|---|---|
| Mon Jun 15 | 2:30 live Zoom | <p>The elements of policy design</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Michael Kraft & Scott Furlong, “Public Problems and Policy Alternatives,” Chap. 5 in <i>Public Policy: Politics, Analysis, and Alternatives</i>; on Canvas <p><u>Recommended:</u></p> <ul style="list-style-type: none"> Anne Schneider and Helen Ingram, “Systematically Pinching Ideas: A Comparative Approach to Policy Design,” <i>Journal of Public Policy</i> 8 (Spring 1988): 61-80; on Canvas. | |
| Tues Jun 16 | Asynchronous | <p>Clean Air Act (CAA) of 1970, policy design</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <i>Environmental Law & Policy</i>, Chap 5 <p><u>Recommended:</u></p> <ul style="list-style-type: none"> Judith A. Layzer, “The Nation Tackles Air and Water Pollution: The Environmental Protection Agency and the Clean Air and Clean Water Acts,” Chap. 2 in <i>The Environmental Case</i>; on Canvas. | DB #5 |
| Wed Jun 17 | 2:30 live Zoom | <p>CAA and amendments: Changing approaches and options for regulating air quality</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <i>Environmental Law & Policy</i>, Chap 5 <p><u>Recommended:</u></p> <ul style="list-style-type: none"> Judith A. Layzer, “Market-Based Solutions: Acid Rain and the Clean Air Act Amendments of 1990,” Chap. 5 in <i>The Environmental Case</i>; on Canvas. Winston Harrington & Richard D. Morgenstern, “Economic Incentives versus Command and Control: What’s the Best Approach for Solving Environmental Problems?” <i>Resources</i> (Fall/Winter 2004), a publication of Resources for the Future; on Canvas. | Research project, Part A: Environmental policy issue proposal due |
| Thu, Jun 18 | Asynchronous | <p>Policy options to address climate change</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <i>Environmental Law & Policy</i>, Chap 6 <p><u>Recommended:</u></p> <ul style="list-style-type: none"> Podcast: David Kestenbaum, et al, “Episode 472: The One-Page Plan to Fix Global Warming... Revisted,” Planet Money podcast, NPR, July 18, 2018 Melamed, Schmale & von Schneidermesser, “Sustainable Policy: Key considerations for air quality and climate change,” <i>Current Opinion in Environmental Sustainability</i>, 2016; on Canvas. | DB #6 |
| Fri, Jun 19 | Asynchronous | <p>Building a climate change agenda</p> <p><u>Film:</u></p> <ul style="list-style-type: none"> <i>Before the Flood</i> (National Geographic documentary, 2016), 96 min; see links on Canvas | Weekly Assignment #3 |

UNIT 4: Regulating the environment – water quality, water rights, and grappling with risk

| Date | Mode | Topics & Readings | Assignments |
|----------------|----------------|---|----------------------|
| Mon Jun 22 | 2:30 live Zoom | <p>Policy to address water quality</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Environmental Law & Policy, Chap 7 <p><u>Recommended:</u></p> <ul style="list-style-type: none"> US EPA, “Introduction to the Clean Water Act” (especially pp 1-13); on Canvas. | |
| Tues Jun 23 | Asynchronous | <p>Clean Water Act & the Safe Drinking Water Act</p> <ul style="list-style-type: none"> Congressional Research Service (CRS), “Waters of the United States (WOTUS): Repealing and Revising the 2015 Clean Water Rule,” updated Oct. 2019; on Canvas US EPA, “Understanding the Safe Drinking Water Act;” on Canvas. | DB #7 |
| Wed Jun 24 | 2:30 live Zoom | <p>Water rights</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> University of North Dakota, Energy & Environmental Research Center (UNDEERC), “Water Appropriation Systems;” on Canvas. Kait Schilling, “Addressing the Prior Appropriation Doctrine in the Shadow of Climate Change and the Paris Climate Agreement,” <i>Seattle Journal of Environmental Law</i>, 2018; on Canvas. | |
| Thu, Jun 25 | Asynchronous | <p>Toxics & risk assessment</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Environmental Law & Policy, Chap 8 Environmental Working Group, “Chemical Policy (TSCA).” Take a look at basic information and recent reports on US chemical policy under the Toxic Substances Control Act. <p><u>Recommended:</u></p> <ul style="list-style-type: none"> Ann Campbell Keller, “Theories of Science in Policy Making,” Chap. 1 in <i>Science in Environmental Policy: the Politics of Objective Advice</i> (2009); on Canvas. US EPA, Toxics Release Inventory (TRI) Program | DB #8 |
| Fri, Jun 26 | Asynchronous | <p>Risk & precaution</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Walter Rosenbaum, “Common Policy Challenges: Risk Assessment and Environmental Justice,” Chap. 4 in <i>Environmental Politics and Policy</i>, 11th ed; on Canvas. <p><u>Recommended:</u></p> <ul style="list-style-type: none"> Nancy J. Myers, <i>Precautionary Tools for Reshaping Environmental Policy</i>, Chapter 1 (Cambridge, MA: MIT Press, 2005); on Canvas. Film: <i>Tomorrow</i> (documentary, 2015), 2 hrs; see links on Canvas | Weekly Assignment #4 |

UNIT 5: New approaches to protecting the environment – issues of sustainability, ecological protection, and sharing of our own policy ideas

| Date | Mode | Topics & Readings | Assignments |
|----------------|----------------|---|---|
| Mon Jun 29 | 2:30 live Zoom | <p>Sustainability and reducing consumption</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> ▪ <i>Environmental Law & Policy</i>, Chap 9 ▪ Eco-Cycle, “Zero Waste: The Choice for a Sustainable Community” | |
| Tues Jun 30 | Asynchronous | <p>Ecological protection</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> ▪ <i>Environmental Law & Policy</i>, Chap 10 | Research project, Part B: Environmental policy issue analysis due |
| Wed July 1 | 2:30 live Zoom | <p>Towards a sustainable future – sharing our policy research findings</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> ▪ M. Lynne Corn & Alexandra M. Wyatt, “The Endangered Species Act: A Primer,” Congressional Research Service, September 8, 2016; on Canvas. <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ▪ Podcast: Stories about the Endangered Species Act, short National Public Radio podcasts ▪ Charise Johnson, “The Endangered Species Act is Itself Endangered,” Union of Concerned Scientists Blog, 16 July 2018 ▪ US Fish & Wildlife Service, “Endangered Species Act” | DB #9 |
| Thu, July 2 | Asynchronous | <p>Towards a sustainable future, <i>cont’d</i></p> | DB #10 Weekly Assignment #5 |