

DePauw University
Department of Political Science

POLS 290B: Introduction to Environmental Policy

Fall 2016
T/Th 10:00-11:30
Room: Julian 374

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Office Hours: Asbury 107
M: 9:30-11, 1-3; F: 1-4

Course description:

This course will introduce you to the actors, institutions, and policies that aim to protect or regulate the environment. Over the semester, we will examine how environmental policy has evolved over time to deal with changing environmental threats or needs, ranging from domestic pollution issues to the longer-term threat of climate change. We will cover different institutions and regulatory frameworks that govern the environment, the behavior of different actors and interest groups in the policy process, and several recent cases of domestic and global environmental policymaking.

Much of the course material will focus on environmental policymaking at the federal level in the US, though we will also look at more local and international efforts to govern the environment, in particular examining how environmental policy today aims to address the global issue of climate change. Throughout the class, we will also examine the societal implications of environmental threats and policymaking in order to better understand how environmental outcomes and policies affect issues such as inequality, health, and global conflict.

Course requirements and expectations:

Readings will be assigned for most classes and should be read prior to the class meeting. Our in-class lectures and discussions will build upon core concepts or issues in each reading. One textbook is required for this class:

Kraft, M. (2014). *Environmental Policy and Politics*. (6th edition).

Although older editions of this textbook are also available online, I strongly recommend purchasing the 6th edition, which contains important chapters on the environmental policy decisions made by the Obama and Bush administrations that we will spend time covering in class. These editions also contain the most up to date summaries of the scientific consensus on environmental threats. Other readings will come from academic journals that can be accessed through the DePauw library databases (e.g. JSTOR). I will also post these readings online using Moodle.

The class will be primarily lecture oriented in the first few weeks as we establish key concepts and theories. As we progress through the semester, classes will involve much

more discussion and debate over issues. I expect of each student that they will regularly attend class with readings completed, and contribute to class discussions or debates in a manner that is respectful and considerate of others.

By the end of the course, you should be able to:

- Identify major environmental risks and threats, and understand why they may require policies at a local, federal, or international level to address them.
- Understand the process by which these policies are formed, through the actions of specific actors, interest groups, and institutions.
- Know how both the nature of environmental risks and their related policies have evolved over time in order to address new and emerging concerns.
- Be able to evaluate the effectiveness of these policies in terms of how they may improve environmental outcomes or conditions.
- Understand the economic, social, and political motivations behind opposition to environmental policy today, and the challenges that these interests pose for policymaking.
- Understand the implications of environmental risk and policymaking for society as a whole, considering how these risks and policies may impact outcomes such as racial or economic inequality, global conflict, or public health.

Assignments and grading:

Course grades will be determined as follows:

Final exam: 30%

Midterm exam: 25%

Reaction papers: 20%

In-class quizzes: 15%

Participation and attendance: 10%

- Exams:

There will be a midterm and final exam. Both exams will consist of multiple choice, short answer, and essay sections. The midterm exam is scheduled for Tuesday, October 11, and will take the entire class session.

The final exam will take place Thursday, December 15 from 1 to 4 pm, and cannot be changed except due to specific circumstances defined by university policies (e.g. dean's excused absence, or bunched finals). I advise you to not book travel arrangements that have you leaving before the end of finals week. See the DePauw academic handbook at <http://www.depauw.edu/files/resources/academichandbook.pdf> for university policies regarding exams.

- Reaction papers:

On two occasions, you will write a reaction paper (approximately 1000-1200 words) discussing your own perspectives of the readings and in-class discussions on major issues in environmental policy. These papers are meant to both summarize material from the readings and reflect your own perspectives of them in response to specific prompts.

Reaction papers should be written as more than simply a summary of the articles/papers read - for example, you may discuss strengths or weaknesses of arguments, or explore ways to apply theories or policies to contemporary environmental issues or scenarios. I will post prompts, deadlines, and other specific instructions for the reaction paper assignments as the semester progresses, and give you at least two weeks to write these essays. Papers should be submitted online using Moodle. Late submissions will face a penalty of 10 percentage points for each day that a paper is late.

- Participation and attendance

Regular attendance is essential to pass the class as quizzes and exams are based on both in-class lectures and theories from the readings. I will allow up to two unexcused absences in the semester, but your grade will be penalized for additional absences.

However, attendance alone is not participation: I expect that students who come to class do so having completed the assigned readings, and are willing to participate in a meaningful manner. Your participation grade will be based on the quality as well as the level of participation in class, in terms of adding to discussions or debates with constructive comments and ideas. Simply raising your hand to seek clarification on a topic does not constitute participation; rather, I look for informed comments that actively engage with the lecture topic or readings, or questions that can stimulate or add to ongoing discussions. I also expect that you will also be considerate of others' opinions in the class and respectfully engage with their comments and ideas, whether or not they share your opinions or political views.

Given that debates over environmental policy, climate change, and other issues that we study in this class are a significant part of political and public discourse at this time, I expect students to also remain fairly well informed on these issues in the news. Current events in environmental news and policy will regularly become part of class discussions, and I suggest regularly reading a major national daily news source (e.g. *New York Times*, *Washington Post*, *Wall St. Journal*), as well as reading other sources with political reporting or nuanced analysis (e.g. *The Atlantic*, *FiveThirtyEight*, *The Economist*). You may find it particularly helpful to read the Science & Environment sections of these news sites/papers, as well as stay up to date with sites focusing specifically with science and environmental news and issues (e.g. *National Geographic*, *Science Daily*).

- Quizzes:

There will be four quizzes at various points during the semester. These will typically be comprised of multiple choice and short answer questions, and will be based both on in-class lectures and readings. Your total quiz grade for the semester will be based on the top 3 quizzes (I will drop the lowest quiz.) Quizzes will be given in the first 15 minutes of class. I typically announce a quiz a few days in advance. I do not allow for quizzes to be made up if you miss class without a dean's excuse or a documented illness, or are late and arrive after the quiz has been collected.

Other policies:

- Electronic devices:

I generally allow laptops or tablets to be used in class for purposes of note-taking or accessing journal articles or other readings/media. However, I expect that you will only use electronic devices for these purposes. I will ask you to put away laptops/tablets should I find that you are using them for reasons unrelated to the class (e.g. Facebook) - this not only hurts your learning, but is also distracting to others in your class, and will adversely affect your class participation grade.

I do **not** allow smartphones to be used in class, and expect that phones/other electronic devices will be turned off or be set to silent mode during class.

- Communication:

Notices about assignment guidelines, quizzes, possible reading changes, and the like will be announced both via email and Moodle. I will usually announce these in class as well, but you are responsible for regularly checking both of these. Given that climate change and environmental policy are highly contentious topics in politics today, new policy debates or events may emerge at any point that may require us to deviate from the scheduled topics and readings on the syllabus. As such, I reserve the right to amend the syllabus to add/change assigned readings, or discussion topics in order to best meet the objectives of the course.

The most effective way to reach me is by email: I generally respond to emails within 24 hours. I normally keep office hours Mondays and Fridays, but if you cannot make those due to your schedule, please email me to schedule alternative meeting times. I am typically in the office most of the time and am always happy to meet with any student when available (during scheduled office hours or otherwise), but I will always prioritize a scheduled appointment over a walk-in.

- Student disability accommodations

It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Union Building Suite 200 or by phone at 658-6267.

- Academic honesty

All students taking this class must adhere to the standards of academic integrity outlined in the DePauw student code: see the DePauw academic handbook (URL provided on

page 2) for the full academic integrity policy. In cases of plagiarism or cheating on quizzes or exams that violate the academic integrity code, students will automatically get a grade of 0 for the assignment or exam with no opportunity to retake it, and may face further sanctioning in accordance with university policy.

Course schedule and readings:

Module 1: Understanding what environmental policy is, and why we need it

Thursday, August 25: Course introductions; what is environmental policy?

No required reading, but I suggest reading the Preface from *Environmental Policy and Politics*.

Tuesday, August 30: Why do we need environmental policy?

Chapter 1 from *Environmental Policy and Politics*.

Thursday, September 1: Individuals, free riders, and the tragedy of the commons

Hardin, G. (1968). The Tragedy of the Commons. *Science*, 162(3859), 1243-1248.

Dietz, T., Ostrom, E., & Stern, P. C. (2003). The Struggle to Govern the Commons. *Science*, 302(5652), 1907-1912.

Tuesday, September 6: The roles of governments and institutions

Lubell, M. (2004). Collaborative environmental institutions: All talk and no action? *Journal of policy analysis and management*, 23(3), 549-573.

Thursday, September 8: Judging the state of the environment

Chapter 2 from *Environmental Policy and Politics*.

Oreskes, N. (2004). The scientific consensus on climate change. *Science*, 306(5702), 1686-1686. (This is a very short reading - 1 page - but extremely important.)

Watch James Balog's TED talk: Time-lapse proof of extreme ice loss
http://www.ted.com/talks/james_balog_time_lapse_proof_of_extreme_ice_loss

Tuesday, September 13: The implications of environmental damage on health and society

(There are three readings for today, but two are very short.)

Marmot, M. (2005). Social determinants of health inequalities. *The Lancet*, 365(9464), 1099-1104.

Bullard, R.D. (1999) Dismantling Environmental Racism in the USA. *Local Environment*, 4(1), 5-19.

Mark Bittmann New York Times editorial: Rethinking the Meat-Guzzler
http://www.nytimes.com/2008/01/27/weekinreview/27bittman.html?_r=0

Module 2: Understanding the process by which environmental policies are formed

Thursday, September 15: The policy process model in the US

Chapter 3 from *Environmental Policy and Politics*. Read sections "Understanding Environmental Policy" and "The Policy Process Model".

Tuesday, September 20: Major institutions and actors in environmental policy

Chapter 3 from *Environmental Policy and Politics*. Read section "Patterns in Environmental Policymaking".

Thursday, September 22: Environmental policy's evolution in the US: the first generation

Chapter 4 from *Environmental Policy and Politics*. Read section "The Evolution of Environmental Policy and Politics"

Tuesday, September 27: Evolution of environmental policy institutions in the 1980s

Chapter 4 from *Environmental Policy and Politics*. Read section "Environmental Policy in the Bush and Reagan Administrations"

Jaffe, A. B., Newell, R. G., & Stavins, R. N. (2005). A tale of two market failures: Technology and environmental policy. *Ecological Economics*, 54(2), 164-174.

Thursday, September 29: Market based approaches to environmental policy

Avi-Yonah, R. S., & Uhlmann, D. M. (2009). Combating global climate change: Why a carbon tax is a better response to global warming than cap and trade. *Stanford Environmental Law Journal*, 28(3). Read from page 28 (Market-based limits on CO₂ emissions) to end (Conclusion).

Tuesday, October 4: Interest mobilization and opposition to environmental policy today

McCright, A. M., & Dunlap, R. E. (2003). Defeating Kyoto: The conservative movement's impact on US climate change policy. *Social Problems*, 50(3), 348-373.

Brulle, R. J. (2014). Institutionalizing delay: foundation funding and the creation of US climate change counter-movement organizations. *Climatic Change*, 122(4), 681-694.

(The midterm exam will cover everything up to this point.)

Module 3: Environmental policy's impact on energy, pollution, and the economy

Thursday, October 6: Environmental pollution and control measures (I)

Chapter 5 from *Environmental Policy and Politics*.

Tuesday, October 11: **Midterm exam**

Thursday, October 13: Environmental pollution and control measures (II)

Finish Chapter 5 from *Environmental Policy and Politics*.

Lubell, M., Vedlitz, A., Zahran, S., & Alston, L. T. (2006). Collective action, environmental activism, and air quality policy. *Political Research Quarterly*, 59(1), 149-160.

October 15-23: Fall break - no classes

Tuesday, October 25: Energy and resource policies in the 1990s

Chapter 6 from *Environmental Policy and Politics*. Read until the end of the section "The Clinton Administration Tries Its Hand".

Thursday, October 27: Energy and resource policies under Bush Jr. and Obama

Chapter 6 from *Environmental Policy and Politics*. Read from "Energy Policy under George W. Bush and Obama" through conclusion of chapter.

Tuesday, November 1: Policy debates over hydraulic fracturing and fossil fuel extraction

Rabe, B. G., & Borick, C. (2013). Conventional politics for unconventional drilling? Lessons from Pennsylvania's early move into fracking policy development. *Review of Policy Research*, 30(3), 321-340.

Article from *The Atlantic*: "How Fracking is Bad for Our Bodies."
<<http://www.theatlantic.com/health/archive/2013/10/how-fracking-is-bad-for-our-bodies/280384/>>

Thursday, November 3: Evaluating environmental policy: progress and policy success

Chapter 7 from *Environmental Policy and Politics*. Read sections "Evaluating Environmental Policy" through "Data Assessment and Public Dialogue".

Tuesday, November 8: Evaluating environmental policy and its impact on the economy

Chapter 7 from *Environmental Policy and Politics*. Read sections "Costs, Benefits, and Risks" through "Conclusion".

Module 4: Future directions for policymaking: climate change and sustainability

Thursday, November 10: Clean energy policy and priorities in the 21st century

Chapter 8 from *Environmental Policy and Politics*.

Ansolabehere, S., & Konisky, D. M. (2012). The American public's energy choice. *Daedalus*, 141(2), 61-71.

Tuesday, November 15: The Six Americas and their attitudes towards the environment

Leiserowitz, A. A. (2005). American Risk Perceptions: Is Climate Change Dangerous? *Risk Analysis*, 25(6), 1433-1442.

Thursday, November 17: Why does climate change denial still persist?

Kahan, D. M., Jenkins - Smith, H., & Braman, D. (2011). Cultural cognition of scientific consensus. *Journal of Risk Research*, 14(2), 147-174.

Tuesday, November 22: Broader global implications of climate change for security

Barnett, J., & Adger, W. N. (2007). Climate Change, Human Security and Violent Conflict. *Political Geography*, 26(6), 639-655.

Schmidhuber, J., & Tubiello, F. N. (2007). Global food security under climate change. *Proceedings of the National Academy of Sciences*, 104(50), 19703-19708.

Thursday, November 24: Thanksgiving - no class.

Tuesday, November 29: Sustainability goals in environmental policy and development

Sachs, J. D. (2012). From Millennium Development Goals to Sustainable Development Goals. *The Lancet*, 379(9832), 2206-2211.

UN webpage on Sustainable Development Goals:
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Thursday, December 1: Do we have a "human right" to the environment?

Hiskes, R. P. (2005). The right to a green future: Human rights, environmentalism, and intergenerational justice. *Human Rights Quarterly*, 27(4), 1346-1364.

Tuesday, December 6: Environmentalism: a local, federal, or international matter?

Maniates, M. F. (2001). Individualization: Plant a Tree, Buy a Bike, Save the World?
Global Environmental Politics 1(3):31-52.

Watch Jared Diamond's TED Talk: Why Societies Collapse
<https://www.ted.com/talks/jared_diamond_on_why_societiesCollapse>

Thursday, December 8: Course summary, and review session before finals

Thursday, December 15: Final exam