

# *POLI 307: Environmental Policy*

*College of Charleston*

*Spring 2017*

*Time:* TR 12:15 p.m. – 1:30 p.m.

*Place:* Maybank, 316

*Instructor:* Professor Matthew Nowlin

*Email:* [nowlinmc@cofc.edu](mailto:nowlinmc@cofc.edu)

*Office Location:* Political Science building, 114 Wentworth #103

*Office Hours:* Wednesdays 1–3 p.m. and by appointment

## *Course Description*

### Catalog course description

This course is an advanced undergraduate course. We will examine the central dimensions of environmental politics and policy in the United States.

The course will provide an overview of the development of environmental policy issues, including a brief history on the development of environmental politics in the U.S. In addition, the course will also provide a theoretical base for understanding policy changes in the U. S. Major portions of the course will be devoted to examining the fundamental beliefs and attitudes that have shaped environmental policies; the major political institutions in the U.S. that conceive, design, implement, and revise environmental policies; the role of science in environmental policy; and the application of economic principles to environmental issues.

This course will be *lecture* and *discussion* based. Being able to adequately participate requires you to come to class prepared by having done the assigned readings prior to class. In addition, you should be prepared to participate in class by asking questions and making informed comments that add to the class discussion.

**All phones and laptops must remain put away** unless you are asked to use them for class purposes. *Notes should be taken by hand, with pen and paper.* You learn better that way. I recommend taking notes using the [Cornell Method](#)

## *Course Goals and Learning Objectives*

The goals for this course are to:

- Develop an understanding of the evolution of environmental policy and politics in the U.S.
- Develop an understanding of the major policymaking institutions

including the Congress, the President, Executive Agencies, the Courts, and their role in environmental policymaking.

- Develop an understanding of the process of policymaking in the U.S. with regard to environmental issues.
- Develop an understanding of how science is used (or not) in the environmental policy making process.
- Develop an understanding of how basic principles of economics can be used in the design of policies to address environmental issues.
- Develop in-depth knowledge about a particular topic within the broad field of environmental policy.

### *Course Requirements and Grading*

Performance in this course will be evaluated on the basis of quizzes, writing assignments, a mid-term exam, a final exam, and your participation in the course. Points will be distributed as follows:

There will be no opportunities for extra credit

Assignment	Possible Points
Quizzes	(5 at 20 pts each) 100 points total
Mid-Term Exam	100 points
Final Exam	100 points
Participation	100 points
Case Memos	(4 at 100 pts each) 400 points total
Total	800 points

### *Assignments*

*Quizzes:* There will be five “pop” quizzes throughout the semester. These quizzes will be given in class at random with no prior announcement. They will be based on some combination of the assigned readings, class lectures, class discussions, and any of the material made available on OAKS. Quizzes can only be taken in class. **No make-up quizzes will be possible.** However, if you miss a quiz you can write a one-page short answer essay. You need to let me know *by the following class period* that you missed the quiz and I will distribute the question to you by email. *You can only use this option once.*

Late assignments will not be accepted under any circumstances

*Mid-term:* The mid-term exam will be given on **March 2nd**. All material from the readings, lectures, and in-class discussions are fair game for the mid-term exam. The exam will be multiple choice, short answer, and short essay.

*Final Exam:* **The final exam period is Thursday May 4th from 12:00 to 3:00pm.** The final will NOT be comprehensive and all

material from the readings, lectures, and in-class discussions *since spring break* are fair game. The exam will be multiple choice, short answer, and short essay. *You must arrive on time to be able to take the final exam.*

*Participation:* The participation portion of your grade is based on in-class participation and class attendance.

- **In-class participation (40%):** This is a discussion based course and to make it work you need to have read assigned material and be prepared to ask questions and otherwise participate in course discussions.
- **Attendance (40%):** Attendance will be taken for each class. You are allowed two absences without any penalty. For your third absence you will lose 50 points, for your fourth you will lose 100 points (150 pts.), and for your fifth you will lose 200 points (350 pts.). *If you miss more than five classes you will automatically receive a grade of WA.*
- **Above and Beyond (20%):** This includes but is not limited to consistent thoughtful questions and comments; mentioning facts or current events relative to class discussion; and overall making the class discussions more thought-provoking and informative.

#### CASE MEMOS

There will be four case studies that you will be required to summarize. Each summary will be 4 double-spaced pages. Some reading material will be provided for the first three cases and the topic and material for the fourth case study will be up to you. However, *approval from the instructor for your topic is required prior to submitting case memo 4.* Each case memo will be turned in the dropbox on **OAKS**.

Specific instructions for the case memos are on OAKS

- Case Study 1: *Protecting the Oceans*. Due Feb 2nd
- Case Study 2: *Managing Western Lands*. Due Feb 28th
- Case Study 3: *Hydraulic Fracturing*. Due March 30th
- Case Study 4: *Your Choice*. Due April 27th

#### Grading Scale

There are **800** possible points for this course. Grades will be allocated based on your earned points and calculated as a percentage of **800**. A: 94 to 100%; A-: 90 to 93%; B+: 87 to 89%; B: 83 to 86%; B-: 80 to 82%; C+: 77 to 79%; C: 73 to 76%; C-: 70 to 72%; D+: 67 to 69%; D: 63 to 67%; D-: 60 to 62%; F: 59% and below

*Course Schedule***SUBJECT TO CHANGE**

Changes will be announced in class

*Important Dates*

Date	Assignment or Exam
Feb 2nd	Case Memo 1 due
Feb 28th	Case Memo 2 due
Mar 2nd	Mid-Term Exam
Mar 30th	Case Memo 3 due
April 27th	Case Memo 4 due
May 4th	Final Exam

*Readings, Assignment Due Dates, and Exam Dates*

Some of the readings listed below will be on the **OAKS** course page under Content -> Readings. *For the journal articles listed below YOU are responsible for obtaining a copy. You can make use of the **library website** OR Google Scholar. Note: you will need to be on campus or signed in through the library to obtain a pdf.*

All readings should be completed prior to Tuesday class

*Part I. Foundations*

JAN 12TH: INTRODUCTION AND COURSE OVERVIEW

JAN 17TH–19TH: ENVIRONMENTAL POLICYMAKING

- *Readings:*
  - Layzer, Judith A. 2012. “A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Politics” from *The Environmental Case: Translating Values into Policy* on **OAKS**
  - Dye, Thomas. 2013. “Energy and the Environment: Externalities and Interests” from *Understanding Public Policy* on **OAKS**

JAN 24TH–26TH: VALUES AND VALUE CONFLICT

- *Readings:*
  - Henry, Adam Douglas, and Thomas Dietz. 2012. “Understanding Environmental Cognition.” *Organization & Environment* 25(3): 238–58.
- *Case: Climate Change*
  - Kahan, Dan M., Ellen Peters, Maggie Wittlin, Paul Slovic, Lisa Larrimore Ouellette, Donald Braman, and Gregory Mandel.

2012. “The Polarizing Impact of Science Literacy and Numeracy on Perceived Climate Change Risks.” *Nature Climate Change* 2(10): 732–35. on [OAKS](#)

#### JAN 31ST–FEB 2ND: EVOLUTION OF ENVIRONMENTAL POLICY IN THE UNITED STATES

- *Readings:*
  - Kline, Benjamin. 2011. “Emerging Voices in the 1960’s” and “The 1970s: The Conservation Movement Matures”, from *First Along the River: A Brief History of the U.S. Environmental Movement* on [OAKS](#)
- *Case: Environmental Organizations*
  - Johnson, Erik W., and Scott Frickel. 2011. “Ecological Threat and the Founding of U.S. National Environmental Movement Organizations, 1962–1998.” *Social Problems* 58(3): 305–29.
- *Links:*
  - Major Environmental Laws: [EPA website](#)
  - [National Environmental Policy Act \(NEPA\)](#)
- **CASE MEMO 1 DUE: Feb 2nd**

#### FEB 7TH–9TH: AGENDA SETTING

- *Readings:*
  - Guber, Deborah Lynn and Christopher Bosso. 2013. “Issue Framing, Agenda Setting, and Environmental Discourse” from *The Oxford Handbook of U.S. Environmental Policy* on [OAKS](#)
- *Case: Climate Change*
  - Liu, Xinsheng, Eric Lindquist, and Arnold Vedlitz. 2011. “Explaining Media and Congressional Attention to Global Climate Change, 1969–2005: An Empirical Test of Agenda-Setting Theory.” *Political Research Quarterly* 64(2): 405–19.

#### PART II. POLICYMAKING INSTITUTIONS AND MACROPOLITICS

#### FEB 14TH–16TH: CONGRESS

- *Readings:*
  - Kraft, E. Michael. 2013. “Environmental Policy in Congress” from *Environmental Policy: New Directions for the 21st Century* on [OAKS](#)
  - [Center for Climate and Energy Solutions](#)

- *Case: Clean Air Act of 1970*
  - “Clean Air Bill Cleared with Auto Emission Deadline.” In *CQ Almanac 1970* on [OAKS](#)

## FEB 21ST–23RD: THE EXECUTIVE BRANCH

- *Readings:*
  - Vig, Norman J. 2013. “Presidential Power and Environmental Policy” from *Environmental Policy: New Directions for the 21st Century* on [OAKS](#)
  - Rinfret Sara R., and Scott R. Furlong. 2013. “Defining Environmental Rule Making” from *The Oxford Handbook of U.S. Environmental Policy* on [OAKS](#)
- *Case: The Clean Power Plan*
  - [Clean Power Plan: EPA Page](#)
  - [Overview of the Clean Power Plan](#)

## FEB 28TH: THE COURTS

- *Readings:*
  - O’Leary, Rosemary. 2013. “Environmental Policy in the Courts” from *Environmental Policy: New Directions for the 21st Century* on [OAKS](#)

- **CASE MEMO 2 DUE: Feb 28th**

## MARCH 2ND: MIDTERM EXAM

## MARCH 6TH–10TH: SPRING BREAK

## PART III. POLICY ACTORS, COALITIONS, AND SUBSYSTEM POLITICS

## MAR 14TH–16TH: POLICY SUBSYSTEMS, NETWORKS, AND INTEREST GROUPS

- *Readings:*
  - [Networks, Sub-government, and Communities](#)
  - Duffy, Robert J. 2013. “Organized Interests and Environmental Policy” from *The Oxford Handbook of U.S. Environmental Policy* on [OAKS](#)
- *Case: Nuclear Waste*
  - Nowlin, Matthew C. 2016. “Policy Change, Policy Feedback, and Interest Mobilization: The Politics of Nuclear Waste Management.” *Review of Policy Research* 33(1): 51–70.

## MAR 21ST–23RD: COALITIONS

- *Readings:*
  - [The Advocacy Coalition Framework](#)
- *Case: The Animas-La Plata Water Project*
  - Ellison, Brian A., and Adam J. Newmark. 2010. “Building the Reservoir to Nowhere: The Role of Agencies in Advocacy Coalitions.” *Policy Studies Journal* 38(4): 653–78.

## MAR 28TH–MAR 30TH: SCIENCE AND SCIENTISTS

- *Readings:*
  - Pielke, Roger A. 2007. “The Big Picture, Science, and Democracy” from *The Honest Broker: Making Sense of Science in Policy and Politics* on [OAKS](#)
- *Case: Air Pollution*
  - Spruijt, Pita, Anne B. Knol, Arthur C. Petersen, and Erik Lebrecht. 2016. “Differences in Views of Experts About Their Role in Particulate Matter Policy Advice: Empirical Evidence from an International Expert Consultation.” *Environmental Science & Policy* 59 (May): 44–52.
- **CASE MEMO 3 DUE: March 30th**

## APRIL 4TH–6TH: FEDERALISM

- *Readings:*
  - Scheberle, Denise. 2013. “Environmental Federalism and the Role of State and Local Governments” from *The Oxford Handbook of U.S. Environmental Policy* on [OAKS](#)
- *Case: Climate Change*
  - Rabe, Barry G. 2008. “States on Steroids: The Intergovernmental Odyssey of American Climate Policy.” *Review of Policy Research* 25(2): 105–28.
- **NO CLASS ON APRIL 6th**

## PART IV: GOVERNANCE

## APRIL 11TH–13TH: GOVERNMENT ACTION

- *Readings:*
  - Wheelan, Charles. 2011. “The Role of Government” from *Introduction to Public Policy* on [OAKS](#)

- Bennear, Lori S. and Cary Coglianese. 2013. “Flexible Approaches to Environmental Regulation” from *The Oxford Handbook of U.S. Environmental Policy* on [OAKS](#)
- *Case: Flint, Michigan*
  - [Flint Isn’t Alone](#)

#### APRIL 18TH–20TH: BENEFIT-COST ANALYSIS

- *Readings:*
  - Keohane, Nathaniel O. and Shelia M. Olmstead. 2007. “The Benefits and Costs of Environmental Protection” from *Markets and the Environment* on [OAKS](#)
- *Case: The Social Cost of Carbon*
  - *EPA Fact Sheet: The Social Cost of Carbon* on [OAKS](#)

#### APRIL 25TH–27TH: MARKET-BASED POLICY INSTRUMENTS

- *Readings:*
  - Keohane, Nathaniel O. and Shelia M. Olmstead. 2007. “Principles of Market-Based Environmental Policy” from *Markets and the Environment* on [OAKS](#)
- *Case: Acid Rain*
  - Layzer, Judith. 2012. “Market-Based Solutions: Acid Rain and the Clean Air Amendments Act of 1990” from *The Environmental Case* on [OAKS](#)
- **CASE MEMO 4 DUE: April 27th**

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**FINAL EXAM IS THURSDAY MAY 4th FROM 12:00–3:00.  
YOU MUST ARRIVE PROMPTLY AT 12:00pm TO BE  
ABLE TO TAKE THE EXAM**



### *Important Information*

#### *Center for Student Learning*

I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL [website](#) or call (843) 953-5635.

#### *Students with Disabilities*

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the [Center for Disability Services](#) located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least one week before any accommodation is needed.

#### *Cheating or Plagiarism*

A grade of zero will be given to anyone cheating on any exam, homework assignment or committing plagiarism in a paper. As commonly defined, plagiarism consists of passing off as one's own ideas, the words, writings, music, graphs/charts, etc that were created by another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. It does not matter from where the material is borrowed—a book, article, material off the web, another student's paper—all constitute plagiarism unless the source of the work is fully identified and credited. Plagiarism is cheating and a violation of academic and personal integrity and will not be tolerated. It carries extremely serious consequences. To avoid plagiarism it is necessary when using a phrase, a distinctive idea, concept or sentence from another source to reference that source in your text, a footnote, or end-note. Please contact me if you need assistance in citing a source.

#### *Religious Holiday Policy*

It is the policy of the College to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work

that may fall on religious holidays. Please see me immediately if you will need to miss class any time during this semester.