

Environmental Policy

POLI 307
SPRING 2022

MAYBANK 316
12:15PM - 1:30PM TR

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🗨 Office hours: [By appointment](#) (on Zoom)

COVID-19

The COVID-19 pandemic is still ongoing. **The College of Charleston requires that masks be worn while indoors and you must wear a mask at all times while in class.** Although vaccinations are currently not required, *I ask you to be respectful of the health and safety of others.* If you have not received the **COVID-19 vaccine (including a booster), which is safe, free, and effective, please consider doing so immediately.** Information about the vaccine is available from the [SCDHEC website](#) and information about where and when to obtain a vaccine is also available on the SCDHEC website [vaccine locator page](#).

Course Description

From the CofC catalog:

This course is intended to familiarize students with various ethical frameworks, analytical tools and policy instruments that can be used to evaluate environmental problems and policy options. Specific issues may include citizen participation, environmental equity, the uses and abuses of cost/benefit analysis, science and uncertainty in environmental policy development and the use of regulatory requirements vs. market mechanisms for environmental protection.

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 and environmental politics in the US. The first part of the course will provide an introduction to environmental policy and politics in the US and will provide a theoretical base for understanding environmental policy change and development; examine the fundamental beliefs and attitudes that have shaped environmental policies; and the major political institutions in the U.S. that conceive, design, implement, and revise environmental policies. The second part of the course will examine environmental

policy design including regulation and market-based approaches. Finally, we will examine several environmental issues including pollution, land management, and energy.

Laptops are allowed, but discouraged. Phones are only to be used to answer quiz questions. *I encourage you to take notes by hand, with pen and paper. You learn better that way.* I recommend taking notes using the [Cornell Method](#). Also, lecture slides will generally **not** be made available outside of class.

Course Prerequisites

There are no prerequisites for this course.

Attendance Policy

Attendance will not be taken; however, a lack of attendance will result in missed quiz questions. Additionally, lecture slides will *not* be made available outside of class. **Do not come to class if you feel ill or if you have been exposed to COVID-19, regardless of how you feel. I am happy to meet with you to discuss material you missed.**

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 in-depth knowledge about several topics within the broad field of environmental policy.

Required Materials


The following materials are **required**.

Book

We will be using the following book, which will be available on [OAKS](#) for no charge. *You are not expected or required to purchase the book.* Chapters will be available on [OAKS](#) under *readings* for each week as needed.

- Rinfret, Sara R., and Michelle C. Pautz. 2019. *US Environmental Policy in Action*. 2nd ed. New York, NY: Palgrave Macmillan.
- Note that additional required readings will be available on [OAKS](#)

News

-  *The Environment in the News*: We will discuss current news events related to environmental policy issues in class. In addition, you will be required to choose an environmental problem to examine throughout the semester. To keep current and find a topic, I suggest you check these sites frequently and/or subscribe to the email lists:
 - [The Energy 202 \(Washington Post\)](#)
 - [Morning Energy \(POLITICO\)](#)
 - [Climate Fwd \(New York Times\)](#)

Poll Everywhere

You are required to set-up an account and register your phone with Poll Everywhere. Instructions for setting up your account with Poll Everywhere will be on [OAKS](#)

- *There is no cost to use Poll Everywhere for this class*
- I encourage you to review the materials [here](#)

OAKS

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Course Requirements and Grading

Performance in this course will be evaluated on the basis of in-class quiz questions, a mid-term exam, a final exam, and a policy brief. Points will be distributed as follows:

Assignment	Possible Points
Quiz Questions	200 points total
Mid-Term Exam	100 points
Final Exam	100 points
Policy Brief	350 points total
Total	750 points

Assignments

All due dates for assignments are on the following *Course Schedule* and will also be posted on [OAKS](#). Both the mid-term and final exams will be taken online; however, we will NOT be using any exam proctoring service. The exams will be taken on OAKS just like the weekly content quizzes.

Quiz Questions: There will be 1 to 2 quiz questions given during each class period and the questions will be answered using Poll Everywhere on your phone. *You must be present in class to be able to answer the questions.* These questions will cover material from the readings and/or class discussion.

Each question will be worth 5 points and can not be made up if you miss class. However, **I will add up to 25 points to your quiz questions grade at the end of the course.**

Mid-term: The mid-term exam will be given on **Thursday March 3** and will be **taken on OAKS**. 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 April 28 from 1:00pm to 3:00pm** and it will be **taken on OAKS**. The final will NOT be comprehensive and all material from the readings, lectures, and in-class discussions *since the mid-term* are fair game. The exam will be multiple choice, short answer, and short essay.

Environmental Policy Brief

You will pick an environmental problem on which to focus for a policy brief. A policy brief provides an overview of an environmental problem as well as possible policies to address that problem. The policy brief consists of the following four assignments. Further instructions for each assignment is provided on [OAKS](#) under Content -> Assignments -> Environmental Policy Brief.

- 📁 Topic Selection, 📅 February 3, 25 points.
- 📁 Annotated Bibliography, 📅 February 24, 100 points.
- 📁 Fact Sheet, 📅 March 31, 100 points.
- 📁 Policy Brief, 📅 April 21, 125 points.

Late Work Policy Late work is subject to a 48-hour grace period, and after that will be penalized 10% each day (24 hr period) it is late, up to 3 days. After 3 days the assignment will not be accepted. For example, if an assignment is due Thursday at 2:00 PM, the grace period ends on Saturday at 2:00 PM and it is late as of 2:01 PM and you lose 10%. After Sunday at 2:01 PM you lose another 10%, after Monday at 2:01 PM another 10%, and no work will be accepted after Tuesday at 2:00 PM. *No late work will accepted 72 hrs after the assignment due date and time.*



Grading Scale

There are **750** possible points for this course. Grades will be allocated based on your earned points and calculated as a percentage of **750**. 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. All changes will be announced in-class, through email, and on the [OAKS](#) course page. All the readings for the course will be available on [OAKS](#).

Readings

-  **RP**: Rinfret, Sara R., and Michelle C. Pautz. 2019. *US Environmental Policy in Action*. 2nd ed. New York, NY: Palgrave Macmillan.
 - Chapters posted on [OAKS](#)
-  **DSW**: Daynes, Byron W., Glen Sussman, and Jonathan P. West. 2016. *American Politics and the Environment*. 2nd ed. Albany, NY: State University of New York Press.
 - Chapters posted on [OAKS](#).
- Apart from the book, additional required readings will be available on [OAKS](#) for some weeks
- You should read in the order provided below and plan on reading about half of the material before Tuesday and the other half before Thursday each week. Additional guidance on the readings will be provided during the lectures.

Jan 11: Introduction and Course Overview

Readings:

- **RP**: Chapter 1, *Environmental Policy in Practice*, pgs. 1-9
- **DSW**: Chapter 1, *The American Political Setting and the Environment*, pgs. 1-9

Jan 18: Environmental Values and Value Conflict

Readings:

- **Nowlin**: Chapter 4, *Value Systems and Environmental Policy*, on [OAKS](#)
- 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 25: Evolution of Environmental Policy in the United States

Readings:

- **RP**: Chapter 2, *The Development and Context of American Environmental Policy*
- Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. “Environmental Justice.” *Annual Review of Environment and Resources* 34(1): 405–30, on [OAKS](#)

Feb 1: Environmental Policymaking

Readings:

- **RP**: Chapter 3, *The Messy Process of Making Environmental Policy*

Assignments:

- Environmental policy brief topic due Thursday Feb 3

Feb 8: Unofficial Actors

Readings:

- **RP:** Chapter 5, *Unofficial Actors in the Policy Process*
- **DSW** Chapter 3, *Public Opinion, Interest Groups, and the Environment*

Feb 15: Official Actors: Congress

Readings:

- **RP:** Chapter 4, *Official Actors in the Policy Process*, pgs. 111-122
- **DSW:** Chapter 4, *Congress, the Legislative Process, and the Environment*

Feb 22: Official Actors: The Executive

Readings:

- **RP:** Chapter 4, *Official Actors in the Policy Process*, pgs. 122-141

Assignments:

- Annotated bibliography due, Thursday Feb 24

Mar 1: Official Actors: The Courts

Readings:

- **RP:** Chapter 4, *Official Actors in the Policy Process*, pgs. 141-147

Assignments:

- **MID-TERM EXAM: March 3**

Mar 8: Spring Break**Mar 15: Federalism and Environmental Policy Design**

Readings:

- **DSW:** Chapter 2, *American Federalism and Environmental Politics*

Mar 22: Environmental Regulation

Readings:

- **RP:** Chapter 6, *Translating Vague Statutes into Rules and Regulations*
- **RP:** Chapter 7, *Implementing Environmental Policy and Regulations: Where the Rubber Meets the Road*

Mar 29: Market-Based Environmental Policy

Readings:

- **Keohane and Olmstead.** 2016. “Principles of Market-Based Environmental Policy” from *Markets and the Environment*, on [OAKS](#).

Assignments:

- Fact sheet due, Thursday March 31

Apr 5: Pollution Control

Readings:

- **Andrews:** Chapter 12, *The EPA: Nationalizing Pollution Control*, on [OAKS](#)

Apr 12: Public Lands

Readings:

- **Andrews:** Chapter 13, *Public Lands and Wildlife Conservation*, on [OAKS](#)

Apr 19: Energy

Readings:

- **Andrews:** Chapter 15, *Energy Policy and Climate Change*, on [OAKS](#)

Assignments:

- Policy brief due, Thursday April 21

FINAL EXAM DATE IS THURSDAY APRIL 28

Important Information

Academic Integrity Statement

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the [Student Handbook](#)

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.

Inclement Weather, Pandemic or Substantial Interruption of Instruction

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Mental and Physical Wellbeing

At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center ([professional counselors](#) or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit: <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food and Housing Resources

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the [Dean of Students](#) for support. Also, you can go to: <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

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](#) or call (843) 953-5635.

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit: <http://csl.cofc.edu/labs/writing-lab/>.

Religious Accommodation for Students

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.