

Environmental Policy

POLI 307

SPRING 2023

Professor

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🗨 **Office hours:** By appointment

Class Information

📍 Maybank, 316

🕒 2:00pm - 3:15pm MW

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 politics and policymaking 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; the major political institutions in the U.S. that conceive, design, implement, and revise environmental policies; the important actors outside of government that influence environmental policy; the rule-making process, and market-based approaches. In the second part of the course, we will examine several environmental issues and policies to address them including air pollution, water pollution, land management, and climate change.

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.

Course Information

Readings

We will be using the following two books; however, *you are not expected or required to purchase the books*. Chapters from each will be available on [OAKS](#) under *Readings* for each week as they are assigned.

- Rinfret, Sara R., and Michelle C. Pautz. 2019. *US Environmental Policy in Action*. 2nd ed. New York, NY: Palgrave Macmillan.
- Salzman, James, and Barton H. Thompson Jr. 2014. *Environmental Law and Policy*. 4th ed. St. Paul, MN: Foundation Press.
- Note that additional required readings will be provided as pdfs on [OAKS](#)

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 following materials: <https://blog.polleverywhere.com/students-poll-everywhere-101/>

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 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 and points. Additionally, lecture slides will *not* be made available outside of class.

Technology Policy

Laptops are not allowed. If you feel you need a laptop to do well in this class please send me an email. Phones are only to be used to answer quiz questions. *You should take notes by hand, with pen and paper.* [You learn better that way.](#) I recommend taking notes using the [Cornell Method](#).

Late Work Policy

Note this is only applicable to the policy brief assignments. Late work is accepted; however, it 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 Wednesday at 2:00 PM, it is late as of 2:01 PM and you lose 10%. After Thursday at 2:01 PM you lose another 10%, after Friday at 2:01 PM another 10%, and no work will be accepted after Saturday at 2:00 PM. *No late work will be accepted 72 hrs after the assignment due date and time.*

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 an environmental policy brief with its various components. 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.

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 **Wednesday, March 1, and will be taken in class during the regular class period.** All material from the readings, lectures, and in-class discussions is fair game for the mid-term exam. The exam will be short answer and short essay.

Final Exam: **The final exam period is Monday, May 1 from 3:30pm to 5:30pm and it will be taken in class.** The final will NOT be comprehensive and all material from the readings, lectures, and in-class discussions *since the mid-term* is fair game. The exam will be short answer and short essay.

Make-up exams are only allowed in cases of emergencies. Note, travel plans are not emergencies.

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 1, 25 points.
- 📁 Annotated Bibliography, 📅 February 22, 100 points.
- 📁 Fact Sheet, 📅 March 29, 100 points.
- 📁 Policy Brief, 📅 April 26, 125 points.

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.

Readings

All the readings for the course will be available on [OAKS](#).

- 📖 **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](#)

-  **ST:** Salzman, James, and Barton H. Thompson Jr. 2014. *Environmental Law and Policy*. 4th ed. St. Paul, MN: Foundation 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 Monday and the other half before Wednesday each week. Additional guidance on the readings will be provided during the lectures.

Jan 9-Jan 11: Introduction and Course Overview

- **CLASS STARTS WED JAN 11**

- *Readings* (skim after class):

- **RP:** Chapter 1, *Environmental Policy in Practice*, pgs. 1-9

Jan 16-Jan 18: Environmental Values and Value Conflict

- **NO CLASS MON JAN 16: MLK DAY**

- *Readings:*

- **Nowlin:** Chapter 4, *Value Systems and Environmental Policy*

Jan 23-Jan 25: Evolution of Environmental Policy in the United States

- *Readings:*

- **RP:** Chapter 2, *The Development and Context of American Environmental Policy*

Jan 30-Feb 1: Environmental Policymaking: Process

- *Readings:*

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

- *Assignments:*

- Environmental policy brief **topic** due Wednesday Feb 1

Feb 6-Feb 8: Environmental Policymaking: Institutions and Official Actors

- *Readings:*

- **RP:** Chapter 4, *Official Actors in the Policy Process*

Feb 13-Feb 15: Environmental Policymaking: Unofficial Actors

- *Readings:*
 - **RP:** Chapter 5, *Unofficial Actors in the Policy Process*

Feb 20-Feb 22: Environmental Policymaking: Rulemaking

- *Readings:*
 - **RP:** Chapter 6, *Translating Vague Statutes into Rules and Regulations*
- *Assignments:*
 - Environmental policy brief **annotated bibliography** due Wednesday, Feb 22

Feb 27-Mar 1: Environmental Policymaking: Market-Based Environmental Policy

- *Readings:*
 - **Keohane and Olmstead.** 2016. “Principles of Market-Based Environmental Policy” from *Markets and the Environment*.
- **MID-TERM: WED MARCH 1**

Mar 6-Mar 8: SPRING BREAK MARCH 6-10

Mar 13-Mar 15: Federalism and Environmental Regulations

- *Readings:*
 - **Daynes, Sussman, and West:** Chapter 2, *American Federalism and Environmental Politics*
 - **RP:** Chapter 7, *Implementing Environmental Policy and Regulations: Where the Rubber Meets the Road*

Mar 20-Mar 22: Air Pollution and the *Clean Air Act*

- *Readings:*
 - [EPA: Summary of the Clean Air Act](#)
 - Schmalensee, Richard, and Robert N. Stavins. 2019. “Policy Evolution under the Clean Air Act.” *Journal of Economic Perspectives* 33(4): 27–50.

Mar 27-Mar 29: Water Pollution and the *Clean Water Act*

- *Readings:*
 - [EPA: Summary of the Clean Water Act](#)
 - **ST:** Chapter 7, *Water Pollution*
- *Assignments:*
 - Environmental policy brief **fact sheet** due Wednesday, March 29

Apr 3-Apr 5: Public Trust, Wetlands, and Waters of the United States

- *Readings:*
 - **ST:** Chapter 10, *Wetlands, Endangered Species, and the Public Trust*
 - [Sackett v. Environmental Protection Agency 2022](#)

Apr 10-Apr 12: Public Lands and Endangered Species

- *Readings:*
 - **Andrews:** Chapter 13, *Public Lands and Wildlife Conservation*

Apr 17-Apr 19: The National Environmental Policy Act

- *Readings:*
 - **ST:** Chapter 12, *The National Environmental Policy Act*
 - Mortimer, Colin. 2022. [Manchin's permitting reform effort is dead. Biden's climate agenda could be a casualty.](#) *Vox*

Apr 24-Apr 26: Climate Change

- *Readings:*
 - **Andrews:** Chapter 15, *Energy Policy and Climate Change*
 - **SKIM:** House Select Committee on the Climate Crisis. 2022. *Solving the Climate Crisis 2022: Key Accomplishments and Additional Opportunities*. Washington, D.C.: US House of Representatives.
- *Assignments:*
 - Environmental policy brief **policy brief** due Wednesday, April 26

FINAL EXAM DATE IS MONDAY MAY 1 FROM 3:30 TO 5:30

Important Information

Academic Integrity Statement

As members of the College of Charleston community, we affirm, embrace and hold ourselves accountable to the core values of integrity, academic excellence, liberal arts education, respect for the individual student, diversity, equity and inclusion, student centeredness, innovation and public mission. Congruent with these core values, the College of Charleston expects that every student and community member has a responsibility to uphold the standards of the honor code, as outlined in the [Student Handbook](#). In pursuit of academic learning, you are expected to reference the work of other scholars, and complete your own academic work, while utilizing appropriate resources for assistance. Any acts of suspected academic dishonesty will be reported to the Office of the Dean of Students and addressed through the conduct process. Your adherence to these practices and expectations plays a vital role in fostering a campus culture that balances trust and the pursuit of knowledge while producing a strong foundation of academic excellence at the College of Charleston. Any questions regarding these expectations can be clarified by your instructor.

Accommodations for Students with Disabilities

The Center for Disability Services/SNAP is committed to assisting qualified students with disabilities achieve their academic goals by providing reasonable academic accommodations under appropriate circumstances. If you have a disability and anticipate the need for an accommodation in order to participate in this class, please connect with the Center for Disability Services/SNAP. They will assist you in getting the resources you may need to participate fully in this class. You can contact the Center for Disability Services/SNAP office at 843.953.1431 or at snap@cofc.edu. You can find additional information and request academic accommodations at the [Center for Disability Services/SNAP website](#).

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.

Diversity and Inclusion in the Classroom

I am committed to creating an inclusive and accessible classroom environment for all students. I view the diversity that students bring to this class as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, generational status, socioeconomic status, ethnicity, race, religious background, and immigration status. Any suggestions for promoting a positive and open environment will be appreciated and given serious consideration.

I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

Mental & Physical Wellbeing

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 at [CofC Counseling Center](#) or 843.953.5640 3rd Floor of Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, or meet with them in person 411 (4th Floor) Stern Center). Learn more about Students 4 Support on CofC's Hub. 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 & 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 ([SALT - Student Affairs Leadership Team](#)). Also, you can go to [Student Food and Housing Insecurity](#) 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.

Religious Accommodation for Students

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student's religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of "reasonable accommodation for religious observance" in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student's presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.