

**ENVIRONMENTAL POLICY (PS 357)**  
**SPRING 2017 – 3 CREDIT HOURS**

Instructor:	Jason Kalmbach	Class Time:	T/Th: 1:20 – 2:50 PM
Office:	Sage 4634	Location:	Sage 4218
Office Hours:	T/Th: 11:00 – 1:00 PM	Contact:	<a href="mailto:kalmbaci@uwosh.edu">kalmbaci@uwosh.edu</a>

### **COURSE DESCRIPTION**

“This course examines the process in which environmental policy is made. The course will introduce students to interdisciplinary approaches used to analyze environmental problems. The role of political actors, scientific experts, and the citizenry in identifying problems and developing solutions is considered. Emphasis is also placed on the use of scientific information and values in the decision-making process. Topics to be covered include major US and international legislation protecting air and water quality, climate change, natural resource extraction, agriculture production, and land management.”

### **COURSE OVERVIEW**

This class is designed to offer an overview of the environmental policies pursued by both national and international governments. Special emphasis is given the first weeks of the class to how laws, rules, and regulations are created. Emphasis is placed on the use of scientific information as part of this process. This overview is followed by topical themes over the remainder of the semester, where the class will survey specific environmental policies. At the end of the semester, students should be able to discuss the circumstances necessary for policy change as well as possess a better understanding of current policies and how they work.

### **COURSE READINGS**

The following text is required of all students:

Kraft, Michael E., and Norman J. Vig, eds. 2016. *Environmental Policy: New Directions for the Twenty-First Century, 9<sup>th</sup> Edition*. Washington, DC: CQ Press.

Furthermore, select readings from journals or book chapters are highlighted in the syllabus and will be made available to students. Also, current event information may be introduced throughout the semester both electronically and via class lecture. It is important that students read the material throughout the semester as the grading structure places emphasis on participation and interaction.

### **TECHNOLOGY PROHIBITION**

Technology use is prohibited in the classroom as it is detrimental to learning and skill development. Cell phones should be silenced and located in bags or pockets. Ear pieces are also likewise banned. Laptop use is only allowed with special permission and (if granted) must be used in the front row near the instructor. Class will stop when technology is in use during lecture, discussions, and presentations, with students losing participation points for the day. Students who continuously slow down class by utilizing technology will be asked to leave.

- [Why technology is bad](#)

## LEARNING OBJECTIVES

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The learning objectives for this class are divided into three categories: knowledge, analysis & communication. Students will be pushed to advance themselves in all three categories over the next 14 weeks.

### **Knowledge: “Any fool can know. The point is to understand.” – Albert Einstein**

- 1) Describe and understand the political process, and how institutions create policies.
- 2) Understand the role of scientists in the policy process, and how information is politicized.
- 3) Understand the specifics of policies enacted by governments with some degree of depth.

### **Analysis: “The number of those who undergo the fatigue of judging for themselves is very small indeed.” – Richard Brinsley Sheridan**

- 4) Identify and analyze environmental problems and identify potential solutions.
- 5) Identify and analyze the trade-offs related to government action/inaction.

### **Communication: “The art of writing is the art of discovering what you believe.” – Gustave Flaubert**

- 6) Effectively communicate, both orally and in writing, high-quality arguments that support your beliefs, being careful to ensure that they can withstand outside scrutiny.
- 7) Engage in difficult, yet respectful, conversations with those who either share or do not share your beliefs.

## COURSE ASSIGNMENTS

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**ONLINE QUIZZES:** Most weeks will feature an online quiz that covers the reading assignments for the designated week. There will be five to eight questions per quiz. The time allowed will vary based on the number of questions. The lowest quiz score will be dropped. (25% of final grade)

*Learning Objectives: The quizzes are intended to assess factual knowledge about environmental policy (Objectives 1-3).*

**GROUP PAPERS:** On two occasions, students will be assigned into groups of three (approximately two ES majors and one PS major) to complete an assigned task. One projects tasks students with an exploration of state environmental policy, drafting a report on an assigned state’s activity plus presenting that information to the class. The second project asks students to craft a survey experiment that can answer a group-developed research question, the output of which will also be presented to the class. More information on the assignments will be made available on D2L and discussed in class. (7.5% each)

*Learning Objectives: The group papers assess communication skills and reflect the ability of students to work cooperatively on projects (Objectives 6 & 7) while also learning about environmental policies (Objectives 1-3).*

**ANALYTICAL PAPER:** Every student will individually write an advocacy paper (roughly 2,500 words) that explores a particular environmental problem. The topic is of the student's choice, although **instructor approval is required**. The task is to discuss a problem, describe government's existing response to the problem, develop two solutions to the problem, and analyze both policies according to criteria from class.

Students will take turns formally presenting components of their paper before the due date, obtaining feedback from the class and instructor. Students are expected to participate and engage in critical discussions with their peers when not presenting.

Additional details on the assignment will be provided on D2L, including a template and grading rubric. Students must use the template for the assignment to be graded. (25% of final grade)

*Learning Objectives: In the process of drafting the paper, students are demonstrating critical thinking skills (Objective 4 & 5) and practicing communicating ideas through written and oral presentations (Objective 6 & 7).*

**REFLECTION:** For each week, students will write a one-page single-spaced reflection on the weekly readings. Since there are readings for 12 of the 14 weeks, this means it should be 12 pages long. Each reflection should include the following: an essay-style fact-driven question developed by the student that is followed by a 1/2 page answer, followed by another 1/2 page of personal thoughts or reflection on class content. Page numbers and references to the text should be included throughout. The entire reflection is due at the end of the semester. (15% of final grade)

*Learning Objectives: The reflection is intended to assess factual knowledge from the class (Objectives 1-3) as well as promote analytical skills (Objective 4 & 5) and develop writing skills (Objective 6). The nature and length of the reflection also means time management skills are put to the test.*

**CLASS DISCUSSION LEADER:** On one occasion, students will work in assigned groups to lead the class in a discussion of the material for the week. An agenda for the group's plan for the day is due to the instructor 24 hours before class. More directions will be provided to the class on D2L. (10% of final grade)

*Learning Objectives:* By preparing discussion material to analyze the readings, students are developing analytical skills (Objectives 4 & 5) while also developing communication skills (Objective 6).

**PARTICIPATION:** Students are expected to participate in class discussions. Expectations for participation vary depending on class-style and will be communicated to the class at the start of each day. Simply coming to class but not participating is usually not sufficient to obtain participation points. The lowest three participation scores will be dropped. (10% of final grade)

*Learning Objectives:* The assignment requires students to gain familiarity with government policies (Objectives 1 - 3). Group interaction allows for civil debate and communication of knowledge (Objectives 6 and 7).

## **ADDITIONAL CLASS POLICIES**

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### **GRADING FORMAT**

All assignments are scored according to a 0-100% scale and weighted accordingly to the distribution outlined above. The grading scale follows the standard 93/90/87 format (e.g., 80-82% = B- ... 83% to 87% = B ... 87 – 89% = B+ ... and so forth). For purposes of the final grade, fraction scores are rounded accordingly. That is, a final score of 91.7% is rounded to 92% while 91.3% is rounded to 91%. The rounded score is final and not negotiable.

### **DUE DATES & MAKE-UP POLICY**

This syllabus establishes timelines for the class and provides notice that assignments are due at specified dates and times. Timely completion of the assignments is expected. There will be a 15% penalty if an assignment is late. No work will be accepted after two days of the original due date without a detailed, documented explanation.

Waivers: Extreme circumstances do occur, such as a family crisis and personal hospitalization. The instructor will work with students on a case-by-case basis to determine whether a waiver of the make-up policy above is warranted. Under all circumstances, students are expected to show progress toward their assignment in order to receive a waiver.

### **EARLY ALERT**

The instructor will utilize “Early Alert” to notify students of their class grade approximately one month into the course. The purpose of the alert is to notify students of their progress early in the semester. There will be ample opportunity for students to make adjustments and receive a satisfactory grade even if Early Alert suggests a low score.

### **SPECIAL ACCOMMODATIONS**

The [Dean of Students Office](#) coordinates accommodations for students with disabilities. If students feel they require accommodations, please make sure to coordinate with their office.

### **CLASS COURTESY**

With the class discussions, there is sufficient opportunity for students to interact with others. Under all circumstances, students are expected to respect the ideas of their colleagues. Friendly debate is encouraged, but personal attacks and other forms of incivility will not be tolerated.

- [Student conduct rules and procedures](#)

### **CITATION METHOD**

The citation method is at the discretion of the student (APA, MLA, or other), although the student is expected to be consistent in the citation method throughout the paper. The [Purdue Online Writing Lab](#) has extensive information on how to properly cite references.

### **EXCESSIVE QUOTING**

Quoting a source directly is acceptable if proper citation is provided. However, quotations are used to provide emphasis or to help an author strengthen the argument. As such, quotes should be used sparingly. Papers with an originality score greater than 20% from Turnitin will be returned for a rewrite.

## ACADEMIC INTEGRITY

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All work submitted for this class is expected to be original and in the student's own voice. This policy is in accordance with the student code of conduct within the University of Wisconsin system: "[A]cademic Honesty is fundamental to the University, and academic misconduct is taken very seriously. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors" (UWS, 14.01). Misconduct includes, but is not limited to, cheating, the failure to follow instructions, and plagiarism.

Of special emphasis is plagiarism, which consists of using the ideas, phrases, theories, and/or arguments of others without proper citation. Plagiarism may include failing to reference a source when paraphrasing the work of another, or it may include copying and pasting information straight from a source without quotations or a reference. Without proper quotations and citations, writers are claiming the work of others as their own. This behavior is unethical, possibly criminal in some contexts, and has real-world consequences. The [library](#) offers further information to help students identify plagiarism.

All papers for this course will be submitted electronically through the Dropbox on D2L. The papers will undergo a plagiarism check via Turnitin. The penalty for plagiarism varies by the severity of the violation. If the offense is minor, the instructor will work with the student to correct the oversight. However, moderate to severe violations will be reported to the university. For these latter offenses, the first assignment found in violation will receive a zero. If there is a repeat offense, the student will receive a zero for the class.

Make sure you know your rights: [disciplinary procedures](#)

## CLASS SCHEDULE

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The course will proceed as follows. Adjustments will be made pending how the how the class progresses, current events, and the extent of class discussion.

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<b>Week of Jan 30</b>	<b>Introduction:</b> A quick introduction to public policy, an overview of the syllabus, additional expectations for the course, and a framework for understanding why governments take action. Key terminology will also be introduced. <ul style="list-style-type: none"> <li>➤ <b>Read:</b> "<a href="#">Are Your Political Opponents Crazy?</a>"</li> <li>➤ <b>Read:</b> Vig &amp; Kraft, Chapter One</li> </ul>
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<b>Week of Feb 6</b>	<b>Policy Creation:</b> An overview of how policy and laws are created in the United States, with an emphasis on the constitutional basis for taking government action. <ul style="list-style-type: none"> <li>➤ <b>Read:</b> Making Policy: The Process (handout)</li> <li>➤ <b>Read:</b> Downs, Anthony. 1972. "Up and Down with Ecology - the Issue-Attention Cycle." <i>The Public Interest</i> 28: 38-50.</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> </ul>
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<b>Week of Feb 13</b>	<p><b>The Actors I:</b> Review the powers of the “Three Big” actors in more depth. What can they do to solve environmental problems?</p> <ul style="list-style-type: none"> <li>➤ <b>Read:</b> Vig &amp; Kraft, Ch 4 (President)</li> <li>➤ <b>Read:</b> Vig &amp; Kraft, Ch 5 (Congress)</li> <li>➤ <b>Read:</b> Vig &amp; Kraft, Ch 6 (Courts)</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> <li>❖ <b>Thursday: class-led discussion</b></li> </ul>
<b>Week of Feb 20</b>	<p><b>The Actors II:</b> A focus on the states, which are sovereign in our system of government and capable of making their own policies.</p> <ul style="list-style-type: none"> <li>➤ <b>Read:</b> Vig &amp; Kraft, Ch 2 (States)</li> <li>➤ <b>Read:</b> Woods, Neal D. 2008. "The Policy Consequences of Political Corruption: Evidence from State Environmental Programs." <i>Social Science Quarterly</i> 89:258-71.</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> <li>❖ <b>Writing Assignment #1 Due Thursday by 1:20 PM</b></li> <li>❖ <b>Group Presentations of Writing Assignment on Thursday</b></li> </ul>
<b>Week of Feb 27</b>	<p><b>Social Movements &amp; Public Opinion:</b> In a democracy, decision-makers want to get re-elected. Review the process in which the public mobilizes to get the attention of decision-makers. Class time will also introduce the basics of a survey experiment, with time to work in groups to construct an experiment (writing assignment #2).</p> <ul style="list-style-type: none"> <li>➤ <b>Read:</b> Lewandowsky, Stephan, Klaus Oberauer, and Gilles E. Gignac. 2013. "NASA Faked the Moon Landing—Therefore, (Climate) Science Is a Hoax: An Anatomy of the Motivated Rejection of Science." <i>Psychological Science</i> 24: 622-33.</li> <li>➤ <b>Read:</b> 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." <i>Nature Climate Change</i></li> <li>➤ <b>Read:</b> Wood, B. Dan, and Arnold Vedlitz. 2007. "Issue Definition, Information Processing, and the Politics of Global Warming." <i>American Journal of Political Science</i> 51: 552-68.</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> </ul>
<b>Week of March 6</b>	<p><b>Global Movements:</b> Consideration is given to how other countries and global organizations move to shape policy in the United States.</p> <ul style="list-style-type: none"> <li>➤ <b>Read:</b> Chapter 13 (Global Climate Change Governance)</li> <li>➤ <b>Read:</b> Chapter 15 (China)</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> <li>❖ <b>Thursday: class-led discussion</b></li> </ul>
<b>Week of March 13</b>	<p><b>Policy Tools &amp; Decision Making:</b> Review the types of policy tools available to decision-makers. What strategies are available for creating policy? Is science important?</p> <ul style="list-style-type: none"> <li>➤ <b>Read:</b> Vig &amp; Kraft, Chapter 7 (EPA)</li> <li>➤ <b>Read:</b> Vig &amp; Kraft, Chapter 10 (Market Principles)</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> <li>❖ <b>Writing Assignment #2 Due Thursday by 1:20 PM</b></li> <li>❖ <b>Group Presentations on Thursday</b></li> </ul>

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<b>Week of March 27</b>	<p><b>Air and Water Policy:</b> An overview of the Clean Air Act and Clean Water Act – the two key pieces of US legislation. Policy actions in Europe and elsewhere is also considered.</p> <ul style="list-style-type: none"> <li>➤ <b>Read:</b> Command &amp; Control in Action: Air and Water Pollution Regulation (handout)</li> <li>➤ <b>Read:</b> Market-Based Solutions (handout)</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> <li>❖ <b>Tuesday: class-led discussion</b></li> <li>❖ <b>Thursday: advocacy presentations</b></li> </ul>
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<b>Week of April 3</b>	<p><b>Energy Policy:</b> An overview of how energy resources are harvested, with some emphasis on hydraulic fracturing. Emphasis placed on political battles over how to use public lands, as well as the arguments from resource extractors, ranchers, and environmentalists.</p> <ul style="list-style-type: none"> <li>➤ <b>Read:</b> Vig &amp; Kraft, Ch 8 (Fracking &amp; Pipelines)</li> <li>➤ <b>Read:</b> Oil versus Wilderness (handout)</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> <li>❖ <b>Tuesday: class-led discussion</b></li> <li>❖ <b>Thursday: advocacy presentations</b></li> </ul>
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<b>Week of April 10</b>	<p><b>Land &amp; Agriculture:</b> Review the rules and regulations placed on the agriculture industry in order to ensure public health. Also, consider the role of genetically modified crops in agriculture.</p> <ul style="list-style-type: none"> <li>➤ <b>Read:</b> 635 Million Acres of Politics: The Battle for Public Lands (handout)</li> <li>➤ <b>Read:</b> Federal Grazing Policy (handout)</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> <li>❖ <b>Tuesday: class-led discussion</b></li> <li>❖ <b>Thursday: advocacy presentations</b></li> </ul>
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<b>Week of April 17</b>	<p><b>Climate Change I:</b> Review what is known about climate change and how governments are reacting to the information, including various international agreements.</p> <ul style="list-style-type: none"> <li>➤ <b>Read:</b> Climate Change, Domestic Politics, and Global Policy Making (handout)</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> <li>❖ <b>Thursday: advocacy presentations</b></li> </ul>
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<b>Week of April 24</b>	<p><b>Climate Change II:</b> Continue climate change discussions.</p> <ul style="list-style-type: none"> <li>❖ <b>Tuesday: class-led discussion</b></li> <li>❖ <b>Thursday: advocacy presentations</b></li> </ul>
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<b>Week of May 1</b>	<p><b>Miscellaneous Policy:</b> Cover miscellaneous policy areas that might not have been touched on above, including fishing and population growth.</p> <ul style="list-style-type: none"> <li>➤ <b>Read:</b> Trade versus the Environment (handout)</li> <li>➤ <b>Read:</b> Chapter 14 (Population)</li> <li>❖ <b>Quiz on above readings due Tuesday by 1:20 PM</b></li> <li>❖ <b>Tuesday: class-led discussion</b></li> <li>❖ <b>Thursday: advocacy presentations</b></li> </ul>
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**Week of** **Wrap Up & Finish Reflections**

**May 8** ❖ **Final advocacy paper due Thursday by 1:20 PM**  
❖ **Reflection due Friday by 5:00 PM**

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