

**PS 4670/ 5670 ENVIRONMENTAL POLITICS – SPRING 2021**



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**Meeting time:** Tue/Th 12:30-1:45 pm

**Instructor:** Tatyana B. Ruseva

**E-mail:** [rusevatb@appstate.edu](mailto:rusevatb@appstate.edu)

**PS5670** [AsUlearn Course page](#)

**Office hours:** Tu/Th 2-3pm and by appointment

**Office phone** (voicemail): 828-262-8238

**Virtual office space & zoom personal link:**

<https://appstate.zoom.us/j/8282628238>

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### **Course Description**

This course examines the legal and institutional arrangements for environmental protection in America, major policy actors, institutions, and current environmental controversies. Attention is also devoted to several environmental issues of global concern. This is a seminar. For each class, I will provide a short (20-30 min) overview of the topic, followed by a 20-min small group activity and/or discussion. Students are expected to take notes during group discussions and/or complete peer evaluations. We will wrap-up the class with a short report from each group.

### **Course Objective**

The primary goal of the course is to gain knowledge about the institutions and political processes that shape the collective decisions we make with regard to the environment. By the end of the semester, students are expected to have a comprehensive foundation for understanding how the American political system handles environmental problems. This course is designed to evoke a high level of exchange and analytical thinking. It is crucial that students complete the assigned readings before class and be prepared to discuss the authors' main arguments. The study of environmental politics and policy welcomes interdisciplinary and innovative problem-solving that draws on multiple points of view. There are few precise answers in environmental politics, but lots of room for creative thinking and application of core concepts gleaned from this class and from other policy, economics, management, or natural science classes.

### **Course Outcomes**

At the end of this class, students will be able to:

- Understand the institutions and political processes shaping the collective decisions we make with regard to the environment
- Understand the primary causes of environmental problems & the justifications for environmental policy
- Identify and compare different policy instruments for addressing environmental problems
- Explain the factors that enable or deter policy change in environmental politics
- Analyze and compare environmental cases with regard to participants, institutions, and outcomes
- Apply different theoretical lenses to explain and analyze environmental problems

## Required Texts

- Layzer, Judith and Rinfret, Sara. 2019. The Environmental Case: Translating Values into Policy. 5<sup>th</sup> Ed. Washington DC: CQ Press. ISBN 1-56802-898-9 (Paperback)
- Rosenbaum, Walter. 2019. Environmental Politics and Policy. 11<sup>th</sup> Ed. CQ Press. ISBN: 9781544325040
- Steinberg, Paul F. 2015. Who rules the Earth? How social rules shape our planet and our lives. Oxford University Press. ISBN: 9780199896615
- Smith, C. 2016. Writing Public Policy. 4<sup>th</sup> Edition. Oxford Press ISBN-13: 978-0199388578 (3<sup>rd</sup> Ed is okay). *Recommended for course assignments. Selected chapters will be posted on AsUlearn.*
- *Articles on AsUlearn* (<http://asulearn.appstate.edu/>)

## Course Requirements

Component	PS 4670	PS 5670
• Midterm exam	20% of grade	20% of grade
• Final exam	20% of grade	20% of grade
• Assignments	30% of grade	20% of grade
• Discussion leadership	15% of grade	15% of grade
• Participation	15% of grade	15% of grade
**Graduate student policy paper	-----	10% of grade
Total	100%	100%

### Exams (40%)

The exams will include 2 essay questions and several multiple choice questions that ask you to apply concepts from the readings to different cases. The exams will draw heavily on readings and class discussions. Application of core concepts from the readings will be tested. In fairness to other students, and to the instructor, exams must be taken at the assigned time. However, in cases of emergencies (medical or family), we will work out an alternate time arrangement if you notify me BEFORE the test is administered.

### Assignments

Most people learn best by going beyond just reading and discussing material. Applying concepts to real-world cases provide an excellent opportunity to gain further command of course material. Therefore, there will be several homework assignments throughout the semester. These are individual work, unless otherwise specified. Assignments should help hone your research, writing, and analytical skills, and understand current issues. Some of the assignments (# 2, 3, 7) ask that you think critically about the problem and assess the proposed solutions to an environmental issue, then draft a short policy-relevant communication. For these assignments, students must follow the guidelines in the Smith book. All assignments ask that you come prepared to share (compare, critique, or synthesize) ideas from the assignment with other students as part of break-out group discussions. Students will be expected to write down the insights/results from these group discussions and repost their assignment by 9 pm on that date. I will often provide a set of questions to guide your assignment-based group discussions. You will be expected to answer those questions during the break-out group discussion.

**Students must post an electronic copy of their assignment to AsUlearn by 12:00 pm on the day the assignment is due, and repost the assignment containing a summary of their group discussion by 9 pm on the same day.** You must have a copy of your assignment open during class for use in the break-out group discussion – and for summarizing the results of your group discussion. A copy of your assignment, including the summary from your break-out group discussion must be **re-uploaded to AsUlearn by 9 pm** on the day the assignment is due. Assignment due dates are indicated with a star \* in the in the Course Content. Each assignment is 10 points. For full credit all questions must be fully answered. *Late assignments will not be accepted or graded without prior instructor approval* (i.e. prior to noon on the date the assignment is due). If you anticipate a major conflict that prevents you from completing an assignment on time, please contact me by email or phone (828-262-8238) as soon as possible.

**Important due dates**

January 26	Assignment 1 Know your legislators (ice-breaker)
February 9	Assignment 2 Problem definition (Smith Ch.3)
February 23	Assignment 3 Position paper (Smith Ch. 6) – <i>group paper</i>
March 4	Assignment 4 Preparing questions for the midterm
March 4	Graduate student only: Policy paper first draft
March 9	MIDTERM
March 23	Assignment 5 Policy-making in action
April 6	Assignment 6 EcoTypes survey reflection
April 13	Assignment 7 Petition or policy proposal (Smith Ch. 7) – <i>group paper</i>
April 27	Assignment 8 Climate justice event (TBA)
April 27	Graduate students only: Final policy paper
May 4	FINAL EXAM

**Discussion Leadership (15%) -- [Sign-up Google Sheet](#)**

Each student is responsible for leading at least one class or small-group discussion for which s/he will be the discussion leader (or one of several leaders). More than one student can sign up for a day: maximum of 2 graduate and 5 undergraduate students (see sign-up sheet). Every student will submit a set of discussion questions **to AsUlearn by 10 AM on the day they will lead a discussion**. You should submit at least 2 questions for each reading for that day, and you should read/review the questions posted by your classmates before class. You are responsible for the required readings only. Required readings are listed in the course schedule and are denoted with two different bullet points, as follows:

- Reading required for both 4670 and 5670 student
- Reading required for PS5670 students only; supplemental for PS4670 students.

Additional readings are offered as references at the end of this document (see Works cited). You might find these helpful in studying for comprehensive exams and when you lead discussions. It is your responsibility on the day you lead a discussion to encourage interaction and engage the rest of the students. Some ways to start a dialogue and guide discussion include: (i) selecting a current environmental issue to analyze from the perspectives of the readings; (ii) role playing; (iii) simulations; and (iv) other small-group activities.

Discussion leaders will be assigned to lead a small 4-5 student group discussion for about 20 min; at the end of this period all students will complete an anonymous peer evaluation. I will use peer evaluations in assigning the grade for the discussion leader(s) on that day. I encourage you to meet with me before you lead discussion to go over any questions you may have. In crafting your questions, think about connections, similarities, and contradictions among the readings, as well as larger themes that connect the readings throughout the entire semester. If you do not understand something in the reading, ask about it. A few discussion questions related to knowledge comprehension and application are okay, but the core of your discussion questions – particularly in the case of graduate students – should focus on analysis, synthesis, and evaluation. Here are some examples of discussion questions:

<i>Type of question</i>	<i>Definition</i>	<i>Example</i>
Knowledge	Recall basic concepts and	What is...? Describe? Who, what, where, how..?
Comprehension	Explain ideas, interpret, restate in own words	What was the main idea...? What differences exist...? Can you define/provide examples?
Application	Use information in new situations	What is another instance of...? Can you apply X to...? Would this information be useful if...?
Analysis	Draw connections among ideas	Compare and contrast...What evidence do you have? Why did...? How was this similar to?
Evaluation	Make judgements, justify a stand or decision	Is there a better solution to ... Judge the value of. ..Can you defend your position about ...? What criteria would you use to assess...? What do you think about...?How effective are...?
Synthesis	Combine ideas, produce new/original work	How will you design...? Can you see a possible solution to...? Can you develop a proposal which would...?If you had access to resources how would you deal with....?

### Participation (15%)

This is a seminar. You must complete the readings and be prepared to participate in class discussions. If you engage the materials and think critically about the readings you will do fine. At the beginning of each class I will give a brief lecture or overview of the topic; next we will discuss the readings in small groups or as a class; and finally we will close with a broader discussion and take-away points. Assessment of student participation (max 100 points) includes:

- 40 points for contribution to class discussions
- 20 points for contribution to assignment-based group activities and discussions
- 20 points for contribution to class activity 1 - Carbon tax debate on Feb 23
- 20 points for contribution to class activity 2 - Environmental activism on April 20.

Your contribution to class discussions (40 points) will be based on both peer and instructor evaluations. Assessment will include rubrics, anonymous peer evaluation and discussion cards/reports during break-out group activities. Direct instructor evaluation will complement the remaining allocation of points.

### PS5670 STUDENTS ONLY:

#### Assignments (20%)

PS5670 students are required to submit only 6 of the 8 assignments, namely: assignments 2, 3, 4, 5, 6 and 7. The rest are optional. You may find assignments 2, 3 and 7 helpful in developing your policy paper.

#### Policy paper (10%)

Students enrolled in PS 5670 will be responsible for an additional policy paper, which will constitute 10% of the course grade. The paper should focus either on **policy evaluation OR legislative history of existing/proposed carbon dioxide removal (CDR) initiatives** at the local, national, regional or global level. It should draw on policy communication strategies described in Smith Chapters 4 or 5, as well as Ch. 2 and 3. I encourage you to select a fairly narrow aspect related to CDR in your evaluation or legislative history paper. A list of suggest resources will be provided (See [Ruseva et al 2020](#) for a starting point). I am available for consultation with planning and drafting this paper. *Students can work with one other student on the paper, but do not have to.* Students planning to work in teams of 2 should draft a plan of work, including a timetable and division of labor, and email it to me by Feb 11. The policy paper is worth 100 points and is comprised of the following:

- Proposal, including topic, method, and plan of work) due Feb 11 (10 points)
- First draft and bibliography due March 4 (20 points)
- Final draft due April 27 (70 points)

## Course Schedule

*I reserve the right to make changes to the schedule below. Legend:*

- \* Indicates an assignment due that day/week.
- Indicates a required reading for all students - both 5670 and 4670 sections.
- Indicates a required reading for 5670 students only; supplemental for 4670 students.

Week	Topic & Readings
<b>Module 1</b>	<b>Objectives</b>
<b>Weeks 1-7</b>	<ul style="list-style-type: none"> <li>– Understand the institutions and political processes shaping environmental policy</li> <li>– Understand the primary social causes of environmental problems</li> <li>– Explain the justifications for environmental policies</li> <li>– Identify and compare policy instruments for addressing environmental problems</li> </ul>
<b>Week 1</b>	<b>Introduction; Defining problems, searching for solutions</b> <i>The focus for this week is on the outline for the class. We will discuss how actors in the policy process define environmental problems and discuss various solutions (Layzer), and why rules matter (Steinberg). Pay particular attention in the readings to understanding who influences environmental policy, why policy change may be difficult, and how environmentalism has evolved (Rosenbaum), as well as the strategies actors employ to define environmental problems (Layzer).</i>
Jan 19	<ul style="list-style-type: none"> <li>○ Syllabus</li> <li>○ Steinberg Chapter 1</li> <li>○ <a href="#">Climate Change</a> – the Biden-Harris plan</li> </ul>
Jan 21	<b>Who are the actors? What are institutions?</b> <ul style="list-style-type: none"> <li>○ Layzer Chapter 1, p. 1-16</li> <li>○ Steinberg Chapter 2</li> <li>○ Rosenbaum Chapter 1</li> </ul>
<hr/> <b>Assignment 1: Know your legislators due Jan 26.</b> <hr/>	
<b>Week 2</b>	<b>What is environmental policy-making?</b> <i>This week we will discuss what public policy is, why it matters for the environment, and what some of the key moving parts of the policy process are (with a focus on US environmental policy). You should read with the goal of understanding the different explanations of the policy process and models of policy change. Pay attention to why problem definition matters and the strategies for crafting effective definitions.</i>
*Jan 26	<b>The policy process</b> <ul style="list-style-type: none"> <li>○ Layzer Chapter 1, p. 16-24</li> <li>○ Rosenbaum Chapters 2 and 3</li> <li>○ Smith Chapter 1 <ul style="list-style-type: none"> <li>● Ruseva et al. 2019</li> <li>● Weible et al. 2012</li> <li>● Dewey 1927 (recommended)</li> </ul> </li> </ul>
Jan 28	<b>Why is problem definition (so) important?</b> <ul style="list-style-type: none"> <li>○ Smith, Chapters 2 and 3</li> <li>○ Graham and Hand (2017) Chapter 1 <ul style="list-style-type: none"> <li>● Stone (1989) Causal stories and the formation of policy agendas</li> </ul> </li> </ul>



<b>Week 3</b>	<p><b>Why do we need environmental policy? (1)</b> Externalities and public goods</p> <p><i>The goal for this week is to understand the four primary causes of environmental problems: externalities, public goods, common pool resources/goods, and distribution/justice. You should read with the goal of being able to apply these four concepts to new environmental problems. After this week, whenever you learn of a new environmental problem, you should be able to correctly identify whether it is a public good, common-pool resource, externality, and/or distribution/justice problem. Note that some problems may have elements of multiple sources.</i></p>
Feb 2	<ul style="list-style-type: none"> <li>○ Steinberg Chapter 4</li> <li>○ The Core Project (2015) <a href="http://www.core-econ.org/ebook/">Units 4.6 and 4.7 Public goods</a> (Available at: <a href="http://www.core-econ.org/ebook/">http://www.core-econ.org/ebook/</a>)</li> <li>○ Khan Academy: <a href="#">Market failure and the role of government</a></li> <li>○ Khan Academy: <a href="#">Negative Externalities</a></li> </ul>
Feb 4	<p><b>Why do we need environmental policy? (2)</b> Common pool goods, distributional issues</p> <ul style="list-style-type: none"> <li>○ Anderies and Janssen (2013) Ch. 1 p. 3-11 and Ch. 2 p.13-23</li> <li>○ Hardin (1968) The tragedy of the commons</li> <li>○ <a href="#">Dietz et al (2003) The struggle to govern the commons</a> <ul style="list-style-type: none"> <li>• <a href="#">McKean (2000)</a></li> <li>• Schlosberg (2013)</li> </ul> </li> </ul>
<p><b>Assignment 2: Problem definition – due Feb 9.</b> Write a 1-page problem definition using week 2&amp;3 readings.  <b>Graduate Students Only: Policy paper proposal due Feb 11</b></p>	
<b>Week 4</b>	<p><b>What types of policies might we use? Command-and-control regulation (1)</b></p> <p><i>During the next few weeks we will discuss an array of environmental policy tools. The goal is to be able to identify a diverse set of policies that might be appropriate to any given situation. As you read aim to understand what each kind of policy does, and when it may be more or less appropriate; what its advantages and shortcomings are. Week 4 focuses on the logic of command and control regulation, the challenges of implementing federal air and water pollution prevention laws, EPA's role, and the implications of cooperative federalism in the environmental arena.</i></p>
*Feb 9	<ul style="list-style-type: none"> <li>○ <a href="#">Salzman (2013) The Five Ps</a> – Part 1 Prescriptive regulation</li> <li>○ Layzer Chapter 2 The CAA and CWA</li> <li>○ Steinberg Ch. 9 pages 211-215 (the environmental movement)</li> <li>○ <a href="#">Khan Academy CAC regulation</a></li> </ul>
Feb 11	<p><b>Command-and-control regulation (2)</b></p> <ul style="list-style-type: none"> <li>○ Rosenbaums Chapter 5 and 6</li> <li>○ Semuels, A. The saga of NC's contaminated water. The Atlantic. April, 2017</li> </ul>
<b>Week 5</b>	<p><b>Markets and property rights</b></p>
Feb 16	<p><i>The objective for this week is to review why and how market-based solutions are employed to remedy environmental problems. Read with the goal of (a) recognizing the role governments play in setting up market-based schemes, (b) the importance of scale, and (c) the environmental, social, and economic implications of cap-and-trade systems and pollution taxes.</i></p> <ul style="list-style-type: none"> <li>○ <a href="#">Salzman (2013) The Five Ps</a> – Part 2 Property rights</li> <li>○ Steinberg Chapter 5</li> </ul>

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- Layzer Chapter 5

Feb 18

**Cap-and-trade vs. carbon tax**

- [Salzman \(2013\) The Five Ps](#) – Part 3 Penalties
- Smith Chapters 4 and 6
- Schneider and Ingram (1990) The behavioral assumptions of policy tools
- Metcalf (2019) [On the economics of a carbon tax for the US](#)
- Ruseva et al (2017) Additionality and permanence standards

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**Assignment 3 (Group): Carbon tax position statement** – due Feb 23. Use Smith Ch. 6 and readings from weeks 4 and 5 to write a 2-3 page position statement.

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**Week 6**

**Carbon tax debate** (class activity 1)

*In addition to debating the merits of carbon tax vis-a-vie tradable permits for reducing carbon emissions, this week and next we will discuss two other policy tools: financial payments (incentives) and persuasion (aka ‘sermon’). Focus on understanding the challenges in designing and implementing PES, the importance of temporal and spatial scales/dynamics, and the decision-making context.*

\*Feb 23

- CA’s Cap-and-Trade. <https://www.c2es.org/content/california-cap-and-trade/>
- Carbon Tax Center <https://www.carbontax.org/states/>
- [Revenue-neutral carbon tax](#), Yale Climate Connection

Feb 25

**Payments for ecosystem services (PES)**

- [Salzman \(2013\) The Five Ps](#) – Part 4 Payments
- Kinzig et al. 2011. Paying for ecosystem services.
- Salzman et al. 2018. The global status of payments for ecosystem services.
  - Fisher et al. 2009 Defining and classifying ecosystem services
  - Schmitz and Kelley. 2016. Ecosystem Service Commodification

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**Assignment 4: Preparing for the midterm** – due March 4.

**Graduate Students Only: First draft of policy paper due March 4**

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**Week 7**

**Collective action and community management**

*This week, we wrap up Module 1 by discussing strategies for successful long-term management of common pool resources. We will also explore the challenges of implementing EBM and voluntary approaches. Focus on the implications of cross-scale, cross-sector collaboration, and the role of social norms, learning and social capital.*

March 2

- Layzer Chapter 10
- Steinberg Ch.8
- Anderies and Janssen (2013) Ch. 7: Design Principles, pp:71-78
  - Ostrom (1990) Ch. 4 in Governing the commons
  - Poteete et al (2010) Ch. 2 Putting the commons under a magnifying glass

\*March 4

**Ecosystem-based management (EBM)**

- [Salzman \(2013\) The Five Ps](#) – Part 5 Persuasion
- Layzer Chapter 4
  - Koontz and Bodine (2008) Implementing ecosystem management
  - Moore et al 2017 Valuing ecological improvements

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**Week 8**

**MIDTERM EXAM - March 9**

March 9-11

Review readings for weeks 1-7

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<b>Module 2</b>	<b>Objectives</b>
<b>Weeks 9-15</b>	<ul style="list-style-type: none"> <li>– Explain the factors that enable or deter policy change in environmental politics</li> <li>– Analyze environmental cases with regard to participants, institutions, and outcomes</li> <li>– Apply different theoretical lenses to diagnose and analyze environmental problems</li> </ul>
<b>Week 9</b>	<b>How do we change policies? Legislative policy change</b> <i>It's great to define a problem and know a good way to fix it, but unless you can make the policy actually change, your knowledge might not be very useful. In the next two weeks we'll discuss different ways to change policies – via legislative and administrative decision making; then turn to other approaches. Focus in your readings on understanding why certain strategies are more or less appropriate for policy change.</i>
March 16	<ul style="list-style-type: none"> <li>o Layzer Chapters 6 and 17 (p. 569-574)</li> <li>o Steinberg Chapter 3</li> <li>o Watch: <a href="#">What is ANWR? (3 min video)</a></li> <li>o Listen: <a href="#">Trump administration auctions ANWR (NPR, Jan 11, 2021)</a> <ul style="list-style-type: none"> <li>• Busenberg (2011) Policy dynamics of the Trans-Atlantic Pipeline</li> </ul> </li> </ul>
March 18	<b>Policy agendas and policy change</b> <ul style="list-style-type: none"> <li>o Steinberg Chapter 10 and 11</li> <li>o Smith Chapter 8 (briefing memo) <ul style="list-style-type: none"> <li>• Rochon and Mazmanian (1993) Social movements and the policy process</li> <li>• Cohen, March and Olsen (1972) A garbage can model</li> </ul> </li> </ul>
<b>Assignment 5: Policy-making in action memo – due March 23</b>	
<b>Week 10</b>	<b>Administrative policy change; The natural resource agencies</b>
*March 23	<i>This week we explore administrative decision-making in the context of public land management. Focus on understanding agency rule-making, the multiple-use doctrine, and pay special attention to the role of the courts. Government administrators are often the most important actors in a given policy arena, tasked with formulating and carrying out policies that elected officials ask for. As such they are crucial elements in the success of environmental programs – and can also play a role in hindering programs.</i> <ul style="list-style-type: none"> <li>o Layzer Chapter 7 and 17 (p.575-577)</li> <li>o Rosenbaum Ch.9, p.313-340</li> <li>o Steinberg Chapter 9 (particularly p.234-241)</li> </ul>
March 25	<b>Policy entrepreneurs</b> <ul style="list-style-type: none"> <li>o Smith Chapter 5 (legislative history) <ul style="list-style-type: none"> <li>• Arnold (2020) Does entrepreneurship work?</li> <li>• Arnold &amp; Long (2018) Policy expansion in local policy</li> <li>• Fleishman (2017) Questioning Kaufman</li> </ul> </li> </ul>
<b>Assignment 6.1: Complete the <a href="#">EcoTypes Survey</a> for class on March 30</b>	
<b>Week 11</b>	<b>Environmental attitudes and ideas</b>
	<i>We turn this week to public attention and environmental attitudes as a vehicle of change. We also examine how dramatic events and effective problem definition can bring about policy change – using the case of toxic substances. Focus in your readings on the strategies used by different actors and the outputs/outcomes of policy change. All students must complete the EcoTypes survey by end of this week</i>



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- \*March 30
- Heberlein (2012) Navigating environmental attitudes
  - [Global Warming's Six Americas.](#)
  - EcoTypes Environmental Ideas: <https://jimproctor.us/ecotypes/about-ecotypes/>
  - [Exploring themes \(sections 1 and 2 on deep disagreement\)](#)
    - Proctor (2020) EcoTypes: Exploring environmental ideas
    - Sparks et al (2020) Measuring environmental values

- April 1
- The politics of fear: Love canal**
- Layzer Ch. 3
  - Downs (1972) The issue-attention cycle
  - Rosenbaum Chapter 7 p. 202-221
    - Bakaki et al (2020) Public concern, policy output, and media attention

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**Assignment 6.2: EcoTypes Themes reflection - due April 6**

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**Week 12**      **Climate governance**  
*This week's readings focus on multi-level climate change governance and theoretical frameworks for diagnosing global environmental challenges. Pay attention to how and why polycentric systems may support efforts to address the climate crisis. We will also discuss the results from your EcoTypes survey with an eye to why ideas matter and how we can harness this knowledge for change – and action on climate change.*

- \*April 6
- Layzer Ch.12
  - Rosenbaum Ch. 10
  - Steinberg Ch. 6
    - Kukkonen et al 2017 Advocacy coalitions
    - Aamodt and Stensdal 2017 Seizing policy windows
    - [Ruseva et al 2020](#)

- April 8
- Polycentric systems and the social-ecological systems (SES) framework**
- Steinberg Ch. 7
  - Smith Ch. 7 (policy proposal)
    - Ostrom (2010) Polycentric systems for collective action
    - Heikila et al 2018 Bringing polycentric systems into focus
    - Ostrom (2009) General Framework for Analyzing Social-Ecological Systems

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**Assignment 7 (Group): Policy proposal/petition due April 20. Record an individual Flipgrid video.**

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**Week 13**      **Activism and policy change** (class activity 2)  
*This week we'll debate environmental activism and how to take effective action for policy change. This activity invites you to bring together insights from all readings in this class, and to synthesize your own position on how to make a difference. Suggested resources include:*

- \*April 13
- [Activism](#) – read Overview, Related axes and Take sides
  - [Exploring themes](#)
  - [When our ideas differ : agree, disagree, engage](#)
  - [Topic-Axis-Theme connections](#)
  - [Classic/Contemporary environmental thought](#) – see Take Sides topic section
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April 15      **Energy**  
*We next turn to energy politics and efforts to decarbonize the economy. What is a just and equitable energy transition? How do we move forward given the legacies of the current energy system? Pay attention to how scale, history, technology and resource endowments shape possible future paths.*

- Layzer Ch. 14 Fracking wars and Ch. 13 Cape Wind
- Rosenbaum Chapter 8
- Sabin, P. 2011, From King Coal to Carbon Tax. [Download](#)
- Visit: [Map of renewable and alternative energy portfolio standards by state](#).
  - Carley et al (2017) Adoption of renewable portfolio standards

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**Week 14      Diversity, race, and justice in environmental politics**

- April 20
- Layzer Chapter 16
  - Rosenbaum Chap 4, p. 123-133
  - [Kashwan \(2020\) American environmentalism's racist roots](#)
  - [Tandon \(2020\) Racial equity in the environmental movement](#)
    - Benegal (2018) The spillover of race over public opinion

- April 22      **Climate Justice Event (TBA)**
- [Racial justice and climate change bibliography](#)
  - [Corona virus and climate change bibliography](#)

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**Assignment 8:** *Climate justice event reflection – due April 27*  
**Graduate student only:** *Final policy paper due April 27*

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**Week 15      Course Wrap-up**

- April 27
- Re-read Layzer Chapter 17

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**Final Exam:** May 4

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## Class Policies

### Submission of Written Assignments

All assignments are to be submitted on the date specified in the syllabus (marked by \*), unless otherwise specified. An electronic copy of the assignment must also be uploaded no later than 12 PM (NOON) on the date the assignment is due, followed by a repost of the same document, including the summary of the in-class breakout group discussion you participated in. See sections on Assignments above for details. The first page of anything you turn in should include: 1) your name; 2) course number; 3) date of submission; and, 4) the assignment's title (e.g. Assignment 1). If you do not follow those instructions your work may be left ungraded or downgraded. Use single spaced, 12 Times New Roman, and 1" margins for your written work. All documents must include page numbers!

**IF YOU ARE SICK, EMAIL ME AS SOON AS POSSIBLE!**

### **Late Exams/Assignments**

If you anticipate a major conflict that prevents you from completing an assignment on time, you must notify me *prior to* the assignment's due date. Otherwise, one letter grade will be deducted for each day the assignment is late (e.g. from B to B- or approximately 3 points). Late means: (i) not submitting a paper copy in class on the date the assignment is due, and (ii) posting an electronic copy after 11 PM on the day it is due. If you anticipate a conflict with an exam date or an assignment due date, talk to me prior to that date.

### **Professional Communication**

Writing a professional email is an important skill one should master before graduation. All emails to the instructor should include the following: (1) a subject line briefly explaining the topic of the email and that it pertains to PS4670; (2) a greeting more professional than "Yo" or "Hey" (if you are unsure how to address me, consult the top of the first page of this syllabus); (3) a clear question or request; and (4) your name. Emails lacking any of these criteria will not be returned. Most emails will be returned within 24 hours on weekdays and 48 hours on weekends, although circumstances may arise that delay response time.

### **Emergencies**

Circumstances of a private nature may arise that you need to discuss exclusively with the instructors (such as, "I'm at the hospital and won't be able to finish the assignments in time."). Other emergencies may arise. For such situations, EMAIL both the instructor and TA in a joint email (rusevatb@appstate.edu, winkletw@appstate.edu).

### **Zoom Etiquette**

Respectful behavior and clear, concise discussions are still a part of video conference discussions, therefore many of the guidelines above apply. However, video conferencing requires another level of intentionality, so that other attendees can see and hear you. Here are a few tips:

#### **ZOOM Etiquette**

- Find a quiet location from which to join your session to avoid distractions.
- Wear headphones or earbuds, if outside.
- Make sure your first and last names are entered for your zoom account id and upload an image for your profile pic.
- Mute your audio unless you are speaking (or in line to speak) to prevent unintentional background noise from disrupting the conversation.
- For your video, make sure you have lighting in front of you, and avoid bright light behind you.
- Avoid zooming from your bed or at least sit up with your computer on a lap desk or stand.
- Turn off your video temporarily when you are moving or walking around.
- Make sure your webcam is set to your eye level. We don't want to focus on your forehead.
- Remove any clutter behind you, so that your colleagues are not distracted.
- Be aware that there will be longer pauses between a question and an answer. Be patient.
- Use the "hand-raise" function on Zoom if you want to ask a question.

### **Flexibility: "Things Could Change"**

Due to the uncertainty of the current health environment, guidelines and modes of instruction might change during the semester. Please understand that any changes during the ongoing term are made with your safety and health in mind, as well as the safety of faculty and staff. Especially this semester, it is important to actively read and observe any communication sent from AppState or me, so you can make adjustments as needed and not miss class time. Please also inform your instructor(s) and department if anything changes on your end and any accommodations that might be necessary. Note, that I am open to being flexible should life events arise that make it hard for you to keep up with the class. Such events might include things happening to you personally or to family members. Please know that I want to do everything I can to support you. If you are having life issues that are making it hard for you to keep up with class, PLEASE let me know ASAP so I can help.

## Institutional Policies

### Policy on Academic Honesty and Plagiarism

Lying, cheating, attempted cheating, and plagiarism undermine academic integrity and are subject to penalties imposed by the instructor. Cases of suspected academic dishonesty will be reported directly to the Dean of Graduate Studies and the Dean of Students. An Honor Board composed of students, faculty, and administrators will adjudicate the alleged violation and may assess penalties beyond those assessed by the instructor of the course. Unauthorized collaboration is a form of cheating and research conducted and/or papers written for other classes cannot be used in whole or part for any assignment without obtaining prior permission from the professor. If you have any questions about whether a particular practice constitutes academic dishonesty, please ask the instructor or contact the Dean of Students. Other items such as your rights in grievance procedures related to academic integrity can be found in the *Code of Student Conduct* (<http://studentconduct.appstate.edu>) and *Academic Integrity Code* (<https://academicintegrity.appstate.edu/>). *Plagiarism* and other forms of academic misconduct will be dealt with under the strictest terms provided for under ASU policy. In most cases, plagiarism will result in a failing grade and a formal report to the Dean of Students office. *Plagiarism* is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. A student must give credit to the work of another person when he/she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

### Accommodations for Disabilities

Appalachian State University is committed to providing an inclusive experience, accessible learning environments and equal opportunity to individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals needing reasonable accommodations should contact the Office of Disability Resources (828.262.3056 or [odr.appstate.edu](http://odr.appstate.edu)).

### Policies on Incomplete Grades

Faculty may assign a grade of "I"—incomplete—when a student is unable to complete coursework at the end of the term because of illness or some other unavoidable cause. An "I" becomes an "F" or "U" if not removed within the time designated by the instructor, not to exceed one semester. An incomplete is not given solely because assignments were not completed during the semester. Students intending to graduate

must clear all incomplete work prior to the first day of the next academic term or they will not be able to graduate until the next term. For more information, visit the Graduate School's website.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Student resources include:

- Counseling & Psychological Services (<https://counseling.appstate.edu/counseling-center-services>)
- Student Health Services (<https://healthservices.appstate.edu/>)

### **Non-Discrimination Policy**

This course is committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment, in the classroom and in the broader university community. We are a faculty that strives to model reflection, advocacy, and care for community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you feel that our courses, the programs, or department fall short of this commitment, we encourage you to engage in dialogue with your instructor and/or other program faculty. Please visit <https://titleix.appstate.edu> for information related to Appalachian State University's Title IX and <http://academicaffairs.appstate.edu/syllabi> for the most up-to-date policies on students with special needs, academic integrity, religious observances, and student engagement with courses.

### **Food Insecurity and Homelessness Statement**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 324 Plemmons Student Union, for a list of resources and support. The ASU Food Pantry & Free Store is a free resource with pantry and personal care items, located in the Office of Sustainability on the bottom floor of East Hall. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to assist you with finding the resources you may need.

### **Statement on Student Engagement with Courses**

In its mission statement, Appalachian State University aims at "providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers" as well as "maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students." Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen-hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

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