

PS 4670 ENVIRONMENTAL POLITICS

Dr. Tatyana Ruseva - Spring 2016

Class time: TR 12:30-1:45 pm

Instructor: Dr. Tatyana B. Ruseva

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Classroom: Belk Hall 108

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Office hours: TR 2:00-3:30 PM
& by appointment

Course Description

This course examines the role of government in addressing environmental issues. Its focus is primarily on American environmental politics and policies, but some attention will be devoted to global environmental issues, such as climate change. The course will cover the history of environmental policy, the legal and institutional arrangements for environmental protection, major policy actors, current environmental controversies, and global environmental concerns.

Course Objective

The primary goal of the course is to gain knowledge about the institutions and political processes that shape our collective decisions 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. The course is designed to evoke a high level of exchange and analytical thinking. It is crucial that students complete the assigned reading before class and be prepared to discuss the authors' main arguments. The study of environmental politics and policy welcomes innovative problem-solving that draws on multiple points of view. There are few precise answers in environmental problem-solving, but lots of room for creative thinking and application of core concepts gleaned from this and other classes.

Required Texts

- Rosenbaum, Walter A. 2014. *Environmental Politics and Policy*. 9th Ed. Washington DC: CQ Press. ISBN 978-1-4522-3996-5 (Paperback)
- Layzer, Judith A. 2016. *The Environmental Case: Translating Values into Policy*. 4th Ed. Washington DC: CQ Press. ISBN 978-1-4522-3989-7 (Paperback)
- Readings on AsU Learn: <http://asulearn.appstate.edu/>

Course Overview

The course is divided into three interrelated units: 1) Regulating Pollution; 2) Natural Resource Management & Policy; and, 3) Global Environmental Politics & New Issues. Subsequent sections draw on concepts and evidence from previous sections.

Course Requirements

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| • First In-Class Exam: Covering Unit I | 15% of grade |
| • Second In-Class Exam: Covering Unit II | 15% of grade |
| • Final Exam: Covering Units I, II and III | 20% of grade |
| • Assignments | 35% of grade |
| • Participation | 15% of grade |

Exams (50%)

There will be two in-class exams, each covering a section of the course. Exams will follow an essay format. Application of core concepts from the readings and lectures will be tested. You will be given several questions and asked to respond to two or three. The final two-hour exam is comprehensive, and will test concepts and knowledge from the three sections. Your answers should be written clearly and legibly and supported by references to the course readings, where appropriate.

Assignments (35%)

There will be 5 assignments throughout the semester. They are individual work and should help you prepare for the exams and in-class discussions/simulations. Assignment guidelines and due dates are listed in the Course Content section. Additional instructions will be provided in class.

Participation (15%)

Regular attendance and participation in class discussions and activities is integral to course quality. Students are expected to be on time, to participate in class discussions, and comport themselves in an appropriate manner. Participation grades will be determined by one formal peer-assessments of the quality and quantity of your contributions to our class discussions (5%), peer assessment of participation in the in-class simulations and activities (5%); and instructor assessment of discussion contributions (5%).

Course Format

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 ideas presented in them you will do fine. At the beginning of each class I will provide a brief overview of the topic; next we will discuss the readings and close with a broader review of the topic and its relation to previous/future class topics. In-class activities, simulations, and presentations are also planned. *I reserve the right to assign additional readings & make changes to the course content during the semester. Students will be informed of any changes in class and via AsUlearn.*

Sustainability Film Series (IG Greer, 7 pm)

Students are encouraged to attend the Sustainability Film Series this semester and share their commentaries in class. This semester's schedule can be found on the ASU website.

Grading Scale (rounded to the nearest number):

97 - 100 = A+	93 - 96.9 = A	90 - 92.9 = A-	87 - 89.9 = B+
83 - 86.9 = B	80 - 82.9 = B-	77 - 79.9 = C+	73 - 76.9 = C
70 - 72.9 = C-	67 - 69.9 = D+	63 - 66.9 = D	60 - 62.9 = D- <59.9=F

COURSE CONTENT

PART I: Regulating Pollution

Week 1 Introduction; Defining Problems in U.S. Environmental Policy

1/ 12-14

Readings: *Syllabus*
Layzer Chapter 1 (on AsULearn)
Rosenbaum Chapter 1, pp. 10-29 (AsULearn)

Week 2 Regulating Air and Water Quality

1/ 19-21

Readings: Layzer Chapter 2
Rosenbaum Chapter 5, pages 182-188
Rosenbaum Chapter 6
Davenport, C. [Obama Builds Environmental Legacy With 1970 Law](#). NYT, Nov. 26, 2014.

Assignment 1: Read the materials for week 3. Write a 2-page memo about the Elk River spill using the Osnos and Stone articles. Address the following questions: 1) What was the cause of the spill? 2) What were the effects? 3) Who is to be blamed? Whose responsibility is it to remedy the situation? 4) What was the dominant causal story in this case? Your memo is **due in class on Jan. 28**.

Week 3 Regulating Toxics; Causal Stories and the Politics of Fear

1/ 26-28

Readings: Layzer Chapter 3, Love Canal
Stone, Deborah A. "Causal Stories and the Formation of Policy Agendas". *Political Science Quarterly* Vol. 104, No. 2 (1989), pp. 281-300. *AsULearn*
Rosenbaum Chapter 7
Osnos, E. [Chemical Valley](#). The New Yorker. April 7, 2014.

Week 4 Market-Based Solutions; Cap-and-trade

2/ 2-4

Readings: Layzer Chapter 5, Acid rain case
Rosenbaum Chapter 5, pages 189-193
EPA Fact Sheet: [Overview of the Clean Power Plan](#)
Lazo, A. [How Cap-and-Trade is Working in California](#), The WSJ, Sept. 28, 2014.

***Assignment 2:** Using the materials from weeks 4 and 5 write a position paper that argues "for" or "against" a federal-level carbon tax. Read the materials for week 4 and prepare to argue "for" or "against" a carbon tax proposal. Students will be assigned into groups on 1/28; the class debate will take place **on 2/9**.

Week 5 Carbon Tax Debate: Should the US adopt a carbon tax?

2/9-11

Readings: CQ Reader, Climate Change, pages 7-19 (AsUlearn)

Plumer, B. 2013. [Seven thrilling facts about carbon taxes from the CBO](#). Washington Post

Leiserowitz, A. et al. 2012. [Global Warming's Six Americas](#), pages 2-14.

** Exam 1 on Thursday 2/11**

Part II: Natural Resource Management & Policy

Week 6 Policy Process; Policy Agendas

2/16-18

Readings:

Rosenbaum Chapter 2

Pralle, S. 2009. Agenda-setting and climate change, Environmental Politics, 18:5, AsUlearn

Layzer Chapter 6, ANWR

***Assignment 3:** Students will be assigned to one of six groups in the snowmobile debate (Layzer Ch. 9). Using the [online resource collection](#) and [role-play materials](#) related to your group, formulate a position statement and collect facts/evidence to support that position. Bring your position statement and evidence collected **to class on 2/25** and be prepared to participate in a role-playing activity aimed at finding an agreeable solution to the case.

Week 7 Making Policy: Institutions and Politics

2/23-25

Readings:

Rosenbaum Chapter 3

Layzer Chapter 9; [Online supplemental materials to the case](#)

***Role-play activity on 2/25:** A summit about the use of snowmobiles in Yellowstone

Week 8 Resource Management on Federal Lands

3/1-3

Readings:

Rosenbaum Chapter 9

Layzer Chapter 7, Federal grazing policy

Dwyer, C. [Of Ranchers and Rancor](#), Jan 4, 2015, NPR

3/7-11 SPRING BREAK

Week 9 Tragedy of the Commons

3/15-17

Readings:

Layzer Chapter 10, New England fisheries

Hardin, G., 1968. "The Tragedy of the Commons." Science 162:1243-48.

Anderies, M. and M. Janssen. Ch. 1: Why study the commons?, pp:3-11 (AsUlearn)

***In-class simulation on 3/17:** Individual vs. Collective Decision-Making

***Assignment 4:** Write a reflection paper based on your participation in the decision-making experiment in class. Specific guidelines will be provided in class. Assignment is due **in class on 3/22**.

Week 10 3/22-24	Avoiding the Tragedy: Social Norms, Institutions, and Collaboration
Readings:	Anderies, M. & M. Janssen. Ch. 2: Defining Institutions. pp:13-23 (AsUlearn) Anderies, M. & M. Janssen. Ch. 7: Design Principles to Sustain the Commons pp:71-78 Kinzig et al. 2013. Social norms and global environmental challenges. <i>BioScience</i> , 63:3, pp: 164-175, AsUlearn Layzer Chapter 4, Chesapeake Bay case

Week 11 3/31	No class on 3/29: State holiday
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Exam 2 on Thursday 3/31

Part III: Global Environmental Politics & New Issues

Week 12 4/5-7	Climate Diplomacy
Readings:	Layzer Ch. 12 Rosenbaum Chapter 10 Center for Climate & Energy Solutions, Outcomes of the UN Climate Change Conference in Paris (Dec. 2015) Gedden, Oliver. Paris climate deal: the trouble with targetism , The Guardian, Dec. 14, 2015 Northrup, Eliza. Not Just for Paris, but for the Future: How the Paris Agreement Will Keep Accelerating Climate Action , World Resources Institute, Dec. 14, 2015 Coglianese, G. When Management-Based Regulation Goes Global , RegBlog, 12/23/15

***Assignment 5:** Choose one of largest GHG emitting countries that participated in the Paris summit (Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Mexico, Russia, South Africa, South Korea, UK, USA, plus 4 others). Identify the country's pledge, i.e. its [intended nationally determined commitment](#) (INDC). Conduct research about the steps your country can realistically take to achieve this pledge by 2023, and decarbonize its economy conditional on its domestic capabilities and circumstances. Write a 2-3 page report summarizing the results of your research and be prepared to present these results **in class on 4/28**. Recommended materials:

- UNFCCC, [Intended Nationally Determined Contributions \(INDCs\)](#)
- Decarbonization Pathways Project, [Country profiles and reports](#)
- CAIT Climate Data Explorer, <http://cait.wri.org/indc/>
- [Decoding INDCs: A guide for understanding country commitments](#)
- [The Climate Web](#), by Mark Trexler
- [Compendium of commentary](#) on the Paris agreement
- [Following the \(in\)action in Paris](#), by Adrian Ivakhiv
- Victor, D. [Why Paris Worked: A Different Approach to Climate Diplomacy](#), Yale Environment360, Dec. 15, 2015
- Day, T. et al., [What the Paris Agreement means for global climate change mitigation](#), New Climate Institute, Dec. 14, 2015

Week 13 4/12-14	Energy and Climate
Readings:	Layzer Chapters 13, Cape Wind Rosenbaum Chapter 8 Firestone et al. 2015. The time has come for offshore wind power in the United States. PNAS, 112-39, pp: 11985–11988 (AsULearn) Sabin, P. “From King Coal to Carbon Tax: A Historical Debate on the Energy and Climate Change Debate”. <i>Solutions</i> , May 31, 2011. Download Visual: Map of renewable and alternative energy portfolio standards by state .
Week 14 4/19-21	Shale Gas and Environmental Equity
Readings:	Layzer Ch. 14, Fracking wars Krupp, F. “Don’t Just Drill, Baby - Drill Carefully. Foreign Affairs, 2014 (AsULearn) Rosenbaum, Ch. 1, pp. 1-9 and Ch. 4, pp. 147-158 Stiglitz, J. (2012). Inequality and Environmental Policy, Ch. 33 in GPB (AsULearn)
Week 15 4/26-28	Resilience and sustainability of social-ecological systems (SES)
Readings:	Layzer Ch. 16, Hurricane Katrina Ostrom, E. “A General Framework for Analyzing Sustainability of Social-Ecological Systems”, <i>Science</i> , 2009. Vol. 325 no. 5939 pp. 419-422. *In-class presentations of INDCs implementation plans on 4/28 (Assignment 5)
Week 16 5/3	Course Wrap-up & Review
Readings:	Layzer Ch. 17 Shellenberger, M. and T. Nordhaus (2011) The Long Death of Environmentalism

| **FINAL EXAM: Friday May 6, 3:00 - 5:30 PM** | |

Class Policies

Submission of Written Assignments

All assignments are to be submitted in class on the date specified in the syllabus, unless otherwise specified. The first page of anything you turn in should include: 1) your name; 2) course number and date of submission; and, 3) 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!

Late Exams/Assignments

If you anticipate a major conflict that prevents you from completing an assignment on time, you must speak to me *prior to* the assignment's due date. You can come to my office hours (TR 2:30-3:30 pm), email me (rusevatb@appstate.edu) or contact me by phone (828-262-8238). Otherwise, one full letter grade will be deducted for each day the assignment is late. If you anticipate a conflict with an exam date, talk to me prior to the exam's date. No make-up exams will be given after an exam has been administered.

Email 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.

Notebooks, iPads, Phones, and Other Wireless Devices

Use of computers, iPads, or mobile phones is NOT permitted during class, unless explicitly announced otherwise. Use of phones or other electronic devices in class is distracting and counterproductive to the purposes of our meetings. If I see a student texting or I hear his/her phone ringing, I will ask that student to leave the room immediately. That student will be allowed to return during the next class meeting. Please, turn off your phones before entering the classroom. Otherwise you risk missing important material or failing to complete quizzes that are typically handed at the end of lecture.

Policy on Academic Integrity, Plagiarism, and Disability Services

This course abides by the ASU course syllabi policy & procedures described on the academic affairs website: <http://academicaffairs.appstate.edu/syllabi> If you have any questions or concerns with this policy, you should contact us within the first week of class.