

POSCI 240: Environmental Policy

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Spring 2010

Class: MWF 3a (10:20-11:10 am)

Course Description

This course focuses primarily on the factors, from both the social sciences and the sciences, that shape contemporary American politics and policy regarding environmental issues. It explores current controversies in legislative, regulatory, scientific, and activist forums concerning environmental issues, both domestically and internationally. Comparative, historical, philosophical, and scientific approaches are used to examine and better understand the relationship between environmental issues and the political process.

Goals and Objectives

After completing the course, students will be able to:

- Recognize fundamental connections between science, technology, politics, and environmental problems;
- Explain the importance, urgency, and contemporariness of environmental issues as matters of public policy;
- Evaluate how public problems are defined, the ways in which public policy is made, and how possible solutions are shaped in U.S. and comparative perspective;
- Connect the origins of current global and national environmental problems to European and non-European historical contexts;
- Analyze the global dimension of these issues and how they are addressed in a comparative context;
- Utilize and apply scientific and technological concepts to real world environmental problems.

Course Guidelines

1. Students are expected to attend all classes. Absences due to participation in legitimate Moravian College extracurricular activities, a doctor's excuse or notification by the Dean of Student's Office will allow a student to be excused from class. All other excuses are subject to the instructors' judgment.

2. All assignments are expected to be handed in according to the due date on the syllabus. Late work will be penalized; the instructors will assess the penalty for any late work.

3. All students are expected to follow the principles of academic honesty as set out in the policies of Moravian College. See the Student Handbook for details. Any and all written work must be done in your own words (with the exception of direct quotations which are clearly indicated as such), and written work must include proper citations indicating the sources for any ideas, concepts, facts, or other information derived from others, whether or not you have restated it in your own words. Any cases of suspected cheating or plagiarism will be referred to the Academic Affairs Office. Academic dishonesty may result

in a failing grade in the course.

4. In case of any crisis or emergency, or an extended absence from class, you must inform your professor through Learning Services or the Academic Dean's Office.

5. Learning disability accommodations: students who wish to request accommodations in this class for support of learning disabilities should contact Learning Services (x1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

6. These guidelines are intended for the benefit of the students as far as clarification of the instructor's expectations for the course; however, in exceptional circumstances the instructors reserve the right to exercise discretion in the application of these guidelines to individual cases or to refer a particular case to the Academic Dean if necessary.

Classroom Expectations

- 1) Respect for others' answers and views.
- 2) Disruptive behavior during class will result in your dismissal from the class the first time, after that, disciplinary action will be taken.
- 3) Cell phones need to be turned to OFF and put away in a purse or bookbag during class. Use of cell phones in any way during class will result in dismissal from class and be counted as an absence.
- 4) Non-alcoholic drinks are allowed in class, other food is not.
- 5) Attention to course related material only.
- 6) Necessary breaks at the discretion of the instructor.
- 7) If you arrive late, be respectful by not disrupting a class already in progress

Required Texts: Available at the college bookstore-

- ◆ Walter Rosenbaum. *Environmental Politics and Policy*. 7th edition.
- ◆ Worldwatch Institute. *State of the World 2009*.
- ◆ Lester Brown. *Plan B 3.0: Mobilizing to Save Civilization*
- ◆ Reserve readings/Online readings/Readings on Blackboard

Course Requirements

A. Graded Requirements

Instructor evaluation: 30 points. The instructors will evaluate each student for his or her participation, involvement in and contributions to the course. This portion of the grade will reflect all activities in the course that are not otherwise specified in the syllabus including attendance and participation in class discussions, exercises and activities.

Carbon Footprint Assignment: 20 points. Due in week 3. See syllabus for exact date. Students will complete a worksheet that uses the Environmental Protection Agency's Greenhouse Gas Emissions Calculator to estimate the amount of carbon dioxide equivalents that they and their family currently produce per year and then consider possible steps that will reduce their impact. Specific information needed to complete the survey may require the assistance of other family members.

Environmental Literacy Project: 50 points. Due in week 5. See syllabus for exact date. Students will write a short "article" on one of the topics listed on the assignment guideline sheet. The work produced by the class may be collected into a single glossary that can be shared with the Moravian College community.

The article should be three to five double spaced typewritten paragraphs in length. Students can volunteer to write on any one of the articles, but the instructors reserve the right to specify which topic will be assigned to each individual student. Students should use at least five sources (each text used in the course can be used once as a source, internet sources might be acceptable but the student should confirm that with one of the instructors in advance of writing) in producing their entry into the glossary and proper citation is required. Students are encouraged to use the Writing Center in the preparation of this assignment. Possible topics include, but are not limited to the following: Biodiversity, Biofuels, Cap and trade, Carbon sequestration, Command and control regulation, Common pool resources, Crop yield effects, Deforestation, Ecology, Environmental justice, Exponential growth, Externalities, Green house gases, Hydrologic cycle, Permafrost, Renewable energy portfolios, Resilience, Risk Assessment, Sustainability, Tipping point.

Policy Response Essay: 50 points. Due in week 8. See syllabus for exact date. Government actions are normally characterized as responses to market failures. Types of market failures will have been discussed in class. Identify one of the policy problems discussed in the course and explain how it represents a market failure. Then identify and explain three possible policy options that government can use to respond to that problem. Using the policy typology introduced in class, specify the type of policy that is the governmental action represents. Paper should be 3 to 5 typed pages in length and double spaced.

Critical Reasoning Paper: 50 points. Due in week 11. See syllabus for exact date. The paper will be based on material from one chapter of your choice selected from the book, *Friction* by Anna L. Tsing, copies of which are on reserve in Reeves Library. Chapter choice must be approved by the instructor in week three; once a chapter choice is approved, no changes can be made. The paper is to be 2-3 pages, typed, single-spaced, size 12 font. The paper must be at least two full pages and no more than three full pages, single-spaced typed. The paper will consist of seven paragraphs and is designed to answer a set of critically analytical questions about the book chapter in relation to the topic of the course, environmental policy, as it is covered in the assigned readings. Critical reasoning papers will be graded according to the rubric for written assignments provided below. Detailed instructions for the paper format and content will be passed out and discussed in class during the term. On this paper, you are encouraged to seek help from the Writing Center. Although short, the assignment asks you to think clearly and to write concisely about a given subject. Writing Center tutors can be very helpful in this process. You will also be expected to proofread the paper and use correct citations according to either MLA or *Chicago Manual of Style* formats. Points will be deducted for grammar errors, spelling mistakes, incorrect citations, and failure to cite material. Seeking help from the Writing Center can only improve your work.

Roundtable/Negotiation Session/Analytical response: 100 points. Due in week 14. See syllabus for exact dates. The goal of this graded session is to put the results of the class together in a coherent conclusion that answers the questions, “Where should America go from here?” and “What is to be done nationally and internationally?” You each will be asked to come to the roundtable/negotiation session representing a specific actor or group in the contemporary environmental political process. The session will be given the description of a portion of a problem related to the questions just mentioned; each student will be asked to negotiate and discuss with others in the class in order to reach a compromise solution to the problem as if they were representing the actor or group they have chosen. In other words, it is your job to best represent the issue and interest as you have researched about it while incorporating the formal and informal norms of environmental politics as you have learned them over the course of the term. Success in the session will be defined by the degree to which consensus is reached and the greatest number of people benefit, but a specific rubric for participation also will be discussed prior to the session. In addition, you will be asked to create an analytical response to the negotiation session. The format for this response will most likely be written, but student proposals to make a response in an alternate media format (well in advance of the assignment’s due date) will be considered and approved by the instructors on an individual basis.

B. Grade Components: all assignments under graded requirements must be completed in order to pass this class.

Your final grade in this course will be determined as follows:

Instructor evaluation	30 points
Critical Reasoning paper	50 points
Roundtable/Negotiation Session	100 points
Carbon Footprint Assignment	20 points
Environmental Literacy Project	50 points
Policy Response paper	<u>50 points</u>
	300 points

Guidelines (Rubric) for Written Assignments

(Written by Ben Slote and modified slightly by Ann Bomberger)

1) Written work in the A range is based on an original, logical and coherently organized set of ideas; it makes a clear and persuasive argument (even if the reader disagrees with its argument); it brings in specific, relevant examples to back up its assertions; its points, at each turn, are clearly articulated: the words carry precise meaning, they don't obscure it; its sentences use only the words their ideas require, not any more; its paragraphs have distinct though related roles in the essay's cohesion as a whole, each holding one thoroughly asserted idea (not two competing ideas, not one idea half-asserted); if appropriate it accurately and thoughtfully uses other sources; and its sentences are without the grammatical, spelling, or typographical mistakes that exacting proof-reading would catch. (All of this takes a lot of work. If it is all very nearly accomplished, the essay usually earns an A-.)

2) Written work in the B range: a very good paper, the writing of which is clearly, thoughtfully, and effectively executed. What sometimes prevents an "A" is a lack of originality, thorough thinking or careful proofreading. If two of these virtues are absent and the other areas of the paper are strong, the essay will usually earn a B-.

3) Written work in the C range: some conspicuous flaw usually earns an essay a C; its argument is really underdeveloped, it contains only minimal textual support, it has problems with organization and/or sentence clarity, it is in dire need of proofreading.

4) Written D work either contains more than one of the large problems cited in the "C" description or finds another way to convince its reader that the author has not spent nearly enough time on the thinking or writing in the essay.

5) Written work that earns an F misses on all criteria (originality, articulateness, persuasiveness, organization, the absence of mechanical mistakes).

Final Grade Scale

93-100	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-
less than 60 F

Note: It is within the instructor’s purview to apply qualitative judgment in determining grades for any assignment and for the course final grade.

Schedule and Assignments (Schedule may be changed at the discretion of the instructor; advance notice will be given)

Readings marked with an asterisk () are on reserve in Reeves Library, Online, or on Blackboard;

**You will be expected to spend 2 1/2-3 hours on work outside of class for every hour in class;

***Be sure to bring assigned readings to class each day;

****For online readings, hold the “CTRL” key and click to access while in Blackboard.

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
1: M. Jan. 18, 2010	Introduction: Philosophy of Science & Attitudes Toward Nature	Readings: None (Reynolds, Fischler, Kuserk)
1: W. Jan. 20	Science, Technology & Human Choice	Readings: *1) David E. Nye, “Introduction,” <u>Consuming Power</u> , pp. 1-12; 2) <u>State of the World</u> , Ch. 5; *3) Science for all Americans Online, Ch. 1 “The Nature of Science” (http://www.project2061.org/publications/sfaa/online/chap1.htm) (Reynolds, Kuserk)
1: F. Jan. 22	Worldviews on Human-Nature Relationship (West vs. East)	Readings: *1)Elizabeth Economy, <u>When the River Runs Black</u> , pp. 27-51; *2) Carnegie Mellon University, “Environmental Decision Making, Science and Technology: Ethical System” (on reserve and online at: http://telstar.ote.cmu.edu/enviro/m3/s1/index.shtml) (Fischler, Reynolds)
2: M. Jan. 25	Historical Contexts for Environmental Issues (Population, Land, Water, Air); History of Environmental Movements (US & Comparative Perspective)	Readings: 1) Rosenbaum, Ch. 1; *2) Steel, et al., <u>Environmental Politics and Policy</u> , pp. 5-10; *3) Elizabeth Economy, <u>When the River Runs Black</u> , pp. 91-117 (Reynolds, Kuserk, Fischler)

2: W. Jan. 27	Risk & Human Welfare: Can we put a price on nature? (East vs. West)	Readings: 1) Rosenbaum, Ch. 4; *2) Judith Shapiro, <u>Mao's War Against Nature</u> , pp. 21-48 (Reynolds, Fischler)
2: F Jan. 29	Growth economies vs. sustainable economies	Readings: 1) Brown, Ch. 1; 2) <u>State of the World</u> , pp. 88-89; 115-118; *3) Amory Lovins, "Natural Capitalism," <u>Apertura Magazine</u> (June 2001), 4 pgs. (online at: http://www.rmi.org/rmi/Library/NC01-29_NaturalCapitalismApertura) (Reynolds)
3: M. Feb. 1	Environmental Problems- Overview	Readings: 1) Brown, Ch. 6; 2) <u>State of the World</u> , Ch. 1 "The Story of Stuff" (Reynolds)
3: W Feb 3	Population & The Energy connection	Readings: 1) Brown, Ch. 2; *2) Population and Energy Consumption (http://www.worldpopulationbalance.org/population_energy) (Reynolds, Kuserk)
3: F Feb 5	Land	Readings: *1) Kristen Day, <u>China's Environmental Challenge</u> , Ch. 9; 2) Brown, Ch. 5; *3) The Other Inconvenient Truth: The Crisis in Global Land Use (http://www.e360.yale.edu/content/feature.msp?id=2196) Carbon Footprint assignment due (Kuserk, Fischler)

4: M Feb 8	Water	Readings: *1) International Rivers, "China's Three Gorges Dam: A Model of the Past," (5 pgs.) (online at: http://www.internationalrivers.org/files/3Gorges_FINAL.pdf); *2) International Rivers, "Mountains of Concrete: Dam Building in the Himalayas," pp. 1-10 (online at: http://www.internationalrivers.org/files/IR_Himalayas_rev.pdf); 3) Brown, Ch. 4) (Fischler, Kuserk)
4: W Feb 10	Air	Readings: 1) Rosenbaum, Ch. 10; 2) <u>State of the World</u> , pp. 56-58, 63-66 (Reynolds)
4: F Feb 12	Environmental Problems- Linking Population to the rest	Readings: *1) Too Many People, Too Much Consumption (http://www.e360.yale.edu/content/feature.msp?id=2041); *2) The Population Bomb: Has It Been Defused? (http://www.e360.yale.edu/content/feature.msp?id=2042) (Kuserk)
5: M Feb 15	The Meaning of Public Policy	Readings: *1)Carter A. Wilson, "The Meaning of Public Policy," Ch. 1 in <u>Public Policy Continuity and Change</u> (20 pages) (Reynolds)
5: W Feb 17	The Nature of Public Problems: Markets, Market Failures, Non-market Contexts (I)	Readings: *1)Deborah Stone, "Efficiency," Ch. 3 in <u>Policy Paradox</u> (24 pages) (Reynolds)
5: F Feb 19	The Nature of Public Problems: Markets, Market Failures, Non-market Contexts (II)	Readings: 1)Rosenbaum, Ch. 9; 2)Brown, Ch. 7 Environmental Literacy Project due (Reynolds)

6: M Feb 22	Politics: Political Logjams, Political Will, Inertia	Readings: *1) Elizabeth Economy, <u>When the River Runs Black</u> , Ch. 3; *2) Anna Tsing, <u>Friction</u> , pp. 1-18 (Fischler)
6: W Feb 24	Science, Politics, and Environmental Policy	Readings: *1) Steel, et al., <u>Environmental Politics and Policy</u> , Ch. 2; *2) Federal Science and the Public Good. Ch. 2 & 3 (Kuserk, Fischler)
6: F Feb 26	U.S. Actors, Structures and Processes	Readings: 1)Rosenbaum, Ch. 2 & 3 (Reynolds)
7: M Mar 1	Policy Options: Command & Control, Incentives & Rational Persuasion, Symbolic Politics	Readings: 1)Rosenbaum, Ch. 5; 2) <u>State of the World</u> , pp. 103-106 (Reynolds)
7: W Mar 3	Comparative Institutional & Informal Actors, Structures & Processes	Readings: *1)Elizabeth Economy, <u>When the River Runs Black</u> , pp. 29-49; *2) Ma, et al., <u>Environmental Regulation in China</u> , pp. 55-70 (Fischler)
7: F Mar 5	Environmental Justice	Readings: 1)Rosenbaum, pp. 131-140; 2) <u>State of the World</u> , pp. 119-121; *3)Environmental Justice: An Interview with Robert Bullard (http://www.ejnet.org/ej/bullard.html) (Kuserk)
March 6-14, 2009	Spring Break	No classes
8: M Mar 15	Case Studies: Population	Readings: *1)Population Growth Over Human History (http://www.globalchange.umich.edu/globalchange2/current/lectures/human_pop/human_pop.html); *2)Population Connection, <u>The Reporter</u> , 41:3 October 2009 (http://www.populationconnection.org/site/DocServer/October_2009_Reporter.pdf?docID=1081) (Kuserk)

8: W Mar 17	Population & Food	Readings: 1) Brown, Ch. 9; *2) “Food Safety in China,” (6 pgs.) (online at: http://www.wilsoncenter.org/topics/docs/food_safety%20june28.pdf); *3) “A China Environmental Health Factsheet (online at: http://www.wilsoncenter.org/index.cfm?topic_id=1421&fuseaction=topics.item&news_id=225756) (Fischler)
8: F Mar 19	Land	Readings: TBA Policy Response Essay due (Reynolds)
9: M Mar 22	Land and Population	Readings: *1) Ecosystem-Based Solutions: Restoring the Florida Everglades (Layzer, Ch. 15) (Kuserk)
9: W Mar 24	Land & Energy	Readings: TBA (Reynolds)
9: F Mar 26	The International Impact of Developing Nations, Resources, and Environment Pollution	Readings: *1) “China’s Filthiest Export” (online at: http://www.wilsoncenter.org/topics/docs/dirtiest_export.pdf); *2) Steel, et al., <u>Environmental Politics and Policy</u> , Ch. 5 (Fischler)
10: M Mar 29	Water	Readings: *1) Estimating Benefits of Regional Solutions for Water and Wastewater Service (http://www.renewlv.org/assets/base/WaterRegionalizationStudyExecSummary.pdf) ; *2)Creating a Sustainable Solution for Pennsylvania (http://www.depweb.state.pa.us/watersupply/lib/watersupply/municipalfinance/taskforce/3800-bk-dep4208.pdf) (Kuserk)

10: W Mar 31	Water & Dams	Readings: *1) "In Deep Water" (10 pgs.) (online at: http://www.wilsoncenter.org/topics/docs/turner_csis_article.pdf); *2) Peter Bosshard's blog (online at: http://www.internationalrivers.org/en/blog/peter-bosshard) – choose one article on dams, read it, and come prepared to report on it. (Fischler)
April 2-5, 2009	Easter Break	No classes
11: W Apr 7	Air Quality	Readings: 1) Rosenbaum, pp. 174-196; 2) <u>State of the World</u> , pp. 99-102 (Reynolds)
11: F Apr 9	Energy Alternatives	Readings: 1) Rosenbaum, Ch. 8; 2) <u>State of the World</u> , Ch. 2 Critical Reasoning Paper due (Reynolds)
12: M Apr 12	Energy Alternatives	Readings: 1) Brown, Chs. 11 & 12 (Reynolds)
12: W Apr 14	Biotic Resources	Readings: *1) Jobs Versus the Environment (Layzer, Chapter 8) (Kuserk)
12: F Apr 16	Biotic Resources & International Treaties	Readings: *1) Trade Versus the Environment: Dolphins, Turtles, and Global Economic Expansion (Layzer, Ch. 12) (Kuserk)
13: M Apr 19	Case studies-Connections & Conclusions	Readings: *1) Steel, et al., <u>Environmental Politics and Policy</u> , Ch. 7 (Reynolds, Fischler, Kuserk)
13: W Apr 21	Summing Up	
13: F Apr 23	Preparing for Roundtable	
14: M Apr 26	Negotiation Session	Negotiation Sessions due

14: W Apr 28	Negotiation Session	Negotiation Sessions due
14: F Apr 30	Conclusion & Debriefing	
May 3-8, 2009	Final Exams	