

**POSCI 240: Environmental Policy
Spring 2014**

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Th 1:00 pm to 2:00 pm and by appointment

Class: MWF 3a (10:20-11:10 am) in PPHAC 101

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. This course satisfies the Social Impact of Science (U1) guideline in the LinC curriculum.

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 formulated
- Analyze the global dimension of these issues and how they are addressed in a comparative context;
- Recognize and understand the application to scientific and technological concepts to real world environmental problems.
- Identify tradeoffs in the choice of environmental policies

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. Non-alcoholic drinks are allowed in class, other food is not.
4. Attention to course related material only.
5. Necessary breaks at the discretion of the instructor.
6. If you arrive late, be respectful by not disrupting a class already in progress

Required Texts: Available at the college bookstore

- ◆ McGrory, K. and D.J. Sousa. 2013. *American Environmental Policy: Beyond Gridlock*. MIT Press, Cambridge, MA (ISBN: 978-0-262-52504-6)
- ◆ Additional Readings on Blackboard

Course Requirements

1. Short essays (2 – each will be 15% of the final grade):

Students will complete two short essays. The first will be due **Monday, February 3** and the second will be due **Friday, February 24**. Students will have choice of the essays to be completed. The choices will entail a selection by the students of one of the essays due on Monday, February 3 and one of the essays due on Friday, February 24. The essay prompts are presented below.

In selecting the essays to be completed please note that in each case Dr. Kuserk will grade one of the two essays and Dr. Reynolds will grade the other. The student is required to select one essay that will be graded by each instructor. Thus, if the student chooses an essay from the first set that is to be graded by Dr. Kuserk, then the student must choose the essay from the second set that will be graded by Dr. Reynolds. The student cannot choose in such a way as to have the same instructor grade both of these essays.

These essays are intended to provide students an opportunity to demonstrate mastery of materials covered in the course readings and in class. The essays should be 3 to 4 typewritten pages. Material from outside of the course is acceptable as long as it addresses the essay prompt but the principal evaluation of the essay will be based on the quality of presentation of the course material. As with any other formal assignment, writing counts and the students are expected to observe the rules of appropriate citation.

Set I (Due Monday, February 3):

1. (Kuserk) The IPAT equation describes how the three drivers of population, affluence, and technology impact the environment. While the world's population of now over 7 billion people continues to grow, different nations, because of where they are along the demographic transition, impact the environment in different ways. Explain what is meant by the "demographic transition." Discuss, using specific examples, how the demographic transition presents different challenges and influences public policy for underdeveloped, developing, and developed countries.
2. (Reynolds) Environmental policy has been described as a matter of socially constructed choices. This includes the choice of what means are used to reach the chosen goals of policy. To demonstrate an understanding of this proposition, discuss the idea of "the social construction of technology," the reasons why societies choose to intervene in markets and the types of choices which policy makers have available to them to reach those goals.

Set II (Due Friday, February 24)

1. (Kuserk) From the founding of the nation to the present Americans' views on the environment have changed so that today we have what Klyza and Sousa label as the "American Green State." Trace the evolution of how this "American Green State" has been constructed from the nation's early days, through the late-19th/ early 20th century to the "golden age of environmental policymaking." Klyza and Sousa further claim that as this green state has grown it has become more and more of a labyrinth that suits neither environmentalists nor conservatives. Explain why they make this claim.
2. (Reynolds) One of the most evident propositions about operations of the current policy making process is that is characterized by a high degree of gridlock, particularly in the Congress. Klyza and Sousa pose the idea that such gridlock in Congress has not prevented the making of new environmental policy. What are the essential components of their argument and what features of the congressional process are featured as an illustration of that argument?

2) **Final essay** (20% of the final grade)

Students will complete a final essay in lieu of an in class final exam. This essay will be due on **Wednesday, April 30 at 4:30PM**. The final essay is intended to have students reflect on material learned during the semester and how their views on environmental issues and policy has been enhanced, reinforced, confounded or otherwise affected.

What do you consider the most important environmental policy issues (please select at least three) facing the United States and why? What roles should be played by government, non-governmental organizations, and by the scientific community in addressing these issues?

Material from outside of the course is acceptable as long as it addresses the essay prompt but the principal evaluation of the essay will be based on the quality of presentation of the course material. The final essay should be 5 to 6 typewritten pages.

3) Advocacy Presentation and Paper (40% of the final grade)

Each student will participate in an in-class presentation organized as a simulated policy forum presented by an advocacy organization. Presentations will be a group project and the number of presentations scheduled will be set upon a final determination of the size of the class. Each presentation will include four or five members of the class.

Student presenters will assume the role of professional staff within a citizens or other advocacy group. The student group will be responsible for a 30 minute presentation regarding one of the propositions listed below. The students groups making the presentation can determine the division of labor for what is presented but the following elements are required for each group presentation:

- Students in this role will work as a team.
- The presentation should be organized as an advocacy presentation. Presentations should be specific, concrete and focused on the key points the advocates wish to make.
- The presentation should include an explanation of the material, social or economic problems being addressed. Why does the issue matter?
- The presentation should include an indication of the principal existing policy foundations/laws that currently “govern” the problem. What laws/policies are in place?
- The presentation should include some indication of the current deficiencies or failures of current laws/policies. What needs to change?
- The presentation should include at least one specific proposition for a change in policy that would address those deficiencies or failures. What policy changes might address the problems identified?
- The presentation will be preceded by a “press release” of 500 to 750 words previewing the presentation and identifying the most important points that will be made. The “press release” will be available to all members of the class one full week before the in-class activity.
- Students should consider the use of graphics in the presentation.
- After the presentation is complete, the presenters will answer questions from the remainder of the class regarding the points made in the presentation.
- Upon completion of the event, each student should submit a four to five page typewritten summary of the content of the presentation.

Propositions:

Depending on the number of students in the class there will be either 3 or 4 advocacy presentations based on the general topics of 1) Air Pollution & Quality; 2) Water Availability & Pollution; 3) Land Use; and 4) Biodiversity. Specific topics will be assigned at a future date.

Student evaluation:

This assignment is worth 40% of the final grade. Twenty percent will be based on the quality of the in class performance and 20% will be based on the written materials submitted after the presentation has been completed.

Non-presenters

Students not involved in making one of the presentations have two responsibilities:

1. Based on information contained in the distributed “press releases,” each student will prepare for the day of the presentation three questions they could ask regarding the positions the presenters are taking. Students will submit the three questions electronically before the class presentation is made.
2. Students will then be given a chance to ask the questions after the presentation is completed.

Both elements will be evaluated in relation to the instructor evaluation grade.

4) Instructor evaluation (10% of the final grade)

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, participation in class discussions *and activities, and other evidence of engagement in class including out of class communications.*

Note: Among the required activities that will be incorporated into the Instructor Evaluation grade will be attendance at two presentations in the Environmental Film Series:

- ***Chasing Ice, Tuesday, February 11 at 7:00 PM in the UBC Room***
- ***There Once Was An Island, Tuesday, March 18 at 7:00 PM in the UBC Room***

If a student has a legitimate excuse for not being able to attend the showing of these films, the student should communicate that to the instructors as soon as possible. The instructors reserve the right to determine the legitimacy of the excuse. For those who are excused, the videos will be available for viewing on the POSC 240 Blackboard site.

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:

Short essays (2)	30% (15 % each)
In class advocacy presentation	20%
Advocacy paper	20%
Final essay	20%
Instructor evaluation	<u>10%</u>
	100%

Guidelines (Rubric) for Written Assignments (Written by Ben Slote and modified slightly by Ann Bomberger)

- 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 anymore; 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-.)

- 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-.
- 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.
- 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.
- 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.

Class Assignments

M	1/13	Introduction
W	1/15	Culture, Technology and Choice Read: David Nye, "Introduction" in Consuming Power , pp. 1-12.
F	1/17	Philosophy of Science; Science and Politics Read: Fred Pearce, "Why Are Environmentalists Taking Anti-Science Positions?" Yale Environment 360 , October 22, 2012. Read: Michael E. Mann, "Besieged by Climate Deniers, A Scientist Decides to Fight Back," Yale Environment 360 , April 12, 2012. Read: Diane Toomey, "Finding a Better Message on The Risks of Climate Change," Yale Environment 360 , September 12, 2013.
M	1/23	No Class-MLK Day
W	1/22	Global Drivers I: Population

- Read:** Carl Haub, “What if Experts are Wrong on World Population Growth?” **Yale Environment 360**, September 19, 2011.
- F 1/24 Global Drivers II: Technology
Read: Fred Pearce, “New Green Vision: Technology as Our Planet’s Last Best Hope,” **Yale Environment 360**, July 15, 2013.
- M 1/27 Global Drivers III: Consumption and Affluence
Read: Paul R. Ehrlich and Anne H. Ehrlich, “Too Many People, Too Much Consumption,” **Yale Environment 360**, August 4, 2008.
- W 1/29 Market Failures and Public Policy
Read: Goodwin, Neva, “The Limitations of Markets: Background Essay” in **Global Development and Environment Institute**. Tufts University, December 2005.
- F 1/31 Policy Options
- M 2/03 History of Environmentalism I: The Conservation Movement of the Early 20th Century
Read: Kuzmiak, D.T. 1991. The American Environmental Movement, **The Geographical Journal** 157 (3): 265-278.
- W 2/05 History of Environmentalism II: The Modern Environmental Movement
Read: Dunlap, Riley E. and Angela G. Mertig. 1992. The Evolution of the U.S. Environmental Movement from 1970 to 1990: An Overview, **American Environmentalism: The U.S. Environmental Movement, 1970-1990**, Taylor & Francis, New York.
- F 2/07 The Green State and the Next Generation of Policy Making
Read: Klyza and Sousa, **American Environmental Policy**, Ch. 1 and 2.
- M 2/10 Inventory of Major Environmental Laws
- T 2/11 **Attend the Environmental Film Series: “Chasing Ice,” Tuesday, February 11 at 7:00 PM in the UBC Room (This video may also be viewed online from the POSC 240 Blackboard site).**
- W-F 2/12-2/14 Legislative Politics
Read: Klyza and Sousa, **American Environmental Policy**, Ch. 3.
- M-F 2/17-2/21 Air Pollution & Quality
Read: James McCarthy, **Clean Air Act: A Summary of the Act and Its Major Requirements**, Congressional Research Service, May 9, 2005
Read: James McCarthy, **Clean Air Issues in the 113th Congress: An Overview**, Congressional Research Service, November 4, 2013
Read: EHS Today, “An Overview of the Clean Air Act,” April 30, 2004
- M-W 2/24-2/26 Executive Politics
Read: Klyza and Sousa, **American Environmental Policy**, Ch. 4 and 6

F 2/28

M-W 3/10-3/12 Water Availability & Pollution

Read: Peter Lehner, Executive Director, Natural Resources Defense Council, **The 35th Anniversary of the Clean Water Act: Successes and Future Challenges**, testimony before the U.S. House of Representatives Transportation and Infrastructure Committee, October 18, 2007.

Read: Claudia Copeland, **Clean Water Act: A Summary of the Law**, Congressional Research Service, November 30, 2012.

Read: Mary Tiemann, **Safe Drinking Water Act (SDWA): A Summary of the Act and Its Major Requirements**, Congressional Research Service, December 10, 2010.

Read: Michael Wines, "Colorado River Drought Forces a Painful Reckoning for States," **NYT**, JAN 5, 2014.

M 3/03 No Class-Spring Break

W 3/05 No Class-Spring Break

F 3/07 No Class-Spring Break

F-M 3/14-3/17 Judicial Politics

Read: Klyza and Sousa, **American Environmental Policy**, Ch. 5.

T 3/18 **Attend the Environmental Film Series: "There Once Was An Island," Tuesday, March 18 at 7:00 PM in the UBC Room (This video may also be viewed online from the POSC 240 Blackboard site).**

W-M 3/19-3/24 Land Use

Read: Gorte, *et al.*, **Federal Land Ownership: Overview and Data**, Congressional Research Service, February 8, 2012.

Read: David Bearden, **Comprehensive Environmental Response, Compensation, and Liability Act: A Summary of Superfund Cleanup Authorities and Related Provisions of the Act**, Congressional Research Service, June 14, 2012.

W 3/26 **First Advocacy Presentations: Air Pollution & Air Quality Issue**

F-M 3/28-3/31 State Initiatives

Read: Klyza and Sousa, **American Environmental Policy**, Ch. 7.

Read: Mark Hertsgaard, "California Takes the Lead With New Green Initiatives," **Yale Environment 360**, March 8, 2012.

W 4/02 No Class

F 4/04 **Second Advocacy Presentations: Water Availability & Pollution Issue**

M 4/07

F-M 4/11-4/14 Conserving Biodiversity

Read: Buck, *et al.*, **The Endangered Species Act (ESA) in the 112th Congress: Conflicting Values and Difficult Choices**, Congressional Research Service, June 14, 2012.

Read: Meltz, **The Endangered Species Act (ESA) and Claims of Property Rights “Takings”**, Congressional Research Service, January 7, 2013.

- W 4/09 Third Advocacy Presentations: Land Use Issue**
- W 4/16 Fourth Advocacy Presentations: Biodiversity**
- F 4/18 No Class-Easter Break
- M 4/21 No Class-Easter Break
- W 4/23 Environmental Policy Forum
Read: Klyza and Sousa, **American Environmental Policy**, Ch. 8 and 9.
- F 4/25 Closing & Evaluation