

**POSC 240: Environmental Policy  
Spring 2016**

Professor Frank Kuserk (kuserk@moravian.edu)

Office: Collier 323

Phone: x1429

Office hours: M,W,F 1:00 pm - 2:00 pm; other times by appointment

Professor John Reynolds (reynoldsj@moravian.edu)

Office: Comenius 113

Phone: x1408

Office hours: M,W 1:30 pm – 2:30 pm; T, Th 9:00 am – 10:00 pm and by appointment

Class: MWF 3a (10:20-11:10 am) in PPHAC 233

**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 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. Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.
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:** All readings are listed 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 **Friday, February 12** and the second will be due **Friday, March 4**. 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 Friday, February and one of the essays due on Friday, March 4. 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 must be a minimum of 1500 words each and the word must appear at the end of each essay.** 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 you are expected to observe the rules of appropriate citation.

Set I (Due Friday, February 12):

1. (Kuserk) What is the IPAT equation and why is it important to understand with regard to environmental decision-making? While the world's population (P in the IPAT equation) of now over 7.4 billion people continues to grow, different nations, because of where they are along their demographic transition, impact the environment in different ways. First, clearly explain what is meant by the term "demographic transition" and how it relates to the IPAT equation and second, discuss, *using specific examples from two different countries*, how a nation's position along the demographic transition presents different challenges and influences their public policy.
2. (Reynolds) Environmental policy has been described as a matter of socially constructed choices. This includes the choice of using markets or public policy to pursue social goals. To demonstrate an understanding of these propositions, discuss the idea of "the social construction of technology," how that concept implicates choices for social action and the reasons why societies choose to intervene in markets.

Set II (Due Friday, March 4)

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-19<sup>th</sup>/ early 20<sup>th</sup> 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) It has been argued that the policy process in the United States is characterized by a high degree of fragmentation and uncertainty. What are the institutional and political elements of the system that contribute to that characterization and how might those factors impact environmental policy.

## **2) Readings Assignments and Reading Portfolio (20% of the final grade)**

The assigned readings in this course are intended to achieve the course objective listed above. To assure that the readings are done, every student will complete a reading portfolio. The reading portfolio will consist of 10 entries. The entries will include the readings assigned for the dates as listed below and be due on the dates also listed below.

There are 13 possible entries but students are required to submit only 10. This means that students have some discretion for when they will submit entries. The first two entries are not discretionary, however, and all students will submit entries for the first two sets of readings. *Entries are to be submitted in hard copy and will not be accepted by e-mail or as a Google doc.*

For most entries, the instructors will pose a question at the beginning of the relevant reading period as the prompt for that reading portfolio entry. The question should serve as the title of the entry. If for any reason, the instructor does not present a question for the week, the student should construct the question to be addressed in the entry and state it as the title of the entry. If the student would seek to answer a question other

than that posed by the instructors, the student should seek approval of the instructor as soon as possible prior to submitting the entry.

Entries should be 250 to 300 words and typewritten. Upon completion of writing the entry, students should check for word count as posted at the bottom of the file and indicate the number of words on the actual entry.

Evaluation of the entries will feature the following considerations:

- The entries need not be a summary of all that was assigned for the entry but can focus on a specific reading within the assigned set of readings. Effective integration or syntheses of multiple readings is welcome, however.
- Entries should contain clear and accurate exposition of the content of one or more readings assigned for a given entry and the entries should show evidence that the reading was done. I.E. the portfolio entry should make concrete and specific references to concepts, events, or data featured in one or more of the readings assigned for each entry. *A general discussion of the topic for which the reading was assigned will not be considered meeting the requirements of the assignment.*
- After exposition of the content of the reading, students are encouraged to offer some critical reflection on the subject matter presented in the reading. In doing so, a student could consider the following questions: Does the reading present any particularly compelling ideas or propositions? Does the reading correspond to or contradict other readings in the course or other courses? What questions would you want to ask the author(s) if you had the chance to meet with them to discuss their work?
- Entries should include appropriate academic citations for references to specific readings.

#### **Dates of Readings Covered by Portfolio Entry**

Entry 1: January 20 and 25 (**Due: 1/27**)  
 Entry 2: January 29, February 1 and 3 (**Due: 2/5**)  
 Entry 3: February 5 and 8 (**Due: 2/10**)  
 Entry 4: February 12 and 15 (**Due: 2/17**)  
 Entry 5: February 17 and 19 (**Due: 2/22**)  
 Entry 6: February 22 and 24 (**Due: 2/26**)  
 Entry 7: February 26 and 29 and March 2 (**Due: 3/4**)  
 Entry 8: March 4 and 14 (**Due: 3/16**)  
 Entry 9: March 18, 21 and 23 (**Due: 3/28**)  
 Entry 10: April 8 (**Due: 4/8**)  
 Entry 11: April 11 and 13 (**Due: 4/13**)  
 Entry 12: April 15 and 18 (**Due: 4/20**)  
 Entry 13: April 20, 22 and 25 (**Due: 4/27**)

### **3) Power Dialog 4.4.16 Project (40% of the final grade)**

On August 3, 2015, President Obama and EPA announced the Clean Power Plan – an historic and important step in reducing carbon pollution from power plants that takes real action on climate change. Shaped by years of unprecedented outreach and public engagement, the final Clean Power Plan is designed to strengthen the fast-growing trend toward cleaner and lower-polluting American energy. With strong but achievable standards for power plants, and customized goals for states to cut the carbon pollution that is driving climate change, the Clean Power Plan provides national consistency, accountability and a level

playing field while reflecting each state's energy mix. It also shows the world that the United States is committed to leading global efforts to address climate change.

Under the leadership of Eban Goodstein, the Bard Center for Environmental Policy created Power Dialog 4.4.16 in which students will engage in face-to face discussions with legislators and regulators in all fifty states on April 2, 2016 on how their state will meet the standards of the Clean Power Plan. The Dialog gives students a voice in critical decisions that will determine their future, and the future of the earth. Our class will make the trip to Harrisburg on April 4 in order for you to participate in this event.

Final plans for this event have not yet been formalized so we are not able to provide specific instructions as to your requirements except to say that at this time we plan to divide the class up into teams of students that will research and prepare a presentation that address aspects of the Clean Power Plan and that advocate for a specific policy to be implemented in order for Pennsylvania to meet its obligations under the plan. Grading will be based on both your individual contribution to your group's presentation as well as the effort of the team as a whole.

#### **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.*

**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)
Readings Journal	20%
Power Plan Dialog Project	40%
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     1/18     Introduction (K/R)

W     1/20     Culture, Technology and Choice (R)

**Read:** David Nye, "Introduction" in **Consuming Power: A Social History of American Energies**, pp. 1-12.

F     1/22     No Class

M     1/25     Politics and Science (K/R)

**Read:** Fred Pearce, "Why Are Environmentalists Taking Anti-Science Positions?" **Yale Environment 360**, October 22, 2012.

**Read:** Diane Toomey, "Finding a Better Message on The Risks of Climate Change," **Yale Environment 360**, September 12, 2013.

**Read:** Shreeharsh Kelkar, "Science vs. Politics: A pragmatic argument for why this distinction doesn't work," **HASTS @ MIT**, July 28, 2014.

- Read:** Noah Smith, “Science v Politics,” **Noahpinion**, Wednesday, August 19, 2015.
- W 1/27 Review of Power Plan Dialog Project, Initial organization and planning for Harrisburg (K/R)
- Read:** Vox, Obama's Climate Plan Explained.
- Reference:** EPA, “Clean Power Plan for Existing Power Plants,” Fact Sheet Pages, November 20, 2015.
- Reference:** Bard Center for Environmental Policy, Power Dialog 4.4.16.
- F 1/29 Global Drivers I: Population (K)
- Read:** Carl Haub, “What if Experts are Wrong on World Population Growth? **Yale Environment 360**, September 19, 2011.
- M 2/1 Global Drivers II: Technology (K)
- Read:** Fred Pearce, “New Green Vision: Technology as Our Planet’s Last Best Hope,” **Yale Environment 360**, July 15, 2013.
- W 2/3 Global Drivers III: Consumption and Affluence (K)
- Read:** Paul R. Ehrlich and Anne H. Ehrlich, “Too Many People, Too Much Consumption,” **Yale Environment 360**, August 4, 2008.
- F 2/5 Markets and Sustainable Economics (K/R)
- Read:** Robert Gilman, “Design for a Sustainable Economics: Economic thinking is dangerously outmoded, but an emerging new framework could become the design guide for the 21st century,” **Context Institute**, 1992
- Read:** Amory Lovins, “Natural Capitalism,” **Apertura Magazine**, June 2001.
- M 2/8 Market Failures and Public Policy I (R)
- Read:** Goodwin, Neva, “The Limitations of Markets: Background Essay” in **Global Development and Environment Institute**. Tufts University, December 2005.
- W 2/10 Market Failures and Public Policy II (R)
- F 2/12 Separation of Powers: Delegation of Authority and Executive Powers (R)
- Read:** Christina Lyons, “Presidential Power: Has President Obama Overstepped His Authority,” **CQ Researcher**, March 6, 2015, V. 25, No.10.
- Read:** Oneckle, **Delegation of Legislative Power**, 2016.
- M 2/15 Federalism and Implementations (R)
- Read:** Kenneth Jost, “States and Federalism: Is the Federal Government Usurping States’ powers?” **CQ Researcher**, October 15, 2010, Vol. 20, Issue 36.
- Read:** Katie Sweeney, “Cooperative Federalism in Environmental Law: A Growing Role for Industry,” **American Bar Association Section of Environment, Energy, and Resources**, Washington, D.C., October 2013.

- W 2/17 History of Environmentalism I: The Conservation Movement of the Early 20<sup>th</sup> Century (K)  
**Watch:** Video: “Roosevelt, Friend of the Birds (Parts 1-4)”, **Yale Environment 360**.  
**Read:** *Under Threat in the Gulf, A Refuge Created by Roosevelt*, **Yale Environment 360**.
- F 2/19 History of Environmentalism II: The Modern Environmental Movement (K)  
**Watch:** Activism 2.0 – Rebirth of the Environmental Movement: Emily Hunter at TEDxUTSC.
- M 2/22 The “Green State,” Next Generation Environmentalism and “Intercurrence” (R)  
**Read:** Klyza and Sousa, **American Environmental Policy**, Ch. 1.
- W 2/24 Decision Making (R)  
**Read:** Fred Lunenberg, “The Decision Making Process,” **National Forum of Educational Administration and Supervision Journal**, Volume 27, No. 4, 2010.  
**Read:** Carles O. Jones, “Speculative Augmentation in Federal Air Pollution Policy Making,” **The Journal of Politics**, Vol. 36, No. 2, 1974
- F 2/26 Air Pollution I: Air Quality and Human Health (K)  
**Watch:** Cities of Smog - the history of air pollution, an excerpt
- M 2/29 Air Pollution II: Carbon and Climate Change (K)  
**Read:** Fred Pearce, “What is the Carbon Limit? That Depends on Who You Ask.” **Yale Environment 360**, November 6, 2014.
- W 3/2 The Clean Air Act (R)  
**Read:** Environmental Protection Agency, **The Plain English Guide to the Clean Air Act, 2007**.  
**Read:** James McCarthy, **Clean Air Act: A Summary of the Act and Its Major Requirements**, Congressional Research Service, May 9, 2005.
- F 3/4 Policy Design and Policy Tools (R)  
**Read:** Clean Air Strategic Alliance, “Policy Instruments”  
**Watch:** Michael J. Prince, “Instruments of Public Policy”
- March 7-11 No Class – Spring Break



- M 3/14 Air Pollution Policy Options II, Harrisburg (K/R)
- Read:** Eleanor Revelle, “Cap-and-Trade Versus Carbon Tax: Two approaches to Curbing Greenhouse Gas Emissions,” League of Women Voters, 2011
- Read:** Peter Folger, **Carbon Capture and Sequestration (CCS): A Primer**, Congressional Research Service, July 16, 2013.
- Read:** Environmental Protection Agency, “State and Local Climate and Energy Program: Renewable Energy,” 2015.
- W 3/16 **Interest groups and advocacy politics (R)**
- Read:** Mitzi Ramos, “Chapter 11. Interest Groups,” Northeastern Illinois University.
- Read:** Mike McIntire, “Conservative Nonprofit Acts as a Stealth Business Lobbyist,” **New York Times**, April 21, 2012.
- Read:** Tom Hamburger, “Fossil-fuel lobbyists, bolstered by GOP wins, work to curb environmental rules,” **Washington Post**, December 7, 2014.
- Read:** Katherine Bagley, Infographic: A Field Guide to the U.S. Environmental Movement, **InsideClimate News**, April 7, 2014.
- F 3/18 Water Quality and Public Health (K)
- Read:** Water and Public Health Session Objective – World Health Organization
- M 3/21 Non-point Source Pollution and Land Use (K)
- Read:** Dead Zones: Nitrogen & Phosphorous, **Chesapeake Bay Foundation Website**.
- Read:** Delaware River Watershed Initiative, **The Academy of Natural Sciences of Drexel University Website**.
- W 3/23 Clean Water Act and Water Regulation (R)
- Read:** Mitch Smith, “Flint Wants Safe Water, and Someone to Answer for Its Crisis,” **New York Times**, January 10, 2016 Sunday.
- Read:** Claudia Copeland, Clean Water Act: A Summary of the Law, **Congressional Research Service**, October 30, 2014.
- Read:** Mary Tiemann, Safe Drinking Water Act (SDWA): A Summary of the Act and Its Major Requirements **Congressional Research Service**, February 5, 2014.
- F 3/25 No Class – Easter Break

- M 3/28 Wetlands (K)
- Read:** Environmental Protection Agency, Wetlands Website
- 1) What is a wetland?
  - 2) What are wetland functions?
  - 3) Why are wetlands important?
- W 3/30 Judicial Politics and the 5<sup>th</sup> Amendment (R)
- Read:** Lowi, Ginsburg, Shepsle and Ansolabehere, The Federal Courts.
- Read:** Josh Galperin, The Supreme Court, Takings and Environmental Protection.
- F 4/1 Power Plan Dialog Project: Rehearse/Review What We Will Do On 4/4 (K/R)
- M 4/4 Power Plan Dialog Harrisburg Trip (K/R)
- W 4/6 Power Plan Dialog Harrisburg Trip Debriefing (K/R)
- F 4/8 Water as a source of global conflict (K/R)
- Read:** Suzanne Goldberg, Why Global Water Shortages Poses a Threat of Terror and War,” **The Guardian**, February 8, 2014
- Read:** Cameron Harington, Water Wars? Think Again: Conflict Over Freshwater Structural Rather Than Strategic, **Wilson International Center for Scholars**, April 14, 2014
- Read:** Reynard Loki, Water Wars: Fighting Over Earth’s Most Precious Fluid, **Just Means**, March 17, 2014
- M 4/11 Land Use, Resource Development and Biodiversity (K)
- Read:** Gorte, *et al.*, Federal Land Ownership: Overview and Data, Congressional Research Service, February 8, 2012.
- W 4/13 Public Lands (K)
- Read:** Coral Davenport, In Climate Move, Obama to Halt Coal Mining Leases on Public Lands, The New York Times, January 14, 2016.
- F 4/15 The Endangered Species Act (R)
- Read:** U.S. Fish and Wildlife, Service ESA Basics: 40 Years of Conserving Endangered Species, 2013.
- Read:** National Wildlife Federation, Endangered Species Act, 2015.
- M 4/18 Land Use and Property Rights (R)
- Read:** Robert Meltz, “The Endangered Species Act (ESA) and Claims of Property Rights “Takings”, **Congressional Research Service**, January 7, 2013

- W 4/20 Toxic Wastes and Public Health (K)
- Read:** Erin Wayman, “Toxic waste sites may cause health problems for millions,” **Science News**, May 6, 2013.
- Read:** Janet Raloff, PCBs: When green paint isn’t ‘green,’” **Science News**, November 23, 2009.
- F 4/22 Regulating Toxic Wastes
- Read:** Jennifer Weeks, “Regulating Toxic Chemicals: Do Hazardous Substances Need Stricter oversight?” CQ Researcher, July 18, 2014, Vol. 24, Issue 26.
- M 4/25 Superfund (R)
- 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 4/27 Environmental Justice (K/R)
- F 4/29 The 2016 Election and Closing (K/R)