

Environmental Policy – PADM 7500
3 Credit Hours
Public Administration Program
Department of Political Science, College of Arts and Sciences
On-Line Class

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Course Description

An examination of environmental politics and policy in the U.S. and U.S. involvement in global environmental issues. Using historical and current case topics, students will gain a greater understanding of challenges facing public administrators in managing environmental concerns for this and future generations.

Required Text, Materials, and Out-of-Class Activities

Rosenbaum, Walter A. 2011. *Environmental Politics and Policy*. Washington, D.C.: CQ Press.

Links to other readings and course materials will be provided in BlazeVIEW.

Course Navigation

In order to succeed in this class, you need some basic computer skills and familiarity with Word. Once you get the hang of it, navigation is very straightforward. Use the tools on the left side of the course “home page” to find links to Assignments (paper and ruler icon), Discussions (see pushpin icon), Who’s Online?, email (envelope), and grades, which are the most commonly used tools. All course materials are placed by Unit in each folder. Course assignments and learning outcomes are also listed on the syllabus.

Learning Outcomes

After completion of this course, students will:

1. Students demonstrate the ability to discuss the origins of the environmental movement in the U.S. and how those attitudes are manifested in environmental politics today.
2. Students demonstrate the ability to discuss and apply the policy making process to environmental issues.
3. Students will identify factors that influence and deter agenda setting in the realm of environmental policy
4. Students will demonstrate ability to discuss how U.S. federalism has influenced environmental policy.
5. Students will demonstrate the ability to discuss the political, social, and scientific complexities of environmental policy.
6. Students will demonstrate through discussion an understanding of the institutions and agents who formulate and influence environmental policy.
7. Students will describe competing values that affect environmental policy making.
8. Students will demonstrate the ability to discuss, critically analyze, and make recommendations on a U. S. environmental policy topic through the preparation of a policy memo.

9. Students will demonstrate their ability to research, understand, and organize information about the environment and ecosystems in order to improve their capacity for public policy decision-making.
10. Students will apply knowledge to interpret the policy-making process in a research paper and case study presentation to the class.
11. Students will demonstrate through discussion their understanding of the institutions and agents who formulate and influence environmental policy.
12. Students will demonstrate through discussions and case review understanding of awareness of the public interest nature of environmental affairs and the public administrator's role in managing current and future concerns.
13. Students will be able to compare and contrast regulatory policy in the U.S. and other countries.
14. Students will be able to identify major environmental hazards in the U.S. and other nations.

The following provides the schedule of activities. Please note that the contents of this schedule are subject to change.

Date	Learning Outcomes	Readings	Discussion	Pts.
January 10 - 15	Students demonstrate the ability to discuss the origins of the environmental movement in the U.S. and how the conflict apparent in those origins is manifested in environmental politics today.	<p>Introduce Yourself</p> <p>The Beginnings of the Environmental Movement</p> <p>Read: Chapter 1 in text</p> <p>Read: Hardin, Garrett. "Extensions of the Tragedy of the Commons." Science 280(5364): 682-683.</p> <p>Read: U.S. Forest Service. Undated. "Gifford Pinchot (1865-1946)." http://www.foresthistory.org/ASPNET/people/Pinchot/Pinchot.aspx.</p> <p>Read: "John Muir (1838-1914). Undated. http://www.pbs.org/nationalparks/people/historical/muir/</p> <p>Read and watch: http://www.pbs.org/nationalparks/history/ep2/2/#preservation (and short video)</p> <p>You may wish to watch other video segments (related to these links) and complete the readings that describe more about the beginnings of the environmental movement in the U.S.</p>	<p><u>On-line Discussion:</u></p> <p>Discuss the philosophical differences in Pinchot's and Muir's approach to the environment. How are these attitudes manifested in today's world? After reading Hardin's article, identify some of the other conflicts we can expect to see in studying environmental policy.</p>	4 pts. (See grading rubric in syllabus .)

January 17-22	Students demonstrate ability to discuss the origins of the environmental movement in the U.S. and how the conflict apparent in those origins is manifested in environmental politics today.	<p>A Brief History of Environmental Policy: How did we get here from there?</p> <ul style="list-style-type: none"> • Read: Robert A. McElmurray, III. 2008. Testimony Before the United States Senate Committee on Environment and Public Works. http://www.sludgenews.org/resources/documents/McElmurrayTestimony.pdf • Read: Kuzmiak, D.T. 1991. "The American Environmental Movement." <i>The Geographical Journal</i> 157(3): 265-278. 	On-Line Discussion: What are some of the competing issues you can surmise from reading Mr. McElmurray's testimony before the Senate committee? What are the competing issues in the Wyoming energy case in Chapter 1? After reading the Kuzmiak article, can you make any generalizations about the environmental movement in the U.S.?	4 pts.
January 23-29	<p>Students demonstrate ability to discuss and apply the policy making process to environmental issues.</p> <p>Students will identify factors that influence and deter agenda setting in the realm of environmental policy.</p>	<p>The Policy Making Process</p> <p>Read:</p> <ul style="list-style-type: none"> • Chapter 2 in textbook • Downs, Anthony. 1972. "Up and Down with Ecology—the Issue-Attention Cycle." <i>Public Interest</i> 28 (Summer): 38 – 50. • Benemelis, Isabel. 2011. "Secretary Vilsack Announces Biomass Production Projects to Promote Renewable Energy Development and Create Jobs in Rural America." July 26. http://www.usda.gov/wps/portal/usda/usdahome?contentid=2011/07/0320.xml. • Chapman, Dan. 2011. "Plant Closure Bursts Ga.'s Biomass Bubble." <i>The Atlanta Journal-Constitution</i> (February 15). http://www.ajc.com/business/plant-closure-bursts-ga-838588.html. 	On-line Discussion: Downs' article was written in 1972. He writes that the country is "well into the third stage" (46) of his issue-attention cycle. Would you agree? What are some of the events that have kept environmental interests alive? Can you think of some examples of "realizing the cost of significant progress" that have affected policy implementation? For a more current look at the policy making process, check out the AJC article and USDA news release. Is there some disconnect between government policy and outcomes? (Consider also Solyndra.)	4 pts.
January 30 – February 5	Students will demonstrate ability to discuss how U.S. federalism has influenced environmental policy.	<p>The Environment and Federalism</p> <ul style="list-style-type: none"> • Read 259 – 264 and Conclusion starting on 272: Woods, Neale. 2005. "Primacy Implementation of Environmental Policy in the U.S." <i>Publius: The Journal of Federalism</i> 36(2): 259-276. • Wingfield, Brian, and Marcus, Miriam. 2007. "America's Greenest States." <i>Forbes.com</i>. (October 17.) http://www.forbes.com/2007/10/16/environment-energy- 	On-line Discussion: Environmental laws were for most of the country's history delegated to the states. On what basis have exceptions been made? Does the Preamble to the Constitution provide any support for environmental laws? Are certain kinds of environmental issues more relevant to the states than the federal government?	4 pts.

		<p>vermont-biz-beltway-cx-bw-mm-1017greenstates-pri-nt.html.</p> <p>The following are very brief but are essential to the discussion.</p> <ul style="list-style-type: none"> • Watch: “The Weeks Act.” http://www.youtube.com/watch?v=PLMPYZajx7A&feature=player_profilepage • Read: “The Weeks Act.” http://www.foresthistory.org/AS/PNET/Policy/UnitsAct/index.aspx • Read: The Preamble to the Constitution • Listen: Look for the Clean Air Link: Nina Totenberg. 2001. “Clean Air.” <i>All Things Considered</i> (February 28). http://www.npr.org/news/specials/supremecourt/index.html • Listen: Look for the Clean Water Link: Nina Totenberg. 2001. “Clean Water.” <i>All Things Considered</i> (January 9). http://www.npr.org/news/specials/supremecourt/index.html 	<p>Why does Woods believe many states seek primacy?</p> <p>Submit case study topics via BlazeView email</p>	
February 6 -12	<p>Students will demonstrate the ability to discuss the political, social, and scientific complexities of environmental policy.</p> <p>Demonstrate through discussion an understanding of the institutions and agents who formulate and influence environmental policy.</p>	<p>Policy Actors in Environmental Politics</p> <ul style="list-style-type: none"> • Read Chapter 3 in Text • Watch entire episode (about 2 hours): “What’s Poisoning America’s Waters?” http://www.pbs.org/wgbh/pages/frontline/poisonedwaters/view/ 	<p>Discuss the types of policy actors and their roles in the Imperiled Chesapeake Bay episode. What are some of the causes of the problems in the Chesapeake Bay? How can the relationships between the policy actors here be extrapolated to other environmental issues?</p>	4 pts.
February 13 - 19	<p>Students will describe competing values that affect environmental policy making.</p>	<p>Competing Values</p> <ul style="list-style-type: none"> • Listen to or read the Tahoe-Sierra Preservation Council v. Tahoe Regional Planning Agency case: http://www.oyez.org/cases/2000-2009/2001/2001_00_1167 • Epstein, Richard. 2002. “The Ebbs and Flows in Takings Law: 	<p>On-line Discussion: The temporary “taking” in the Lake Tahoe case was to protect the pristine waters of Lake Tahoe until a preservation plan could be achieved. Do you think the landowners affected by the</p>	4 pts.

		<p>Reflections on the Lake Tahoe Case.” Cato Supreme Court Review. http://www.cato.org/pubs/scr/2002/epstein.pdf</p> <ul style="list-style-type: none"> • Read the Fifth Amendment to the Constitution • Read this news article: Fretwell, Sammy. 2010. “Court’s Ruling Protects S.C. Wetlands.” The State (February 2). http://www.thestate.com/2010/02/02/1138269/conservationists-applaud-long.html#. • 	<p>moratorium should have been compensated? Justify your opinion on such regulatory takings, when they are related to environmental issues like the endangered species act.</p> <p>In the case of the isolated wetlands in S.C. (news article), how is this different from the Chicago isolated wetlands mentioned in your text?</p> <p>In all of these cases, what values are debated?</p>	
February 20 - 26	<p>Students will demonstrate the ability to discuss, critically analyze, and make recommendations on a U. S. environmental policy topic through the preparation of a policy memo.</p> <p>Students will demonstrate their ability to research, understand, and organize information about the environment and ecosystems in order to improve their capacity for decision-making.</p> <p>Students will demonstrate the ability to discuss political, social, and scientific complexities of environmental policy.</p>	<p>Competing Values Read Chapter 8 in text; use other materials as you see fit</p> <ul style="list-style-type: none"> • With a partner, do some research into the following: <ol style="list-style-type: none"> 1. Coal-fired power plants 2. Nuclear power plants 3. Wind turbines 4. Fracking 5. Biosolids power plant <p>Your job is to know enough about these to make a recommendation to your state’s Speaker of the House, because he is being intensely lobbied.</p>	<p>Assignment: Work with a partner. Your state is growing fast. It's clear that future energy needs will not be met with existing power sources. Four new energy alternatives exist and large companies that supply these types of energy are lobbying the legislature for political support for regulatory approval. You work for the Speaker of the State House. Prepare a 3 page introductory policy memo to your boss describing the major positives and negatives of each alternative. Pick your preference and justify it, given federal policy and positive aspects to communities weighed against negative aspects to the area the utility will be located. See</p>	15 pts.
Feb. 27 – March 4	<p>Students will demonstrate the ability to discuss political, social, and scientific complexities</p>	<p>Policy Challenges</p> <ul style="list-style-type: none"> • Read Chapter 4 • Rewriting the Science http://www.cbsnews.com/video/watch/?id=1419490n&tag=conte 	<p>On-Line Discussion: Phthalates are an example of a substance no one realized was potentially dangerous until it was all around us.</p>	4 pts.

	<p>of environmental policy.</p> <p>Students will demonstrate their ability to research, understand, and organize information about the environment and ecosystems in order to improve their capacity for public policy decision-making.</p> <p>Students will demonstrate through discussions and case review understanding and awareness of the public interest nature of environmental affairs and the public administrator's role in managing current and future concerns.</p>	<p>ntMain;contentBody</p> <ul style="list-style-type: none"> • CBS News. 2010. "Phthalates: Are They Safe?" http://www.cbsnews.com/video/watch/?id=6512528n&tag=related;photovideo • NPR. 2011. "Secret Watch List Reveals Failure to Curb Toxic Air." http://www.npr.org/2011/11/07/142035420/secret-watch-list-reveals-failure-to-curb-toxic-air. 	<p>What are some other examples of such substances and the after-effects of those? Discuss the ideas of latency and the challenges of measuring risk in explaining some of the challenges of making environmental policy. How does politics get into the mix?</p>	
March 5 - 11	<p>Students will demonstrate through discussions and case review understanding and awareness of the public interest nature of environmental affairs and the public administrator's role in managing current and future concerns.</p>	<p>Regulatory Economics: Is Cost-Benefit Analysis the Only Answer?</p> <ul style="list-style-type: none"> • Read Chapter 5 • Go to: http://sciencecases.lib.buffalo.edu/cs/collection/. • Download and read ONE of the following cases: <ul style="list-style-type: none"> ○ "Ecotourism: Who Benefits?" ○ "The Deforestation of the Amazon" • You don't have to answer the questions or do the exercise, but I want you to consider the issues as posed by all the stakeholders in each case. 	<p>On-line Discussion:</p> <ul style="list-style-type: none"> • Write a paragraph about the case you read, briefly explaining the various positions, and how you would weigh the benefits and costs. • What makes cost-benefit analysis particularly difficult in environmental policy making? How does this relate to the case you read? As a PA, how do you get reliable information in such cases? 	4 pts.
Spring Break – March 11 - 18				
March 18 – April 1		Case Study Presentations	<p>Case Study Presentations – Using a PP on BlazeView or live on Wimba, students will present their analysis of an environmental issue, weighing costs and benefits.</p>	<p>26 pts. Total – 18 for paper, 4 for present</p>

				ation, 4 for discussion
April 2 - 8		<p>Command and Control Read Chapter 6</p> <p>Read these news stories: http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&node=digest&contentId=A21924-2001Aug16</p> <p>http://www.cbsnews.com/stories/2003/06/19/60minutes/main559478.shtml?tag=mncol;lst;1</p> <p>Superfund sites where you live: http://www.epa.gov/superfund/sites/index.htm</p>	<p>On-Line Discussion: Have air and water quality in the U.S. improved or gotten worse since the 1970s? Can you explain? Discuss.</p> <p>What are the major sources of nonpoint pollution and what can be done about it? Should states permit mega-farms?</p> <p>Are there superfund sites near where you live? Do you know what is being done about them?</p>	4 pts.
April 9 - 15		<p>Regulation</p> <ul style="list-style-type: none"> • Read Chapter 7 (Mesothelioma) http://www.cbsnews.com/video/watch/?id=7321865n • The Wasteland. 2009. http://www.cbsnews.com/video/watch/?id=5274959n • Drinking Water Drug Cocktail. 2008. http://www.cbsnews.com/video/watch/?id=3920498n&tag=related;photovideo <p>Work with a partner to produce your second policy memo.</p>	<p>Policy Memo: Choose from the following topics to prepare with your partner a policy memo. The memo should be 3 pages and should include a brief explanation of the controversy, the stakeholders, pros and cons, your recommendation and justification of the recommendation. Ignore the directions on the exercise. Just use the information provided about the case study and the stakeholders and gather information to make a recommendation to the elected official you work for. Go to:</p> <ul style="list-style-type: none"> • http://sciencecases.lib.buffalo.edu/cs/collection/ <p>“First in Flight, Last in Wetlands Protection” Or “One Glass for Two People: A Case of Water Use Rights in the Eastern U.S.”</p>	15 pts.

April 16-22		<p>Public Lands and the Public Interest</p> <ul style="list-style-type: none"> • Read Chapter 9 • Watch: http://www.pbs.org/nationalparks/watch-video/#914 • Read: http://articles.cnn.com/2011-01-13/us/georgia.cranes.shot_1_whooping-crane-eastern-partnership-international-crane-foundation-feds-offer-reward?_s=PM:US • Video: http://www.naturaloregon.org/2009/06/16/video-saving-the-northern-spotted-owl/ 	<p>On-line discussion:</p> <ul style="list-style-type: none"> • Comment on the pros and cons of timbering and mining in national forests. • What difference does it make about the survival of the spotted owl and the whooping crane? • Is there a lesson in the barred owl vs. spotted owl situation? 	4 pts.
April 23 - 29		<p>Climate Change, Domestic Politics, and the Challenge of Global Policymaking</p> <ul style="list-style-type: none"> • Read Chapter 10 <p>Watch:</p> <p>http://video.nationalgeographic.com/video/player/environment/global-warming-environment/global-warming-101.html</p> <p>http://www.pbs.org/wgbh/warming/</p>	<p>On-line discussion:</p> <ul style="list-style-type: none"> • In light of your reading in Chapter 10 and in previous weeks in this course, why is the issue of global warming so controversial? What is your take on what U.S. policy should be? What advice would you give President Obama? 	4 pts.

Assignments and Possible Points

Case Study or Current Controversy in Environmental Policy

Paper 18 points; Presentation 4 points; Discussion, including responses to at least 6 other students' PPs – 4 points – Total 26 points

Research Paper: Complete a 5-page paper on a current topic or a case study in environmental policy. The best topics are those in which there is conflict over policy decisions. All topics must be approved in advance by the professor. Submit proposed topics via the assignments tool. Issues should be well researched and documented at the end of the PP. You are expected to provide scientific background in layman's terms, if that is relevant. Discuss cost/benefit issues, including any budgetary info you can find. Include in your discussion the public interest components in the issue. Discuss the positive and negative aspects of the policy. Include a recommendation for or against the policy. Cite resources according to the Scott and Garrison Political Science Student Writer's Manual at the end of the paper and use APSA citations as appropriate in the PP. Students who submit papers late will receive a 5% point penalty per day. Papers will be graded on content, style, and grammar.

Presentation: You will prepare a 10-12 slide Power Point presentation to share with the class. We will either do these via WIMBA or post them for discussion purposes.

Discussion: You will be expected to review and comment on at least six other presentations. Part of your grade will be your discussion with presenters about their topics.

Discussions – 4 points each

Discussion posts should be short essays of two to three paragraphs (and in some cases more), depending on the questions. Essays and responses should be posted by Friday during the week’s unit. The best essays will reference all the assigned readings and tie into other course material. Don’t worry about full citations in the discussions, but please reference the author and page (Author, 2) within the text of the essay. Respond to the postings of at least two other students (except on the discussion following presentations, when you will need to respond to 6 others). Responding to all students is not necessary. Posting earlier improves class discussion.

Grades are calculated as follows: 2 points for a good essay, 1 point for reading at least the class average of essays and responses read, and 1 point for at least 2 good responses. “Good post” or “nice job” are not sufficient. Your response should directly relate to what the other student’s essay was about or branch off from that. Responses should be substantive to be counted.

Partner Written Assignments – 2 Policy Memos – 15 points

You have two policy memos to complete with a partner. I am asking you to do this work with a partner, so that you can get another person’s perspective. In three pages, make the memo to the official for whom you would be working. This should be a formal document, that is, keep it lean and professional like you would if you were a policy advisor to a mayor or congressman or governor. You should describe the environmental issue that is contested (case studies are provided), discuss the stakeholders and their positions, summarize the pros and cons of the issue, make a recommendation, and justify that recommendation. You will not be graded on your recommendation, but you will be graded on the components and whether you supported your recommendation. If you don’t agree, then put forth both opinions.

Discussion	11 for 4 points	44 points
Research paper, PP, and discussion	18 pts – paper 4 pts. PP 4 pts. discussion	26 points
Policy memos	2 for 15 pts.	30 points
Total		100 pts.

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below	F

Class Policies

- Readings: To demonstrate familiarity with the readings, reference them in the on-line discussions. Part of your grade is based on how much you participate in the readings.

- Discussion must always be civil. I will likely be engaged in the discussions, but the point is for you to learn from each other. I am not tolerant of rudeness or disrespect of other students. We will respect the thoughts and opinions of others, even when we do not agree.
- This schedule of activities is intended to be used as a guide. Changes may be necessary. Students will be informed of changes to the syllabus.
- No extra points are offered.
- Check Blazeview for announcements and postings on a regular basis, at least once a week, because I almost always send out an announcement at the beginning of the week.
- Check your e-mail often.
- I strongly suggest that you compose your discussions and save them in Word and then paste into the discussion. You can check spelling and grammar this way, and you're less likely to lose them.
- Communications with the instructor should be via VSU email (mrwickersham@valdosta.edu) or the phone number listed above. Email is preferred.

Accommodations

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY). See the intro on BlazeVIEW for other access links.

Academic Integrity

Academic integrity is the responsibility of all VSU faculty and students. Cheating and plagiarism are not tolerated and will result in a failing grade, if the student is found guilty of cheating. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty member's syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

Each graduate student is required to read and to be familiar with the section on plagiarism in the Valdosta State University *Thesis and Dissertation Guide* (available online under the Graduate School). You may also access this statement at www.valdosta.edu/mpa/students. Plagiarism will result in a failing grade for the course. In extreme cases, plagiarism will result in dismissal from the program.

Portfolio

Students seeking the M.P.A./D.P.A. have a requirement for a portfolio. If you create materials in this class that you want to include in the portfolio, it is wise to save them on your personal computer, since BlazeVIEW materials may not be accessible in the future. Establishing a portfolio now will save you hours of time later.

See BlazeVIEW for additional info.