

Environmental Policy – PADM 7500 - OMB
3 Credit Hours
Public Administration Program
Department of Political Science, College of Arts and Sciences
Moody Air Force Base

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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), 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 help or hinder environmental issues from reaching the political agenda.
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 through research and a case study/debate/role play 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	Class Discussion	Homework/Assignments
Mar 27	Students will 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." <i>Science</i> 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>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> <p>In class: http://www.pbs.org/nationalparks/history/ep2/2/#preservation (and short video)</p>	<p>Homework</p> <p>Student Presentation Debate</p>
Mar 29	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. 	<p>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.?</p>	<p>Homework: Prepare a 2 page paper describing competing factors in the McElmurray and Wyoming wind energy cases. Due 2/20</p> <p>Student Presentation – Wind Energy – How Realistic?</p> <p>Student Presentation: Solid Wastes – What are the Options?</p>

<p>Apr 3</p>	<p>Students demonstrate ability to discuss and apply the policy making process to environmental issues.</p> <p>Students will identify factors that help or hinder environmental issues from reaching the political agenda.</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. 	<p>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?</p> <p>In class:</p> <p>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.</p> <p>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.</p>	<p>Student Presentation Biomass for Energy: How Realistic is It?</p> <p>Student Presentation: Case Study: Solyndra</p> <p>Submit debate topics today.</p>
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<p>Apr 5</p>	<p>Students will demonstrate ability to discuss how U.S. federalism has influenced environmental policy.</p> <p>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.</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>The Environment and Federalism</p> <p>Public Lands</p> <ul style="list-style-type: none"> • Read Chapter 9 • <i>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.</i> • 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-vermont-biz-beltway-cx_bw_mm_1017greenstates_print.html. • Read: The Preamble to the Constitution 	<p>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? Why does Woods believe many states seek primacy?</p> <p>In class:</p> <ul style="list-style-type: none"> • Watch: "The Weeks Act." • http://www.youtube.com/watch?v=PLMPYZajx7A&feature=player_profilepage <p>Listen: Look for the Clean Air Link:</p> <ul style="list-style-type: none"> • Nina Totenberg. 2001. "Clean Air." All Things Considered (February 28). • http://www.npr.org/news/specials/supremecourt/index.html <p>Listen: Look for the Clean Water Link:</p> <ul style="list-style-type: none"> • Nina Totenberg. 2001. "Clean Water." All Things Considered (January 9). http://www.npr.org/news/specials/supremecourt/index.html 	<p>Student Presentation: Case Study - Federalism and the Clean Water Act</p> <p>Student Presentation: Case Study - Federalism and the Clean Air Act</p> <p>Public Lands and Mining: Is this Good Policy?</p>
<p>Apr 10</p>	<p>Students will demonstrate the ability to discuss the political, social, and scientific complexities of environmental policy.</p> <p>Demonstrate through discussion an</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>Homework: due 2/29</p> <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</p>

	<p>understanding of the institutions and agents who formulate and influence environmental policy.</p>			<p>here be extrapolated to other environmental issues?</p> <p>Student Presentation: What's in the Water?</p> <p>Student Presentation: Global Fisheries: Are They in Danger? And What About Ocean Farming?</p>
Apr 12	<p>Students will describe competing values that affect environmental policy making.</p> <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</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: Reflections on the Lake Tahoe Case." Cato Supreme Court Review. http://www.cato.org/pubs/scr/2002/epstein.pdf 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>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 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>	<p>Student Presentation: Case Study Involving Property Rights vs. Environmental Development. (Pick an endangered species and go from there.)</p> <p>Go to: http://sciencecases.lib.buffalo.edu/cs/collection/ to find case studies for Debates 2 and 3. Focus on the cost/benefit aspects of the debate.</p> <p>Debate</p> <ul style="list-style-type: none"> Ecotourism: Who Benefits? <p>Homework: Due 3/5: Go to http://www.fws.gov/athens/endangered/counties_endangered.html Pick an endangered species that interests you or one from your home county. Create a policy memo to your state legislator that</p>

	to discuss political, social, and scientific complexities of environmental policy.			explains the challenges of protecting the species, what the competing values are, the threat to the species, and what you would recommend.
Apr 17	<p>Students will demonstrate the ability to discuss political, social, and scientific complexities 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>Students will be able to</p>	<p>Policy Challenges Global Warming</p> <ul style="list-style-type: none"> • Read Chapters 4 and 10 • Watch: <ul style="list-style-type: none"> http://video.nationalgeographic.com/video/player/environment/global-warming-environment/global-warming-101.html http://www.pbs.org/wgbh/warming/ 	<p>Phthalates are an example of a substance no one realized was potentially dangerous until it was all around us. 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> <p>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?</p> <p>In-Class: Rewriting the Science</p> <ul style="list-style-type: none"> • http://www.cbsnews.com/video/watch/?id=1419490n&tag=contentMain;contentBody • 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- 	<p>Student Presentation: Toxic Wastes – Case Study of Love Canal (or another toxic site)</p> <p>Debate: Global Warming.</p>

	<p>compare and contrast regulatory policy in the U.S. and other countries.</p> <p>Students will be able to identify major environmental hazards in the U.S. and other nations.</p>		<p>reveals-failure-to-curb-toxic-air.</p>	
Apr 19	<p>Students will identify factors that help or hinder environmental issues from reaching the political agenda.</p> <p>Students will be able to discuss competing values that affect environmental policy making.</p> <p>Students will demonstrate through case review and discussion an understanding of the benefits and challenges of using benefit cost analysis in making environmental policy.</p>	<p>Regulatory Economics: Is Cost-Benefit Analysis the Only Answer?</p> <ul style="list-style-type: none"> Read Chapter 5 	<p>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?</p> <p>In class:</p> <ul style="list-style-type: none"> 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>Student Presentation: Our Energy Future: The View from a Cost/Benefit Perspective</p> <p>Go to: http://sciencecases.lib.buffalo.edu/cs/collection/ to find case studies for Debates 2 and 3. Focus on the cost/benefit aspects of the debate.</p> <p>Debate: Use Case Study “First in Flight, Last in Wetlands Protection”</p> <p>Debate “The Deforestation of the Amazon”</p>
Spring Break – March 11 - 18				
Apr 24	<p>Students will identify factors that help or hinder environmental issues from reaching the political agenda.</p>	<p>Command and Control Regulation</p> <p>Read Chapters 6 and 7</p> <p>Read these news stories:</p>	<p>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</p>	<p>Debate - Go to: http://sciencecases.lib.buffalo.edu/cs/collection</p> <p>“One Glass for Two People: A Case of Water Use Rights in</p>

	<p>Students will demonstrate through discussion an understanding of the institutions and agents who formulate and influence environmental policy.</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 future concerns.</p> <p>Students will be able to compare and contrast regulatory policy in the U.S. and other countries.</p>	<p>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>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>	<p>the Eastern U.S.”</p> <p>Student Presentation: Case Study of a Superfund Site</p> <p>Student Presentation: Sources of Nonpoint Pollution and What Can we Do About Them?</p> <p>Debate: Solid Waste: Landfill, Recycle, or Burn: What’s the Best Solution?</p>
Apr 26	Final Exam			

Assignments and Possible Points

Student Debates – 25 points

Students will be expected to work in small groups to research and develop a debate or a role play on an environmental issue. Some debates will be about big issues like global warming. Others will be derived from case studies that are made available to you. Whatever your topic, you will need to have the facts at hand. If you choose to conduct a debate, each side will have 5 minutes for opening statements to support their positions, followed by rebuttal. If you choose to do a role play based on the stakeholders of the environmental issue, each person in the group will take a role. The discussion must end in an agreement on the issue. This project will require thorough research. All team members will be expected to actively participate.

Homework Assignments – 15 points each

There are two short writing assignments that expand our classroom activity. Each should be a full two pages in length and should cover the topic. Cite resources.

Student Presentations – 20 points each

Each student will prepare a presentation that ties into the weekly discussion. Some topics are suggested, but others may be added on the first night of class, depending on the number of students in the class. Students will be expected to conduct research to thoroughly understand the topic and to present an informative program to the class. Presentations should be 10-12 minutes. No separate paper is required.

Class Participation – 5 points

Students who miss no classes (unless there is a valid excuse) and who participate in the discussion will receive the full five points.

Final Exam – 20 points

Assignment	Points for assignment	Total possible
Debates	25 points	25 points
Short Papers	15 points	30 points
Student Presentations	20 points	20 points
Final Exam	20 points	20 points
Class Participation	5 points	5 points
Total		100 pts.

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

Class Policies

- Readings: You are expected to read all materials prior to class and to reference them, when appropriate, in papers and debates.
- I am not tolerant of rudeness or disrespect of other students. We will respect the thoughts and opinions and 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.
- Communications with the instructor should be via VSU email (mrwickersham@valdosta.edu) or one of the phone numbers 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.

