

PSCI 3206: Environment & Public Policy

Spring 2020 - Tu/Th 3:30-4:45 pm – HUMN 250

Updated on Jan.8th

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Course Description

This course examines the definition, formulation and implementation of public policy concerning the environment. Throughout, we will be focusing on the interplay between policy content (how we define the issues and what options we select for addressing those issues) and political processes (how we build support and develop compromise among divergent values and interests in order to forge agreement). Building knowledge of environmental policy with examples from both the US and other countries will be achieved through class discussion and readings as well as your identification of a case where a policy issue has been tackled allowing for lessons learned from the experience that we can all share and discuss.

Class topics are organized around four basic themes. First, we will set the common understand of how policy processes are conceived and understood. We will explore how environmental issues develop through policy agenda setting, formulation, implementation and ongoing feedback phases, including how a wide array of government and non- government actors are involved in policymaking processes. Then, we will discuss divergent set of values in making environmental policy choices. What are some of these competing policy perspectives? Among others, we will consider regulatory imperatives, arguments for economic flexibility, the role of scientific information, environmental ethics positions, considerations of justice, and the limits and opportunities presented by the US system of federalism. Finally, we will talk about policy instruments and how to assess their usability and efficacy for issues related to pollution control, natural resource management and emerging issues related to climate change and sustainability. Our goal is to untangle the many elements of environmental policy to better understand our current environmental circumstances and future options moving forward.

Course Readings

Readings are drawn from one book and additional materials available as listed, either on the internet or on Canvas. Students should also plan to regularly read the news for current developments in environmental policy, which will be discussed in class on an ongoing basis.

James Salzman and Barton H. Thompson, Jr., *Environmental Law and Policy*, 4th ed. (Foundation Press, 2014). Note: earlier editions also acceptable.

Class Expectations

My overriding goal for this course is to have you engage with the class material and to think critically about environmental problems and policy responses. The instructor expects all

students to participate in discussions with thoughtful and insightful content and questions, and to incorporate readings, current events, and prior class knowledge into increasingly complex analysis of ideas and topics. To that end, here are my expectations for the course:

1. I expect you to be prepared to discuss the material and to engage with me and your fellow classmates in a critical way. I want to challenge your thinking and broaden your intellectual horizons regarding the environmental problems and their potential policy responses.
2. Some of the topics covered in this course may elicit strong and diverse opinions, such as racism, ethnocentrism, imperialism etc. I expect that these topics will be discussed openly, professionally, and without aggression or malice. It is perfectly fine to have differing opinions on such weighty topics, but we must respect everyone's views in the classroom.

Grading Scale

Grades will be assigned as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

Comments on Grading: There will be no extra-credit at the end of the semester. If you find that you are not doing well in the course, please email me as soon as possible. Staying up-to-date with the coursework and readings is the best way to succeed in this course.

Work that is missed cannot be made up.

Waiting List

This course typically has a significant waitlist so your attendance during the first two weeks will determine if any new slots become available for waitlisted students. In other words, a high number of absences during the first two weeks will put you at risk of being dropped from the class roster to make space for a waitlisted student who has been regularly attending class.

Course Requirements

Date Due	Assignments	Grading
	Class attendance & quizzes	10%
Feb 6	Environmental policy issue proposal (introduction and description of an environmental policy issue of your choice); details on Canvas	5%
Jan 21, Mar 10, Apr 7	Participation in experiments and reaction notes (2 pages max)	15%
Mar 3	Environmental issue inquiry (review of research and developments on your selected environmental policy issue); details on Canvas	10%

Feb. 13	Midterm exam 1	15%
Apr 16-30	Environmental policy case presentation (professional-level group presentation describing a case related to the policy issue of your choosing and the policy solution implemented with your assessment of it). One document providing the description of the case of your group's discussion; details on Canvas	25%
	Final exam; requirements posted to Canvas	20%

Class & University Policies & Expectations

- **Classroom etiquette:** The basic rule is one of respect. The goal is to create a community where all feel free to participate in classroom discussion and are open to the ideas and contributions of others. We should expect to disagree with each other on at least some issues of debate, but discussion and disagreement must be expressed in a manner that recognizes the dignity of all and is open to learning from other perspectives. Disrespectful language and/or behavior will not be tolerated.
- **Use of technology in the classroom:** Laptop computers and other electronic devices could be distracting or useful depending on how you choose to use them. Please be mindful and avoid distracting others from paying attention to class.
- **Attendance & participation:** It is assumed that all students are enrolled with the goal of gaining maximum value from the course and will thus be in regular attendance and actively engaging with the material. Regular attendance means arriving on time, remaining for the entire class session, and avoiding unnecessary absences (more than 2 unexcused absences will negatively affect your grade). Active engagement means being attentive, asking and answering questions in the classroom and regularly participating in group discussions. Daily quizzes will occur at any point during class.
- **Assignments:** Students are responsible for ensuring that assignments are successfully submitted to Canvas on time and accessible for grading purposes (submitted in .doc, .docx or .pdf formats). Sending assignments by email is **strongly discouraged**, but in case of an extreme event it will be taken into account. Assignments are due on the due dates. You will have information about major assignments from the beginning of the semester, so you could turn them in early. Late delivery of assignments will only be accepted under extreme circumstances and every day beyond the deadline will have a penalty of half letter grade. Students with legitimate, documented reasons for missing an exam or assignment deadline should consult with the professor prior to the due date for alternative arrangements and exemption from late penalties.
- **Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary

medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

- **Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

- **Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

- **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:** The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

- **Religious Holidays:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know as soon as possible of any schedule conflicts – before missing class or assignments. See [campus policy regarding religious observances](#) for full details.

PSCI 3206, Environment & Public Policy
CLASS SCHEDULE & ASSIGNMENTS

*** subject to change ***

Date	Theme	Activity	Lectures and evaluations
Week 1: Jan 14	Course Introduction		
Week 1: Jan 16	Course Introduction: Economic framework to understand environmental and natural resources problems I	Discussion	<ul style="list-style-type: none"> • Judith A. Layzer, “A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Politics,” pp. 1-21 in <i>The Environmental Case: Translating Values Into Policy</i>; on Canvas.
Week 2: Jan 21	Testing the waters	Market Failures I: Public Goods & Common pool Resources Experiment 1 Discussion -	<ul style="list-style-type: none"> • Ostrom (2000) P: 332 - 342 • Hardin (1968)
Week 2: Jan 23	Economic framework to understand environmental and natural resources problems II	Market Failures II: Externalities ** Deliver experiment 1 reaction note to canvas	<ul style="list-style-type: none"> • Delucchi (2000) • Boyce (2002)
Week 3: Jan 28	Introduction to policy agenda setting: issues, actors, solutions	Policy basics I discussion	<ul style="list-style-type: none"> • Environmental Law & Policy, Chap 2
Week 3: Jan 30	Policy formulation, implementation & administrative rule making	Policy basics II: Policy processes	<ul style="list-style-type: none"> • Anthony Downs, “Up and Down with Ecology: The ‘Issue-Attention Cycle’” • John Kingdon, “Wrapping Things Up,” Chap 9 (a summary of Kingdon’s agenda-setting model) in <i>Agendas, Alternatives and Public Policies</i> (Boston, Little, Brown & Co, 1984, 2010).

Week 4: Feb 4	Policy formulation, implementation & administrative rule making	Discussion: the 1969 enactment of the National Environmental Policy Act (NEPA)	• Environmental Law & Policy, 12
Week 4: Feb 6	Policy instruments: General	Introduction to Policy Instruments **Deliver environmental policy issue: topic identification & proposal in canvas	• Coria & Sterner (2011) • Environmental Law & Policy, Chaps 3, 4
Week 5: Feb 11	Pollution and clean air	Discussion: Command & control The Clean Air Act 1970	• Environmental economics. Hanley, Shogren and White. Chapter 5 • Environmental Law & Policy, Chap 5
Week 5: Feb 13	Pollution and clean air	Discussion: Tradable permits & Cap&Trade Study for Midterm 1	
Week 6: Feb 18	Midterm 1 in class		
Week 6: Feb 20	Forest governance: Concept of ecosystem services The US perspective: the endangered species act and other	Discussion: Forest management in the US. Overview of instruments in forestry	• FAO (2012). • Bray et al (2004) Environmental Law & Policy. Page. 287 – 309.
Week 7: Feb 25	Forest governance: Forests in L.A The PES case	Discussion about key differences in forest management US vs LA? ** Debate deforestation prevention vs poverty reduction goals	• Ferraro & Pattanayak (2006). • Robalino et al (2008)
Week 7: Feb 27	Forestry: global markets, local solutions 1	Discussion: REDD+	• Phelps et al (2010)
Week 8: Mar 3	Global markets, local solutions 2	Certification programs ** Deliver to Canvas: Environmental issue inquiry (review of research and developments on your selected environmental policy issue)	

Week 8: Mar 5	Water: water pollution & water rights	Discussion: The Clean Water Act & main water challenges	<ul style="list-style-type: none"> • Environmental Law & Policy, Chap 7 • Congressional Research Service, “‘Waters of the United States’ (WOTUS): Current Status of the 2015. Clean Water Rule,” updated December 12, 2018; on Canvas. • University of North Dakota, Energy & Environmental Research Center (UNDEERC), “Water Appropriation Systems;” on Canvas.
Week 9: Mar 10	Water: water management and CPR	Experiment 2: You need to bring your computer to class	
Week 9: Mar 12	Water: wetlands & fishery	** Deliver experiment 2 reaction note to canvas	• Salas et al (2007).
Week 10: Mar 17	Energy: main challenges and overview	Discussion: the US case The coal & politics.	• Environmental Law & Policy. Chap 11.
Week 10: Mar 19	Energy: Instruments	Discussion: what is the problem with fracking?	• Warner, B., & Shapiro, J. (2013). Fractured, fragmented federalism: A study in fracking regulatory policy.
Week 11: Mar 23-27	Spring Break		No classes
Week 12: Mar 31	Mining: the policy context in the US	Discussion: Superfund sites & hazardous waste management	• The Environmental Case. Translating values into Policy. Chapter 3. Layzer & Rinfret. 2019. Fifth edition.
Week 12: Apr 2	Mining in Latin America	Discussion: Mining in Latin America Mining & conflict Documentary.	• Bebbington & Bebbington (2012)
Week 13: Apr 7	Climate Change: the behavioral issue	Experiment 3. Risk and valuation	• Carrico, A. R., Vandenberg, M. P., Stern, P. C., & Dietz, T. (2015).
Week 13: Apr 9	Climate Change	Context: the role of behavioral studies for Climate Change	<ul style="list-style-type: none"> • Rubin & Rossing (2012) • Proskurovska & Pajunen (2013)

		b) Mitigation and Adaptation Strategies in Latin America ** Deliver experiment 3 reaction note to canvas	
Week 14: Apr 14	Environmental debates: Environmental Justice	Discussion: Greening the Ghetto	• Brulle, R. J., & Pellow, D. N. (2006). Environmental justice: human health and environmental inequalities.
Week 14: Apr 16	Case study: Group presentations		
Week 15: Apr 21 & 23	Case study: Group presentations		
Week 16: Apr 28 & 30	Case study: Group presentations	Group paper deadline: details in canvas	
May 2 - 9	Final exams week		