Course Description

One commonly held view is that government is justified in intervening to offset the externalities that are brought about as a consequence pollution and other types of activities affecting the environment, but there is rarely ever agreement on how best to address these problems. This course is designed with this central question in mind. How best do we design our institutions so as to best tackle the tricky environmental problems, such as global climate change and endangered species, we are facing today?

General Course Goals

By the end of this course you should be able to identify the ways that we have approached the challenges associated with environmental policy in the past and in the present, while also focusing our attention on how we approach contemporary challenges. This means that all students should be able to describe how the debate over environmental policy has changed over the years, how we have created new institutions, like third generation approaches, for protecting and sustaining our natural resources, and how we view the various problems associated with specific natural resource and environmental problems such as air and water pollution, global climate change, public lands policy, energy development, etc.

This is a seminar-style course. To this end, I will seek to maximize classroom discussion and student dissemination of material to the extent possible.

Course Objectives and Outcomes

This course fulfills the following University of Rhode Island General Education Program learning outcome:

- Integrate and Apply

Specific Student Learning Outcomes

Students in this class will:

- Learn to communicate ideas clearly and effectively in written form.
- Formulate a research question, and use theory and the logic of methodological design to answer that question.
- Use primary and secondary sources of data to formulate a case study of environmental policy change to test two theories of the policy process.
- Learn to produce work in accordance with the highest standards of academic integrity.
- Be required to professionally present original research through a poster presentation format.

Required Text:

Students are expected to stay informed on news involved environmental politics and policy and can do so by reading High Country News at hcn.org.

I will be making several readings and lectures available to you online.

**Grading:**

You will have the opportunity to earn a total of 300 points for this course. I have divided these opportunities into two areas:

1. In Class Quizzes – 50 points
2. Team-Based Discussions – 50 points

**Semester-Long Seminar Paper and Writing Exercises (200 points):**

7. Seminar Paper Case Study and Analysis – 20 points.

**Percentage Grading Scale:**

| 100-93  | A | 79-77 | C+ | 59 and below | F |
| 92-90   | A-| 76-73 | C  |
| 89-87   | B+| 72-70 | C- |
| 86-83   | B | 69-67 | D+ |
| 82-80   | B-| 66-60 | D  |

**Pathways to Success:**

1. Read all assigned readings. Classroom discussion will be more productive and you will do well on your quizzes having read everything.

2. Come to class. I’ve noticed through the years that students with the best attendance are the ones that receive the highest grades in the class.

3. Turn assignments in on time. Although I do accept late work, it will be reflected in the grade for the assignment (5% taken off if handed in after the time it is due but on the same day; 10% taken off thereafter for each day that the assignment is late with a maximum fifty point reduction). I do not recognize funerals for friends or the illnesses of others as personal tragedies under the university’s attendance policy.
4. I also ask that you be very familiar with the terms of this syllabus. I’ve noticed that when students are not familiar with the policies that we have agreed to in this syllabus that I am the one who comes across as inflexible when, in truth, we both have an obligation to execute this agreement together.

Exams:

The requirements for completing this course include the completion of a midterm and a comprehensive final exam. The exams are a combination of short answer and essay questions. Prior to each exam I will distribute a comprehensive study guide. The following are the course policies relating to exams:

8.51.12 Students who expect to be absent from classes or examinations for university sanctioned events shall discuss this with me at least one week in advance of the sanctioned event(s).

8.51.13 When serious illness, accident, personal tragedy, or other serious matters prevent students from attending classes, taking examinations, or meeting deadlines, the instructor(s) shall offer the student an alternative [means of assessment] listed in 8.51.11 [of the student handbook]. [Note: I do not interpret the university’s policy on attendance to allow students to miss exams and/or deadlines for attendance at a friend’s funeral].

Quizzes:

In each class period that does not fall on an exam date or presentation date, I will distribute a quiz at the beginning of class that covers material from that day’s readings. Each quiz is worth ten points each. At the end of the semester, I will keep your five best quiz scores and drop the lowest remaining scores. When you miss classes, you will receive a zero on your quiz for the day (there are no make-ups allowed). Students who are late to class do not receive a quiz for that day.

Seminar Paper:

For this project you will be asked to produce a Seminar Paper that will be used to test various theories of the environmental policy process. The purpose of this assignment is to adapt and apply skills, abilities, theories or methodologies to substantial issues. After completing this assignment, you should also be able to make connections across the various theoretical perspectives we have covered in this course. The final component of this project will require a professional poster presentation that communicates the knowledge and demonstrates the skills you have gained during the semester. Instructions for the Seminar Paper are available in Sakai under the Resources tab. Some examples of current and ongoing policy conflicts are the Deepwater Wind project off the coast of Block Island, frac sand mining in Southern Minnesota, and energy development off the coast of Alaska or in Western North Dakota. I highly encourage students to find conflicts that are affecting our region.

Participation:

This course is described in the curriculum as a seminar-style course, which means that we will place a major emphasis on classroom discussion and debate versus class lecture. To this end, I will be making online lectures available to students to watch on their own time. This will allow us to use the rest of the class period to discuss the class material together in teams. Everyone, therefore, is responsible for carefully reading the material before class so that we can maximize discussion in teams. Your participation grade will be based on your contribution to team-based discussions.

Computers:
Your computers, tablets, and cell phones should only be used to access the reading material while you are working together in teams.

**Accommodations for Special Needs:**

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098.

**Academic Integrity:**

All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these MUST be properly documented, or you will be charged with plagiarism and will receive an F for the paper. In most cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the URI Student Handbook, and UNIVERSITY MANUAL sections on Plagiarism and Cheating at http://www.uri.edu/facsen/8.20-8.27.html - cheating.

Any good writer’s handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references I am available to answer these questions. I have also designed an assignment that will help you know when citations are expected to avoid plagiarism.

**Academic Enhancement Center:**

This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center (http://www.uri.edu/aec/) is a great place to do this. At the AEC you can work alone or in groups, and tutors and professional learning specialists are available to help you to learn, manage your time and work, and study well. On the Kingston campus, it’s open Monday through Thursday from 10 a.m. to 9 p.m. and Fridays until 1 p.m. All services are free (the coffee is free as well!), and no appointment is needed. You can call for complete information at 874-2367, or just stop by the center on the fourth floor of Roosevelt Hall. In Providence, the Academic Skills Center (ASC) is at 239 Shepard Building, (401) 277-5221. Hours are posted each semester at http://www.uri.edu/prov/studentresources/help/academicskills.html. In addition, the Saturday Skills for Success program offers workshops and tutoring from 10 am -1pm during fall and spring semesters.

**The Writing Center:**

The Writing Center is for “all writers, all disciplines, at all levels, and all stages of writing.” If an instructor suggests that you go to the Writing Center, it is not a punishment, and does mean that you are a terrible writer. It means the instructor wants you to receive more individualized attention to your writing than s/he is able to provide, given the constraints of the class. It will only improve your grade. If possible, call ahead for an appointment (874-4690). Drop-in tutorials are often available. You may make repeat appointments, requesting the same tutor each time if you wish. See their Web Page: http://www.uri.edu/artsci/writingcenter/index.shtml for tips on how to make the best of your Writing Center visit.
Standards of Behavior:

Students are responsible for being familiar with and adhering to the published "Community Standards of Behavior: University Policies and Regulations" which can be accessed in the University Student Handbook. If you must come in late, please do not disrupt the class. Please turn off all cell phones, pagers, or any electronic devices.

Religious Holidays:

It is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must provide written notification to each instructor.

Illness Due to Flu:

The nation is experiencing widespread influenza-like illness. If any of us develop flu-like symptoms, we are being advised to stay home until the fever has subsided for 24 hours. So, if you exhibit such symptoms, please do not come to class. Notify me at ajley@uri.edu of your status, and we will communicate through the medium we have established for the class. We will work together to ensure that course instruction and work is completed for the semester.

The Centers for Disease Control and Prevention have posted simple methods to avoid transmission of illness. These include: covering your mouth and nose with tissue when coughing or sneezing; frequent washing or sanitizing your hands; avoiding touching your eyes, nose, and mouth; and staying home when you are sick. For more information please view www.cdc.gov/flu. URI Health Services web page, www.health.uri.edu, will carry advice and local updates.

Syllabus Amendments:

In a course that examines current political events and controversies, I may need to make changes to this syllabus. Please pay attention to Sakai Announcements and Emails for any changes that may be made throughout the semester.

Course Outline

Part I: Theoretical Approaches and the Political Context of Environmental Policymaking

Tue, Jan 2: Syllabus Overview, Class Introduction, and the Historical Context of Environmental Policymaking.
   Rosenbaum Ch. 2, All
   Costain and Lester Handout, focus on pp. 22-27 (Available via Sakai)

Wed, Jan 3: Executive, Legislative, Administrative, Judicial, and Collaborative Policymaking.
   Rosenbaum Ch. 3, All
   Research Question Due
Thur, Jan 4: Wicked Problems and Theories of Environmental Policymaking
   Ley Theory Handout (Available via Sakai)
   Weber, Lach, and Steel Handout (Available via Sakai)

Mon, Jan 8: The Regulatory Context of Environmental Policymaking
   Rosenbaum Ch. 5, pp. 163-190
   *New York Times* Handout (Available via Sakai)
   Fiorino Handout (Available via Sakai)
   **Lit Review & Theory Section Due**

Tue, Jan 9: The Creation of Superfund and Cradle-to-Grave Regulation of Toxic and Hazardous Chemicals.
   Rosenbaum Ch. 7, pp. 237-267
   Layzer, Ch. 3: Love Canal Case Study
   Ley and Hall Chapter on Hazardous Waste Disposal (Available via Sakai)

Wed, Jan 10: The Politics of Public Lands
   Rosenbaum Ch. 9, pp. 320-354
   Ley & Boisclair Chapter on Grazing Policy (Available via Sakai)
   Ley Chapter on Endangered Species (Available via Sakai)

Thur, Jan 11: Fracking and Energy Development in America
   Rosenbaum Ch. 8, pp. 273-290
   Layzer, Ch. 11: BP Oil Spill Case Study
   Layzer, Ch. 14: Fracking Case Study
   **Methodology, Case Study, & Analysis Due**

Tue, Jan 16: Climate Change Politics in America
   Rosenbaum Ch. 10, pp. 357-387
   Layzer, Ch. 12: Climate Change Case Study
   Dunlap and McCright: The Denial Countermovement (Available via Sakai)
   Ley, *Law & Policy* Manuscript (Available via Sakai)

Wed, Jan 17: Smart Growth
   Layzer, Ch. 15: Portland Oregon Smart Growth Case Study
   **Final Seminar Paper Due**

Thur, Jan 18: Research Poster Presentations