

**PSCI 3206: ENVIRONMENT AND PUBLIC POLICY**  
**UNIVERSITY OF COLORADO BOULDER**  
**FALL 2018**

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OFFICE: KETCHUM 122  
HOURS: T 2:00-4:00  
or by appointment

TIME: TUESDAYS AND THURSDAYS, 12:30-1:45 PM

LOCATION: HUMN 1B80

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### **COURSE DESCRIPTION**

The field of environmental policy seeks to understand the ways in which governmental and nongovernmental organizations make collective decisions that impact the environment. The goals of the course are to better understand environmental problems and the values, actors and processes involved in making environmental policy. In pursuit of these goals, the course is organized into three units: First, we will consider why environmental problems persist despite living in a richer, more technologically advanced, and environmentally aware world. Second, we will evaluate competing values and interests in environmental decision-making. Third, we will discuss the major institutions and actors responsible for environmental policymaking in the US. We will place a lot of emphasis on case studies within each unit, which will require students to think critically about conflicting policy goals and coordination of policies across interests and political jurisdictions. Students will be expected to apply the knowledge and tools from the course to ongoing policy issues that develop during the semester.

### **COMMUNICATION POLICY**

I will communicate with you through your Colorado email account and D2L. Please be in a habit of checking these accounts on a daily basis. Students are responsible for any and all information sent via these mediums, including any changes made to the syllabus, schedule or assignments. Students should contact me via my email provided above and expect a response from me within 24 hours. Additionally, students may come to my scheduled office hours or make an appointment for another time.

### **COURSE READINGS**

There is one required textbook for the class. It is available at the CU Bookstore and most online stores of your choice. You MUST use the 4<sup>th</sup> edition of this book.

Judith A. Layzer. 2016. *The Environmental Case*, 4th edition. CQ Press.

All other readings I will post on D2L. All assigned readings are to be read *prior* to the class date that they are assigned.

Students are expected to be well-informed on current events from around the world related to class topics. I recommend the following sources, although there are many others:

- The New York Times (<http://www.nytimes.com/pages/world>)
- The Economist (<http://www.economist.com/world>)
- The BBC (<http://www.bbc.co.uk/news/world>)
- National Public Radio (<http://www.npr.org/sections/world>)

## ASSESSMENT

***Attendance & Participation (10%):*** Attendance and punctuality are mandatory and students are expected to come to class prepared to discuss the readings and lecture material. Each student will be allowed *three* absences. Use these three “freebies” wisely! These should cover absences for ANY reason, including illness, injury, dead batteries, religious holidays, family obligations, etc. Because all students receive an ample allotment of freebies, please do not discuss, request excuses for, or argue about absences with the instructor. Note that religious holidays, sickness, and other reasons for absence that are “legitimate” DO COUNT against your freebie absences. You are strongly advised to use your freebies for these purposes. Each additional absence beyond the freebies will result in a 5% reduction in the attendance grade. I will take roll-call at the beginning of class. Those who arrive more than ten minutes late to class will be counted as absent. Excused absences beyond the freebies are only granted in extreme circumstances (i.e. death in the family, severe illness) and require written documentation *prior* to the anticipated absence. Documentation received after the absence is not accepted and the absence will be recorded as unexcused. Students with 10 or more absences will either have to drop the class or receive an “F.”

*Student participation* will be assessed on whether you ask questions and engage in class discussion. Note that this will be based on quality in addition to quantity of participation. You must demonstrate that you are prepared for class (understand the readings) and are making connections across class topics to receive a high grade for this assessment. I rarely spend an entire class lecturing; rather I lead class discussion. The purpose of our discussions is for students to demonstrate a mastery of the assigned readings by discussing and critiquing the ideas presented therein, to propose alternate questions, comments, or ideas about the topics raised, and to respond to comments and questions raised by others.

***Exams (15% each midterm, 20% final):*** There will be two midterm exams that cover conceptual/theoretical material from the first half of the course. Each midterm exam is worth 15% of your final grade. Both exams will consist of short answers questions. They will cover all the material – including readings, lectures, discussions, and current events. There will be a final exam worth 20% of your final grade and will be comprehensive but focus on applying concepts to the case studies we cover in the second half of the semester. All the exams will be taken in-class on the dates designated below. There will be no make-up exams. Missing the exam without prior notification will result in a grade of zero.

***Environmental Policy Analysis Paper (25%):*** Students will be assigned to write one paper of approximately 8 double-spaced pages on an environmental policy issue of their choosing. Further details and instructions for the assignment will be provided in class midway through the term.

**Case Presentation (15%):** Each student will present a current event and their analysis of it in class. The presentation should be *no more than 5 minutes*. Students can choose any current event related to environmental policy that has occurred within the last two years and it must come from a reputable news source. For your in-class presentation, you will: a) summarize the event b) explain how it relates to concepts/theories/ideas from the course and c) pose a discussion question to the class based on the event/analysis.

### **GRADING AND PLAGIARISM POLICIES**

- You must complete all course requirements laid out above to receive a non-failing grade in the course.
- Late assignments are penalized 10% per day that it is late (includes weekends).
- There are no extra credit assignments in the course. Your course grade will be calculated based solely on the assessments/assignments described above.
- If I suspect plagiarism on an assignment or an assessment, I will turn the matter over to the CU Honors Council. Should you be found to have plagiarized, you will receive a zero on that assignment or assessment, in addition to whatever penalty that the Honors Council imposes.

Final course grades will be assigned based on the following scale:

- A: 94-100%
- A-: 90-93%
- B+: 87-89%
- B: 84-86%
- B-: 80-83%
- C+: 77-79%
- C: 74-76%
- C-: 70-73%
- D+: 67-69%
- D: 64-66%
- D-: 60-63%
- F: 59 and lower

### **CLASSROOM POLICIES**

I reserve the right to make changes to this document. Any changes will be reflected on D2L. Except for special circumstances, course slides will not be made available. I will not discuss grades over email; you must see me during office hours or by appointment.

#### *Electronic Policy:*

- Cell phones, laptops, and other electronic devices must be turned off prior to the start of class. Laptops may be used for in-class activities only as the instructor dictates. I reserve the right to penalize your “participation” grade or ask you to leave the class (resulting in an absence) if I find your use of technology to be distracting to others or myself.
- Scientific studies show that taking notes by hand increases your retention of information

and improves your test scores. I do not post class slides online, so your notes are important.

*Classroom Conduct:*

- I will take roll-call at the beginning of class. Those who arrive more than ten minutes late to class will be counted as absent. Students must remain in the classroom for the length of the class period. Leaving the classroom is not permitted once attendance has been taken and those that do so will lose attendance for that day.
- Be respectful! I absolutely promote difference of opinions and encourage you all to challenge each other in order to facilitate a productive and constructive discussion. It is absolutely critical, however, that we respect each other's opinions and backgrounds. When responding to each other's comments, I expect critical, thoughtful, and above all, respectful responses that advance the discussion and do not attack your colleagues on a personal basis or generalize about groups of people. If I deem any language to be inappropriate or intolerant of others' perspectives, I reserve the right to ask you to leave the class (resulting in an absence) and, in repeated circumstances, to remove you from the course.

*Homework Policy:*

- Students are responsible to obtain assignments or notes on days of absence.
- Homework will not be accepted after the designated date and time. Should you know in advance that you will miss a class on the day an assignment is due, you must still email it to me *prior* to the due date and time.
- Late assignments are penalized 10% per day that it is late (includes weekends). Same penalty applies to late electronic submissions.
- No extra credit assignments are given.

## COURSE SCHEDULE

*NOTE THAT THIS SCHEDULE IS SUBJECT TO CHANGE.*

August 28 Introduction to the Course

August 30 Introducing Environmental Policy & Historical Roots

- ([LINK \(Links to an external site.\)](#)[Links to an external site.](#)) Meyer, Robinson. March 29, 2017. "How the U.S. Protects the Environment, From Nixon to Trump." *The Atlantic*.

### I. Why do environmental problems persist?

September 4 Human Behavior

- ([PDF](#)) Steg, Linda and Charles Vlek. 2009. "Encouraging pro-environmental behaviour: An integrative review and research agenda." *Journal of Environmental Psychology* 29: 309-317.

September 6 Scientific Uncertainty

- Chapter 12 in Layzer: Climate Change and the Challenges of International Environmental Policymaking

September 11 Market Failures

- ([PDF](#)) Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162 (3859): 1243-48.

September 13 Governing the Commons

- Chapter 10 in Layzer: Crisis and Recovery in the New England Fisheries

September 18 Mismatched Scales

- Chapter 5 in Layzer: Market-Based Solutions: Acid Rain and the Clean Air Act Amendments of 1990

September 20 Protected Interests

- Chapter 8 in Layzer: Jobs vs. the Environment, Saving the Northern Spotted Owl

September 25 Midterm 1

### II. What are competing environmental interests, attitudes and values?

September 27 Intro to Values and Environmental Ethics

- ([PDF](#)) McShane, Katie. 2009. "Environmental Ethics: An Overview." *Philosophy Compass* 4(3): 407-20.

October 2 Environmental Rights

- ([PDF](#)) Bosso, Christopher and Nicole E. Tichenor. "Eating and the Environment: Ecological Tensions in Food Production." *Environmental Policy: New Directions for the 21st Century*. CQ Press.

October 4 Sustainable Development

October 9 Sustainable Development

October 11	Utilitarianism
October 16	Utilitarianism
October 18	Environmental Justice
October 23	Environmental Justice
October 25	Midterm 2

III. What are the tools available for environmental regulation? The Environmental Policy-Making Process

October 30	Frameworks (Agenda-Setting, Goals, Targets)
November 1	States & the President
November 6	Congress & Executive Agencies
November 8	Courts & the Constitution
November 13	Media
November 15	TBD
November 20	Thanksgiving Break
November 22	Thanksgiving Break
November 27	Civil Society
November 29	Law & Enforcement
December 4	Guest Speaker?
December 6	International Organizations
December 11	International Organizations
December 13	Conclusions & Review
December 19	Final Exam