

Introduction to Environmental Policy

POL 223

Summer Start 2021

MTWRF: 2:45-4:15pm, STEW 320

Instructor

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Email

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Office Hours

MW: 12:00-2:00pm

Course Description

How do modern societies, like the United States, cope with complex environmental issues? How do we make environmental policies to govern the Earth's resources and people? What counts as a "good" solution? Students will gain an understanding of core policies that shape environmental issues both in the United States and around the world. Emphasizing case studies, we will begin to tackle some of the key debates in environmental policymaking today: Are there limits to growth? What is the appropriate role for markets? Where do scientists and science fit in? How do differing environmental worldviews shape the terms of debates like these? This course aims to have a practical edge, teaching students how to dissect public policies, become more involved in the policy-making process, and in doing so, help promote a sustainable future.

Learning Objectives

- Apply different approaches to analyzing and solving public policy problems, recognizing their strengths and weaknesses.
- Identify core policies related to environmental problems, in the U.S. and internationally.
- Recognize key events, actors and outcomes in environmental policy history, and analyze the political feasibility of proposed policies.
- Critique different views on several crucial debates in environmental policy today, including:
 - a. Are there "limits" to growth?
 - b. What are the causes and solutions of the "Tragedy of the Commons"?
 - c. What is the proper role of markets vs. regulation in solving environmental problems?
 - d. What is the proper role of the public and scientists in environmental policy making?
 - e. How should environmental policymakers deal with scientific uncertainty or complexity in addressing important environmental challenges?

Reading Materials

We will draw from one primary textbook as well as peer-reviewed journal articles and online resources.

- Layzer, J. A. 2019. *The Environmental Case: Translating Values into Policy*. 5th ed. CQ Press.

Learning Resources

- *Course Support*
 - **Office Hours:** Virtual Office Hours are a synchronous session (through Zoom) to discuss questions related to weekly readings and/or assignments. Office hours will be held 12:00-2:00pm, and alternate times by request/appointment. To schedule an appointment, use <https://calendly.com/janeljett>.
 - **Email Guidelines:** Please use your official Purdue email and include this course number in the subject line (e.g., POL 223). I encourage you to reach out to me via email anytime, I will get back to you as soon as possible, and typically this means emails will be responded to within 24 hours.
- *Tutoring & Writing Support*
 - [Purdue's Writing Lab](#) is a valuable resource as you begin to draft your assignments.
 - Visit [Ask a Librarian](#) to connect with helpful resources and services provided by the Purdue Libraries and School of Information Studies for course assignments and projects.
 - Remember that [Microsoft Office](#) is free for all Purdue students!

Assignments: Our regular class meetings will include interactive class activities, discussion, and lectures. Please come to each class prepared by completing the required readings and assignments for that day. All students are responsible for visiting the course website regularly to check for the most current schedule, readings, assignment prompts, and course policies. There are several core requirements for the course. Detailed instructions for all requirements can be found in the Assignment Section on Brightspace.

Policy Brief: Students will write a policy brief on a topic of their choosing. I will provide a detailed assignment. In general, your task in this assignment will be to convince policymakers at the regional or national level to follow a specific strategy or course of action for addressing a specific environmental problem. In this course, you will learn about several different avenues (e.g., centralized or market-based approaches) that should be applied to this assignment. This is not a short-term planning decision. Your job will be to convince policymakers to adopt an overall strategy that they can pursue for the next two to three decades.

The assignment will have several required elements (e.g., title, executive summary, introduction, etc.). There is not a “hard” minimum or maximum word length to this assignment, but to do it well the text should be around 1,500-2,000 words in length. To help avoid a “mad rush” at the end of the semester, there are several deadlines throughout the semester to help you make progress throughout the semester. Please, DO NOT underestimate the amount of time this assignment will take you!

Minor Assignments: Students will submit two minor assignments. Students will turn in their minor assignments via Brightspace. Each submission should be approximately 500 words, and demonstrate critical thinking towards the task.

Minor Assignment 1: What You Can Do: Make a list of the different ways you can help to “save the world” that coincide with the argument Michael Maniates makes regarding what needs to be done to help resolve our current environmental issues. (500 words).

Minor Assignment 2: Documentary Reflection: Watch an environmental documentary of your choice (see me for recommendations as needed, cannot be film assigned in class). Discuss how the documentary portrayed environmental issues or policies. What did the documentary identify as a/the problem, what evidence did it use, and what was the solution presented? Who the intended audience of the documentary? Do you think the presentation was persuasive and why? Make use of class concepts and readings, but feel free to reference other material (e.g., news media). 500-800 words.

Reading Quizzes: I will periodically give short reading quizzes. These quizzes will not be announced in advance, and they will cover the main points or themes from that day’s reading. They will be pass or fail.

Final Exam: The final exam for this course will be cumulative and will therefore include all of the readings, lectures, and discussion from the semester. This exam will be closed note and taken during the final scheduled class period. It will be a series of short answer and short essay questions.

Assignment Schedule

Assignment	Due Date	Points	Total Grade
Policy Brief	Topic: July 19	Topic: 20 points	40%
	Background: July 27	Background: 25 points	
	Rough draft: August 5	Rough draft: 30 points	
	Peer review: August 6	Peer review: 25 points	
	Final Brief: August 11	Final Memo: 60 points	
Minor Assignments	Assignment 1: July 16	Assignment 1: 30 points	20%
	Assignment 2: July 30	Assignment 2: 50 points	
Reading Quizzes/Class Activities	Throughout Semester	10 points each	15%
Final Exam	August 13	100 points	25%
TOTAL		400	100%

Citations & Plagiarism

Do NOT use the ideas of others without attribution. Plagiarism is a serious offense, and it will result in a failing grade on the assignment. It can also result in more serious consequences, including failing the

course and referral to the Dean of Students for further disciplinary action. Please refer to [Purdue University's policies on plagiarism](#) and [Purdue's Online Writing Lab](#) for guidance on how to properly use and credit research in your work. Use APA 6th edition style for all class assignments.

I have no desire to fail any student for any reason, especially this one. If you find yourself tempted to cut corners or are otherwise confused and/or stuck on an assignment, please contact me first.

Missed or Late Work

In general, assignments turned in late without a valid extension will be down-graded one partial letter grade for each day – e.g. an A- paper turned in one day late will become a B+. Extensions must be requested prior to the day the paper or assignment is due. While asking for an extension does not guarantee it will be granted, given the current world circumstances, I will be more flexible than is typical. Please talk to me early if you feel that you are falling behind or there is some reason you cannot complete assignments on schedule.

Grading Scale

All grades will eventually be scaled to a 100-point system. Students should not count on or expect a final curve. **In calculating course grades, any missing assessment will be counted as a zero** – something that will seriously impact your overall course grade.

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	< 60
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Incompletes

A grade of incomplete (I) will be given only in unusual circumstances. To receive an 'I' grade, a written request must be submitted prior to the incomplete deadline listed on Purdue's website and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. Submitting a request does not ensure that an incomplete grade will be granted. If granted, you will be required to fill out and sign an "Incomplete Contract" form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an incomplete grade.

Attendance Policy during COVID-19

Students are expected to attend all classes in-person unless they are ill or otherwise unable to attend class. If they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus, students should stay home and contact the Protect Purdue Health Center (496-INFO).

In the current context of COVID-19, in-person attendance cannot be a factor in the final grades. However, timely completion of alternative assessments can certainly be part of the final grade. Students need to inform the instructor of any conflict that can be anticipated and will affect the timely submission of an assignment or the ability to take an exam.

Classroom engagement is extremely important and associated with your overall success in the course. The importance and value of course engagement and ways in which you can engage with the course content even if you are in quarantine or isolation, will be discussed at the beginning of the semester. Student survey data from Fall 2020 emphasized students' views of in-person course opportunities as critical to their learning, engagement with faculty/TAs, and ability to interact with peers.

Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflicts, when advance notification to an instructor is not possible, the student should contact the instructor/instructional team as soon as possible by email, through Brightspace, or by phone. In cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via [email](#) or phone at 765-494-1747. Our course Brightspace includes a link to the Dean of Students under 'Campus Resources.'"

Academic Guidance in the Event a Student is Quarantined/Isolated

If you must quarantine or isolate at any point in time during the semester, please reach out to me via email so that we can communicate about how you can continue to learn remotely. Work with the Protect Purdue Health Center (PPHC) to get documentation and support, including access to an Academic Case Manager who can provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Your Academic Case Manager can be reached at acmq@purdue.edu. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation.

Course Schedule

Week	Day	Date	Topic	Readings/Assignments
Week 1	M	7/12	Course Overview	Syllabus
	T	7/13	What is Environmental Policy?	Layzer, ch 1, pg. 1-20 Birkland, ch 1
	W	7/14	Do we need Policy?	Maniates, 2001

Week	Day	Date	Topic	Readings/Assignments
				Clapp and Dauvergne, ch 1
	Th	7/15	The Problem and the Process	Cairney & Zahariadis, 2016 Layzer, ch 2
	F	7/16	Writing Workshop	Bardach, 2012, pg. 1-47
Week 2	M	7/19	History of Environmental Politics	Review Layzer, ch 2 Assignment Due: Policy Brief Topic
	T	7/20	Actors in Environmental Policymaking	Vig and Kraft, ch 1 Wapner, 2002 Assignment Due: Minor Assignment 1
	W	7/21	Actors in Environmental Policymaking	Layzer, ch 8
	Th	7/22	Human Impacts: Oceans	Campbell et al. 2016 De Suarez et al. 2014 (<i>optional</i>)
	F	7/23	Tipping Points	Lenton et al., 2008 Lenton et al., 2019 Heinze et al., 2021
Week 3	M	7/26	Role of Science in Environmental Policymaking	Pearce et al., 2015 Oreskes & Conway, 2010 Bubela et al., 2009 (<i>optional</i>)
	T	7/27	Work Day/Catch-up Day	Layzer, ch 8 Assignment Due: Background Due
	W	7/28	(Mis)information & Uncertainty	Lewandowsky et al., 2012 Pindyck, 2007 (<i>read intro, skim the rest</i>)
	Th	7/29	Instruments for Environmental Problems	Layzer, ch 5 Stavins 2002, pg. 1-5 only
	F	7/30	Environment & Geopolitics	Detraz, 2011 https://politicalviolenceataglance.org/2017/09/19/climate-change-and-the-syrian-civil-war/ https://yearsoflivingdangerously.tumblr.com/post/86898140738/this-comic-was-produced-in-partnership-by-years-of Assignment Due: Minor Assignment 2

Week	Day	Date	Topic	Readings/Assignments
Week 4	M	8/2	Environmental Justice	Layzer, ch 16 https://www.propublica.org/article/has-the-moment-for-environmental-justice-been-lost
	T	8/3	Global Environmental Justice	Le Guin, 1976 Oxfam, 2008 Biermann & Pattberg, 2008 Gruby et al., 2015 (<i>skim, focus on the differences between access and power</i>)
	W	8/4	Tragedy of the Commons and Beyond	Hardin, 1968 Basurto & Ostrom, 2009 Battersby, 2017
	Th	8/5	Work Day/Catch-up Day	Assignment Due: Rough Draft
	F	8/6	Peer Review	Assignment Due: Peer Review
Week 5	M	8/9	Federalism & Fracking	Layzer, ch 14
	T	8/10	Special Topics	Layzer, ch 17
	W	8/11	Work Day/Catch-up Day	Assignment Due: Final Policy Brief
	Th	8/12	Review Day	
	F	8/13	FINAL EXAM	Assignment Due: Final Exam

*Schedule and assignments subject to change. Any changes will be posted on Brightspace.

Course Evaluation

Toward the end of this summer session, you will be provided with an opportunity to give feedback on this course and your instructor. Purdue uses an online course evaluation system. You will receive an official email from evaluation administrators with a link to the online evaluation site and will receive a prompt to complete the survey when you login to Brightspace. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

Classroom Guidance Regarding Protect Purdue

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), continues to be campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue

Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](#), at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace before and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not properly wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).

Academic Integrity

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies.

Nondiscrimination Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies.

Diversity & Inclusion Statement

In our discussions, both structured and unstructured, we will explore a variety of challenging issues, which can help us enhance our understanding of different experiences and perspectives. This can be challenging, but everyone should remember the following points:

- We are all in the process of learning about others and their experiences. Please speak with me, anonymously if needed, if something has made you uncomfortable.
- Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker's intention.
- We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves.

We strive for equity, providing equal access and opportunity, and working to maximize student potential. This requires both instructor and students to identify and remove barriers that may prevent someone from full access or full participation. You can help by:

- Contacting me, anonymously if needed, if you see a potential barrier for someone or yourself in participating fully in the class. This might be a physical barrier such as access to technology or a personal situation.
- Suggesting ways in which members of our class can support each other. Virtual study groups and discussion boards are examples, but I encourage you to be creative in your ideas.

CLA Classroom Civility Statement

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

Accessibility

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Mental Health/Wellness Statement

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency assistance from the [Critical Needs Fund](#).

Emergency Preparation

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructor's email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Thanks & Disclaimer

Thank you to Dr. Heather W. Cann, Dr. Tara Grillos, and Dr. Kate Haapala who allowed aspects of their syllabi to be incorporated here.

This syllabus is subject to change. You will be notified of any changes as far in advance as possible via an announcement on Brightspace. Monitor your Purdue email daily for updates.