

ENST 367 – Environmental Politics and Policies

Tu/Th 11:00 am – 12:20 pm
Jeannette Rankin Hall (JRH) 203
Fall 2017

Instructor

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Teaching Assistant

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Course Description

In this Advanced College Writing course, students learn to research, analyze and communicate about environmental and natural resource policy issues. The goal is for students to develop an understanding of the complex dynamics of public policy making and skills needed for active, engaged citizenship and policy-related careers. The focus is on current domestic environmental policy issues at the federal level. A fundamental objective is for students to understand the workings of governmental policy-making institutions, political processes by which governmental decisions are made, and ways that various policy actors attempt to influence those decisions.

The course begins with an introduction to the Policy Process Framework, which describes the stages of moving from environmental problem to policy solution. We will examine how environmental problems gain the attention of government and how various policy actors attempt to influence policy decisions. Thus, we examine how public policies get and stay on the governmental agenda and how policies are formulated, adopted, implemented, evaluated, and may be changed or terminated.

Next, we will learn about the Government Politics Model and ways it can be used to analyze and understand current environmental policy issues and inform policy actors. Models are tools that allow us to examine various components and workings of complex systems – in our case the political system. The Government Politics Model helps us explain current policy debates, predict outcomes and identify ways that various policy actors can influence outcomes in their favor.

In learning to apply the Government Politics Model, students will: (1) analyze the case of the Dakota Access Pipeline; and (2) conduct a current issue investigation, beginning by identifying key stakeholders and decision makers. Students also examine relevant decision-making processes of governmental institutions, which we refer to as the Rules of the Game, such as those used by Congress, federal agencies, and the courts. Next, students identify the political interests and stakes of the policy actors, the actors' underlying values, and their ability to influence the decision makers at different stages of the decision-making process. In evaluating the relative power of these actors, we consider their access to decision makers and other policy actors, political resources, and tactics or strategies.

Learning Outcomes

- Understand the basic organization and interrelationships between federal and state governments and the role of local government in environmental, land use and natural resource policy.
- Understand the Policy Process Framework and decision-making processes of governmental institutions, including legislative and administrative (executive branch) bodies, and the courts.
- Understand and appreciate the influence of interest groups, political organizations, think tanks, scientists, the media and public opinion in governmental decision making related to natural resource and environmental policy.
- Be able to research and analyze current policy debates, predict outcomes, and strategically advise policy actors by using the Government Politics Model (i.e., by identifying decision makers, ascertaining the Rules of the Game, assessing the relative influence of policy actors by analyzing actors' interests, stakes, resources, tactics, and access to decision makers).
- Develop skills and confidence in policy research, policy analysis, analytic writing, civic discourse and public speaking.

Advanced College Writing Course Learning Outcomes

- Identify and pursue more sophisticated questions for academic inquiry.
- Find, evaluate, analyze, and synthesize information effectively from diverse sources.
- Manage multiple perspectives as appropriate.
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice for the field of public policy analysis.
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
- Follow the conventions of citation, documentation, and formal presentation appropriate to public policy and policy studies.
- Develop competence in information technology and digital literacy.

Class Structure

The class is highly interactive and will include a combination of lecture, guest speakers, discussion and analysis of cases, various policy exercises, policy writing and research workshops and students presentations.

Description of Major Assignments

1. **Wilderness Policy Assignment** – For this assignment, students write a four-page legislative history of the Wilderness Act of 1964 to help develop their understanding of issue formation, agenda setting, policy formulation and policy adoption stages of the Policy Process Framework. Due Thurs., Sept. 14.
2. **Case Study Analysis** – To help hone students' analytic skills for the issue investigation research paper, students use materials provided by the instructor to analyze the on-going case of the Dakota Access Pipeline using the Policy Process Framework and the Government Politics Model. Based on feedback you receive, students also revise their case study analyses. The revision helps this course meet [UM's Advanced College Writing Requirement](#) in Environmental Studies. Case Study Analyses are due Tues., Oct. 10. Revised Case Study Analyses are due Thurs., Oct. 26.

3. **Current Issue Investigation** – The purpose of the assignment is to conduct original research and analysis on a current policy issue that is being actively debated and will soon be decided. This should involve preparing interview questions and interviewing key policy actors, as well as gathering information through other means on actors' interests in the issue, and the resources and strategies they employ. The primary objectives are to: (1) provide important background on the development of the issue; (2) situate the issue within the stages of the policy process; (3) explain the political processes involved with the issue up to the present time using the Government Politics Model; (4) predict outcomes of the policy debate; and (5) recommend strategies one or more actors can use to influence the issue. **Policy Research Workshops** (and an interviewing workshop) will prepare students to do the necessary research to complete this assignment.

There are four separate parts to the Current Issue Investigation:

- A. Current Issue Proposal (2-3 pages). For this assignment, students identify the current issue they propose to investigate, provide brief background on the issue, identify key decision-makers and decision-making bodies, other key actors, and identify and list sources of information on the issue. **Due Tuesday, Oct. 17. NOTE: issues proposed need to be current and feasible for investigation and must be approved by the instructor who may assign your topic if necessary.**
- B. Current Issue Background and Draft Interview Questions (approx. 6 pages). For this assignment, student research and write about the background of the issue, situate it within the policy process presented in class, identify the key decision-makers and other policy actors, describe their interests and involvement, and attempt to explain events to date. Students are also expected to identify policy actors to interview, find the policy actor(s)' contact information and draft interview questions. **Due Thurs., Nov. 16.**
- C. Current Issue Investigation Presentation. During the last three weeks of the semester, each student will give a 15-minute class presentation on their issue investigation that covers the issue background, analysis of the issue and advice to one or more policy actors. Students with the exact same issue can co-present and have more time to do so. **As scheduled, Thurs., Nov. 30 through Mon., Dec. 18.**
- D. Current Issue Investigation Paper (12-page maximum, not including references). This analytic policy research paper will represent the culmination of your current issue investigation, for which you will include a revised issue background, based on feedback from the instructor or TA additional research and analysis conducted, which explains rather than merely describes recent policy developments on the issue. Final papers should also include a well-justified prediction of the outcome of the current policy debate, provide advice to one or more policy actors, and finally, state one's personal views. **Due Mon., Dec. 18.**

For this final paper students are also asked to incorporate course materials (reading and lectures) to analyze the issue. The goal is to illustrate an in-depth understanding of policy developments for the issue. The following questions indicate the kinds of information and analyses that should be included:

- Who are the decision makers and what rules, procedures and norms they follow?
- What are the positions of the other main policy actors, and why?
- What influence have they had on the development of policy to date?
- What is the source of their influence, i.e., what resources and advantages do they have?
- What is the nature of their access to the key decision makers in the policy making process?
- How have they influenced policy in the past?
- What are the arguments, evidence and strategies they are employing now?

- How are they likely to influence future direction of the policy?
- What is the likely outcome of the current policy debate?
- Picking one policy actor, what strategies would you recommend she/he employ and why?

The above list is not intended to be an exhaustive check-list. Rather it is intended to help you think about pieces of information and aspects of analysis that are necessary to gain an in-depth understanding of policy developments regarding a particular issue. Thus, rather than asking yourself whether you have methodically and dutifully hit upon every point raised above, you should ask yourself whether you have covered all the main pieces that will result in in-depth understanding of the issue.

Grades, Grading Policy, and Policy on Late Assignments

Course grades are based on total of 1000 possible points for the following components:

- Class Attendance and Participation – 150 points (15%)
- Wilderness Policy Assignment – 100 points (10%)
- Homework Assignments – 100 total points (10%)
- Case Study Analysis – 100 points (10%)
- Case Study Analysis Revision – 150 points (15%)
- Current Issue Investigation Proposal – 50 points (5%)
- Current Issue Investigation Background – 100 points (10%)
- Current Issue Investigation Paper – 200 points (20%)
- Current Issue Investigation Presentation – 50 points (5%)

This course must be taken with a traditional grade mode (not credit/no credit). Course grades will be assigned as follows:

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
925-1000	A	800-824	B-	675-699	D+
900-924	A-	775-799	C+	625-674	D
875-899	B+	725-774	C	0-624	F
825-874	B	700-724	C-		

Requests for reconsideration of the grade you receive on an assignment must be put in writing with the reasons for the request explained. Such requests should be submitted to the instructor no later than one week after the graded assignment is returned to you.

Late assignments may not be accepted at all or after a certain amount of time past the due date. If accepted, late assignments will receive up to a letter grade reduction for each week day and each weekend they are late. If unforeseen or special circumstances prevent you from submitting an assignment on time, you should contact the instructor in advance of due date and request an extension and also offer an explanation of your reasons.

If you are unable to contact the instructor before the due date, it is recommended that you do so as soon as possible afterward. Being sick or stranded out of town and the like are generally not considered acceptable excuses for not emailing or calling to explain your situation before an assignment is due. Failure to contact the instructor in a timely manner about a late assignment will generally result in the assignment not being accepted.

Attendance Policy

Regular attendance is a requirement. Attendance will be taken each day of class. The instructor reserves the option to impose a full letter grade reduction in your course grade if you have four or more unexcused absences throughout the term. Students at risk of incurring a grade reduction due to poor attendance will be given advanced notification and an opportunity to improve.

Excused Absences. A very limited number of excused absences may be allowed on a case-by-case basis. Students that want an excused absence generally must notify the instructor in advance of a class that they will miss and provide an acceptable reason such as illness or death in the family. They also may be required to provide verification.

Lateness to class is disruptive to the learning environment. Repeated lateness (and leaving class early) is factored into the class participation grade.

Missed Class. Students who miss class are responsible for finding out from a fellow classmate, the TA or the instructor about information covered in class, including any changes to the course schedule or assignments.

Other Expectations (including use of electronic devices)

In addition to consistent attendance, success in the course requires of each student:

- Actively listening and participating in class, especially in class activities (e.g., the policy research and writing workshops).
- Being prepared to discuss the assigned readings, i.e., share thoughts, critiques, reactions, and questions about the readings.
- A willingness to identify appropriate and informative policy actors or experts to interview and being well-prepared, respectful, ethical and professional in conducting interviews.
- Keeping cell phones turned off and stored during class (failure to do so will adversely affect your class participation grade).
- Using laptop computers, tablets, and phones only for course-related purposes and tasks approved by the instructor, such as accessing readings or taking notes. Students observed by the instructor or TA using computers and other electronic devices for unapproved purposes such as checking email or texting will receive a C for their class participation grade and may be asked to refrain from using electronic devices for the duration of the semester.

If you cannot fulfill any of these expectations, please discuss your limitations with the instructor as soon as you can.

Drop Deadlines and Procedures

You may drop the course on CyberBear and receive a refund until Sept. 21 at 5:00 pm. From Sept. 21 at 5:01 pm to Nov. 2 at 5:00 pm, you need to complete a Drop/Add form signed by your academic advisor and the instructor, though you will not receive a refund, will need to pay a \$10 fee, and will get a “W” on your transcript. From Nov. 2 at 5:01 pm to Dec. 12 at 5:00 pm, you must petition to drop and get the above signatures and the Dean’s signature, and a “WP” or “WF” will appear on your transcript. You cannot drop the class during final’s week. Click here for more info: [Fall 2017 Registration Deadlines](#).

Extra Credit

Various opportunities will be announced in class to earn extra credit (for up to a maximum of 30 points or a 3% boost in your course grade). Students will also have the option to earn extra credit by attending a public hearing convened by a government entity such as a legislative body, an agency, or a court, or by attending another type of public political event approved by the instructor in advance, and completing a short report about the hearing/event as described below. Public hearings are an important component of democratic participation. Attending a hearing is a chance to see what goes on and perhaps participate yourself. Opportunities to attend public hearings will be announced in class. You must attend in person (not watch online or on community access cable). Students may attend two such hearings or events, or one of each, and earn a maximum of 15 points for each hearing/event.

Public Hearing Report (required to earn extra credit): These should be about two double-spaced pages and should identify the date, location, presiding entity, level of government, the topic or decision under consideration, a rough timeline for the decision to be made, and the law or policy the hearing pertains to. For full credit, you should also summarize and assess the nature of the comments, identify some of the speakers by name and title, identify which arguments or testimony you found more and less compelling, explain why and provide your own opinion on the issue. Also summarize comments made by the presiding officer(s) or member of the presiding body, and offer your comments about how the hearing was led. Finally, indicate if you provided testimony or could see yourself doing so at another such hearing. Reports for other types of events should provide similar types of information and a similar level of detail.

To receive credit, extra credit reports must be turned in within seven (7) calendar days of the hearing or other event. **Tuesday, Nov. 21 is the last day in the semester to turn in extra credit reports.**

Academic Dishonesty and Plagiarism

Plagiarism is a serious violation of academic integrity. All work and ideas submitted are expected to be your own or must be fully and accurately attributed to verifiable sources.¹ The *Academic Policies and Procedures in the University Catalog* states:

Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion ... Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

If you have any doubts about plagiarism and citing of others' work or ideas, especially web sources, please consult the instructor or TA.

Students with Disabilities

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your accommodations and/or modifications. For more information, visit the Disability Services website at <http://www.umd.edu/dss/>.

¹ Quotes and citations should be used for exact phrases or passages used in work you submit. Likewise, citations should be used for all ideas paraphrase from the writing of others.

Reading Materials

There are no required textbooks. All readings will be available for downloading and printing through the ENST 367 Moodle course webpage. See: <https://moodle.umt.edu/>. Please bring printouts of the assigned readings for the following cases/days to facilitate small group work and related class discussion: Love Canal case (9/5), Wilderness Policy (9/12), and Clean Air Act and Clean Water Act case (9/19 and 9/21).

Class Schedule (subject to adjustments announced in class)

Thurs 8/31 Course Introduction

Tues 9/5 Love Canal Case

Please bring hardcopy of Love Canal case to class or have access electronically

Layzer, J. A. (2012). Love Canal: Hazardous Wastes and the Politics of Fear. In *The Environmental Case: Translating Values into Policy, 3rd Ed.* (pp. 56-82). Washington DC: CQ Press.

Thurs 9/7 Introduction to Public Lands Policy

LOVE CANAL HOMEWORK DUE

Smyth, P. (2002). Conservation and Preservation of Federal Public Resources: A History. *Natural Resources & Environment*, 17: 2(Fall), 77-79, 113-114.

Vaughn, J. (2011). The Lands Debate. In *Environmental Politics: Politics: Domestic and Global Dimensions, 6th Ed.* (pp. 100-128). Boston, MA: Wadsworth.

Tues 9/12 Wilderness Policy – **Bring hardcopy printout of reading to class or have electronic access**

Turner, J.M. (2012). Why A Wilderness Act? In *The Promise of Wilderness: American Environmental Politics since 1964* (pp. 17-42). Seattle, WA: University of Washington Press.

Thurs 9/14 The Policy Process

WILDERNESS POLICY HOMEWORK DUE

Vaughn, J. (2011). Introduction. In *Environmental Politics* (p. 1-5).

Cobb, R.W. and C.D. Elder (1995). Issues and Agendas. In Stella Z. Theodoulou and Matthew A. Cahn (Eds.), *Public Policy: The Essential Readings* (pp. 96-104). Englewood, CA: Prentice Hall.

Kingdon, J. W. (1995). Agenda Setting. In Stella Z. Theodoulou and Matthew A. Cahn (Eds.), *Public Policy* (pp. 105-113).

Tues 9/19 Policy Process Case Study: The Clean Air Act (CAA) and Clean Water Act (CWA)

Please bring hardcopy printout of Layzer reading to class or have access electronically

Layzer, J. A. (2012). The Nation Tackles Pollution: The Environmental Protection Agency and the Clean Air and Water Acts. In *The Environmental Case* (pp. 28-55).

Thurs 9/21 In class workday on CAA and CWA Cases -- **Bring Layzer reading from 9/19 to class again**

- Tues 9/26 Introduction to the Dakota Access Pipeline (DAPL) Case
CLEAN AIR ACT/CLEAN WATER ACT HOMEWORK DUE
 See DAPL Case Readings on Moodle
- Thurs 9/29 Dakota Access Pipeline Case
 Government Politics Model
- Tues 10/3 Dakota Access Pipeline Case – In Class Workday
- Thurs 10/5 Dakota Access Pipeline Case – In Class Workday
- Tues 10/10 Current Issue Research Workshop I – Class Meets in the Mansfield Library Student Learning Center (ML 283) -- **DAPL CASE STUDY ANALYSIS DUE**
- Thurs 10/12 The President and the Policy Process
 Vig, N J. (2016). Presidential Powers and Environmental Policy. In N.J. Vig & M.E. Kraft (Eds.), *Environmental Policy: New Directions for the 21st Century (Ninth Ed.)*. (pp. 80-102). Thousand Oaks, CA: CQ Press.
 Guillén, A. (2017, Mar. 29). [Trump Signs Order To End 'Crushing Attack' of Obama Climate Legacy](#). *Polito.com* (LexisNexis Academic. Web. Date Accessed: 2017/08/25).
- Tues 10/17 Environmental Policy under the Trump Administration
CURRENT ISSUE INVESTIGATION PROPOSALS DUE
 Eilperin, J. (2017, Mar. 24, updated Aug. 22). [How Trump Is Rolling Back Obama's Legacy](#). *Washington Post*.
 Keefe, R.F. (2017, Aug. 28). [Carl Icahn's Failed Raid on Washington](#). *The New Yorker*.
 Schimel K. and R. Worby (2017, Aug. 24). [Details Emerge on Proposed Monument Cutbacks](#). *High Country News*.
 Shrogen E. (2017, Aug. 2). [Legal Scholars Dispute Whether Monuments Are Permanent](#). *High Country News*.
- Thurs 10/19 Congress and the Policy Process
 LaVelle, M. (2017, June 2). [Congress to Pruitt: We're Not Cutting EPA Budget to Trump's Levels](#). *Inside Climate News*.
 Kraft, M. E. (2016). Environmental Policy in Congress. In *Environmental Policy: New Directions for the 21st Century (Ninth Ed.)*. (pp. 103-127).
- Tues 10/24 The Courts and Environmental Policy
 Cama T. (2017). [Court Strikes Down Obama EPA's Restrictions on Earth-warming Gases](#). *The Hill*.
 Kraft, M. E. (2016). Environmental Policy in the Courts. In *Environmental Policy: New Directions for the 21st Century (Ninth Ed.)*. (pp. 128-150).

- Thurs 10/26 Policy Research Workshop 2 – Class Meets in Mansfield Library 283 (Student Learning Ctr.)
DAPL CASE STUDY ANALYSIS REVISIONS DUE
- Tues 10/31 Non-official Policy Actors – Industry Influence
- Hiltzik, M. (2017, Aug. 22). [A New Study Shows How Exxon Mobil Downplayed Climate Change When It Knew the Problem Was Real](#). *The Los Angeles Times*.
- Lipton, E. and B. Williams (2016, Aug. 2). [How Think Tanks Amplify Corporate America's Influence](#). *New York Times*.
- Hand, M. (2017, July 17). [This Is How the Kochs' Anti-renewable Agenda Becomes White House Policy](#). *Think Progress*.
- Farell, Justin (2016). [Corporate Funding and Ideological Polarization about Climate Change](#). *Proceedings of the National Academy of Sciences*, 113(1), 92-97.
- Song, L (2016, Apr. 11). [Is the IOGCC, Created by Congress in 1935, Now a Secret Oil and Gas Lobby?](#) *Inside Climate News*.
- Thurs 11/2 Non-official Policy Actors – Environmental Interest Group Influence
- Nisbet, M. (2016). Environmental Advocacy in the Obama Years: Assessing New Strategies for Political Change. In N.J. Vig & M.E. Kraft (Eds.), *Environmental Policy: New Directions for the 21st Century (Ninth Ed.)*. (pp. 58-78).
- Optional (recommended):
- Duffy, R. J. (2003). American Environmentalism through the Early 1990s." In *The Green Agenda in American Politics: New Strategies for the Twenty-first Century* (pp. 43-81). Lawrence, KS: University Press of Kansas.
- Tues 11/7 Interviewing Workshop
- Working Group for Community Health and Development. [Conducting Interviews](#) Community Tool Box, Chapter 12. University of Kansas, Lawrence.
- Thurs 11/9 Writing Workshop
- Woods, G. 2010. Polishing Your Punctuation. In *Grammar Essentials for Dummies* (pp. 92-116). Indianapolis, IN: Wiley.
- Woods, G. 2010. Drawing Parallels (Without the Lines). In *Grammar Essentials for Dummies* (pp. 64-74).
- Tues 11/14 Money in Environmental Politics
- Borgus, E. (2015, Jan. 22). Energy, Environmental Groups Spent Big on Advocacy in 2014. *Greenwire*.
- [Dark Money Basics](#). Center for Responsive Politics (Opensecrets.org).
- [Dark Money Process](#). Center for Responsive Politics (Opensecrets.org).

Barker, K. (2012, Dec. 2). [In Montana, Dark Money Helped Montana Democrats Hold a Key Senate Seat](#). *ProPublica*.

- Thurs 11/16 Topic to be Announced -- **CURRENT ISSUE INVESTIGATION BACKGROUND PAPERS DUE**

- Tues 11/21 Issue Framing and Strategic Communications in Environmental Politics
LAST DAY TO TURN IN EXTRA CREDIT ASSIGNMENTS
 Cox, R. and P. Pezzullo (2016). Advocacy Campaigns and Message Construction. In *Environmental Communication and the Public Sphere, 4th Ed.* (pp. 177-206). Thousand Oakes, CA: SAGE.
 Cox, R. and P. Pezzullo (2016). Digital Media and Environmental Activism. In *Environmental Communication and the Public Sphere, 4th Ed.* (pp. 209-232).

- Thurs 11/23 Thanksgiving - No Class

- Tues 11/28 Current Issue Investigation – In-Class Presentation Prep Day

- Thurs 11/30 Current Issue Investigation Presentations

- Tues 12/5 Current Issue Investigation Presentations

- Thurs 12/7 Current Issue Investigation Presentations

- Tues 12/12 Current Issue Investigation Presentations / Course Evaluation

- Thurs 12/14 No Class – Final Exams

- Mon 12/18 Finals Week – Final Class Meeting is 10:10 A.M. – 12:10 P.M. (Current Issue Presentations)
CURRENT ISSUE INVESTIGATIONS PAPERS DUE

Important Dates

<u>Assignment/Activity/Event</u>	<u>Date</u>
Love Canal Homework Due	Thurs., Sept. 7
Wilderness Policy Homework Due	Thurs., Sept. 14
Clean Air Act/Clean Water Act Homework Due	Thurs., Sept. 26
DAPL Case Study Analysis Due	Tues., Oct. 10
Policy Research Workshop 1 - Class meets in Mansfield Lib., Rm. 283.....	Tues., Oct. 10
Current Issue Investigation Proposals Due	Tues., Oct. 17
DAPL Case Study Analysis Revision Due	Thurs., Oct. 26
Policy Research Workshop 2 - Class meets in Mansfield Lib., Rm. 283.....	Thurs., Oct. 26
Current Issue Investigation Background Papers Due	Thurs., Nov. 16
Last day to turn in extra credit reports	Tues., Nov. 21
Current Issue Investigation Presentations	Th. 11/30, Tu. 12/5, Th. 12/7, Tu. 12/12 & Mon. 12/18
Final Exam Week Class / Current Issue Investigation Papers Due	Mon., Dec. 18