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ENST 367 – Environmental Politics and Policies – Fall 2020
Tu/Th 9:30 am – 10:50 pm
Online

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Instructor

Dr. Robin Saha
Office Hours through Zoom: Tues. 2:00 – 3:00; Wed. 10:00 am – Noon; and by appt.[1]
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Teaching Assistant

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Learning Assistant

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Course Description

In this online Advanced College Writing course, students learn to research, analyze, and communicate environmental and natural resource policy issues. The goal is for students to develop an understanding of the complex dynamics of public policymaking 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 policymaking 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 overview of the history of public lands policy and 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 conduct current issue investigations, beginning by identifying key stakeholders and decision makers. Students also examine relevant decision-

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[1] You can email me ahead of time to set up a Zoom meeting with me during my office hours. You can also "drop by" during those hours and wait in the Zoom waiting room until I am able to let you in. Just click on one of the links above for Tuesday or Wednesday. If those times don't work for you, email me to set up an appointment at another time.

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.

In light of the growing prominence of racial and social justice issues, we will also examine environmental policy processes through a race, class, and gender lens.

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 and apply the Policy Process Framework to explain 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, money, the media and public opinion in governmental decision making related to natural resource and environmental policy.

- 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.

Online Class Structure

This class is taught remotely using Zoom at this link: https://umontana.zoom.us/j/95371650090
The class is highly interactive and will include a combination of lectures, videos, guest speakers, small group discussions, chat rooms, online forums, policy writing and research workshops, student presentations, and other activities. Real-time online attendance and active participation during class sessions are expected. Please contact the instructor if you have any barriers to meeting that expectation.

Online Classroom Guidelines

- have a good internet connection
- keep your video on (unless going to the bathroom, e.g.)
- dress appropriately (i.e., not in your pajamas!)
- have adequate lighting
- check your background (e.g., that it is not too bright or distracting)
- minimize background noise
- mute your mic when not talking
- use headphone and a mic as needed to hear and be heard
- try not to walk around with your compute or phone

If you cannot meet the above guidelines, please discuss your situation with the instructor. I will help you get assistance or figure out an appropriate accommodation.

Attendance Policy

Regular real-time attendance in Zoom class meetings is a requirement. It is expected that you will find a location where you have a good internet connection that is sufficient for streaming audio and video. Attendance will be taken each day of class. Students with four, five, and six or more unexcused absences throughout the term will receive, respectively, 20% , 30% and 40% reductions, respectively, for their class participation grade, which is 15% of your course grade. Students at risk of incurring these penalties due to poor attendance will be given advanced notification and an opportunity to improve.

Excused Absences. A limited number of excused absences may be allowed on a case-by-case basis. Students requesting an excused absence should notify the instructor in advance of a class that they will miss and have an acceptable reason such as illness or death in the family. They also may be required to provide verification. Students with excused absences will be expected to listen to the recording of the class they missed and may be ask to submit comments on the class.

Lateness to class. 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 (or by listening to the class recording) about information covered in class, including announcements, instructions about assignments, changes in the course schedule, etc.

Other Expectations

- Active listening, attentiveness, and participation during class, including not using non-Zoom applications, other than for notetaking (no texting, tweeting emailing, web surfing, etc.) and keeping other electronic devices turned off or muted.

- Consistent, quality participation in online forums and discussions outside of class.

- Being prepared to discuss the assigned readings and , 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 interactions with interviewees.

- If working with others on the same issue investigation, being available to meet outside of class and work cooperatively and constructively with your group.

Description of Assignments

1. **Wilderness Policy Assignment –** For this assignment, students write a 4-5 page legislative history of the Wilderness Act of 1964 to develop their understanding of issue formation, agenda setting, policy formulation and policy adoption stages of the Policy Process Framework. Due Tue., Sept. 15.

2. **Case Study Exam –** In this 4-5 page assignment, students apply the Government Politics Model to the case of the Arctic National Wildlife Refuge to prepare for the Current Issue Investigation. Due Thurs., Oct. 1.

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, for example, an issue being decided by the Trump Administration. This should involve preparing interview questions and interviewing key informants or 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. A Policy Research Workshop 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 and other key actors, and identify and list sources of information on the issue. **Due Tue., Oct. 6. NOTE: issues proposed need to be current and feasible for investigation and must be approved by the instructor.**

   B. Current Issue Background (approx. 6 pages). For this assignment, students 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. **Due Thurs., Oct. 22.**

   C. Policy Actor Interview Homework. Identify two or more policy actors to interview, find the policy actors' contact information, and prepare draft interview questions that will give you helpful insights for your policy analysis. **Due Thurs., Oct. 29.**

   D. Current Issue Investigation Presentation. During the last three weeks of the semester, each student will give a 15-minute class presentation on their current 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 will have more presentation time to do so. **As scheduled, Thurs., Nov. 5 through Wed., Nov. 25.**

   E. 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 Wed., Nov 25.**

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.

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 – 150 points (15%)

- Case Study Exam – 100 points (10%)

- Current Issue Investigation Proposal – 50 points (5%)

- Current Issue Investigation Background – 100 points (10%)

- Policy Actor Interview Homework – 50 point (5%)

- Current Issue Investigation Paper – 300 points (30%)

- Current Issue Investigation Presentation – 100 points (10%)

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

Points	Grade	Points	Grade	Points	Grade
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. To be considered, 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 day and 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 the due date, request an extension, and offer an explanation.

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.

Please do not exceed page number guidelines for assignments. Pithy (i.e., concise and forcefully expressive) communication is an important component of effective writing and will be a consideration in grading. In this shortened semester, following page guidelines will also facilitate timely return of graded assignments.

Drop Deadlines and Procedures

You may drop the course on CyberBear and receive a refund until Sept. 9 at 5:00 pm. From Sept. 9 at 5:01 pm to Oct. 21 at 5:00 pm, dropping requires the instructor's and your advisor's approval using the Course Add/Change/Drop link in CyberBear. If you drop the course after that, you will not receive a refund, will need to pay a $10 fee, and will get a "W" on your transcript. From Oct. 21 at 5:01 pm to Nov. 18 at 5:00 pm, you must petition to drop and get your instructor's, advisor's, and Dean's approval, 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 2020 Registration Deadlines.

Extra Credit

There will be no extra credit opportunities this year.

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.[2] 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.

Campus Resources

Mansfield Library Research Resources. Graduate students and undergraduates researching for terms papers/case studies are encouraged to use the library's Environmental Studies Research Guide , Environmental and Natural Resource Databases, and Citation Guide.

Disability Services. 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. If you have not yet contacted Disability Services, located in Lommasson Center 154, visit the Disability Services website at http://www.umt.edu/dss/, or call or 406-243-2243

Curry Health Center Counseling. This service addresses the personal, behavioral, and mental health needs of UM students. Individual appointments are $25 and your initial consultation is free if you have paid the semester's health fee. To access this service, visit the website at http://www.umt.edu/curry-health-center/ or call 406-243-2122.

UM Writing and Public Speaking Center. Located in Lommasson 271. Visit their website for helpful handouts on writing effective thesis statements or introductions, and to schedule one-on-one appointments with writing tutors throughout the semester: www.umt.edu/writingcenter. For using the Center, it's best to plan well ahead of assignment due dates.

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[2] 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.

Information Technology Support. If you are experiencing technical difficulties navigating UM's information technology service and platforms you can contact the UM's Student IT webpage, visit www.umt.edu/it/support or call the UM IT Help Desk at 406-243-4357. You can also self-refer to the UM Solutions Center.

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/. It is recommended that you have printouts handy of the assigned readings for the following cases/days to facilitate small group work and related class discussion: Love Canal case (8/27), Wilderness Policy (9/3), and ANWR Case Study (9/22).

Class Schedule (subject to adjustments announced in class and/or on Moodle)

Thurs   8/20   Introductions

Tues   8/25   Love Canal Policy Process Case

It is recommended that you have a printout handy of today's reading

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   8/27   Introduction to Public Lands History, Part 1

Andrews, R.N.L. (2020). Land and Transport: Commercial Development as Environmental Policy. In *Managing the Environment, Managing Ourselves: A History of American Environmental Policy, 3rd Ed.* (p. 63-83). New Haven, CT: Yale University Press.

Tues   9/1   Introduction to Public Lands History, Part 2

Andrews, R.N.L. (2020). The Progressive Era. In *Managing the Environment, Managing Ourselves* (pp. 123-141).

Taylor, D.E. (2016). Wealth, Manliness and Exploring the Outdoors: Racial and Gender Dynamics. In *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection* (pp. 52-82). Durham, NC: Duke University Press. **[Read p. 51-53 and any pages assigned to you]**

Taylor, D.E. (2016). Wealth, Women, and Outdoor Pursuits. In *The Rise of the American Conservation Movement* (pp. 83-108) **[Read p. 83-87 and any pages assigned to you]**

Thurs   9/3   Wilderness Policy

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

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.

Tues   9/8   Wilderness Policy Homework Workshop

It is recommended that you have a printout handy of the Turner reading from 9/3

Thurs   9/10   The President and the Policy Process

WILDERNESS POLICY HOMEWORK DUE FRIDAY 9/11 BY NOON

Vig, N.J. (2019). Presidential Powers and Environmental Policy. In N.J. Vig & M.E. Kraft (Eds.), *Environmental Policy: New Directions for the 21st Century (Tenth Ed.).* (pp. 88-116). Thousand Oaks, CA: CQ Press.

Livia, N.P. et al. (2020, July 15). The Trump Administration Is Reversing 100 Environmental Rules. Here's the Full List. *New York Times*. **[See instructions in Moodle]**

Tobias, J. (2020, May 20). He Opposed Public Lands and Wildlife Protections. Trump Gave Him a Top Environment Job. *The Guardian*.

Tues   9/15   Policy Implementation, Administrative Rulemaking, and the Wilderness Act

Guest Speaker: John Gatchell, Senior Conservation Advisor

Nie, M. (2008). The U.S. Forest Service Roadless Rule: Administrative Rulemaking and Public Land Conflict. In *The Governance of Western Public Lands* (pp. 87-125). Lawrence, KS: University Press of Kansas. **[Read p. 87-96]**

Stuebner, S. (1992). Tactics, Vision Split Montana Environmentalists. *High Country News* 24(23) (Dec. 14): 8-10.

St. Clair, J. & Marston, E. (1992). Wilderness and Congress Did Not Mix in 1992. *High Country News* 24(23) (Dec. 14): 11-12.

Larmer, P. (1993). Battle for Montana Wilderness Enters Its 16th Round. *High Country News* 25(20) (Nov 1): 6.

Andersen, S. (1995, Sept. 18). Williams Almost Gets His Wilderness. *High Country News*.

Thurs   9/17   Non-official Policy Actors – Environmental Interest Group Influence

Guest Speaker: Anne Hedges, Montana Environmental Information Center (MEIC)

Hestres, L.E., & Nisbet, M.C. (2019). Environmental Advocacy at the Dawn of the Trump Era: Assessing Strategies for the Preservation of Progress. In *Environmental Policy: New Directions for the 21st Century, 10th Ed.* (pp. 66-86).

Tobias, J. (2020, May 20). Groups Sue Over Acting BLM Director's Appointment. *High Country News*.

Tues   9/22   Alaska National Wildlife Refuge (ANWR) Case Study

It is recommended that you have a printout handy of the Layzer/Rinfret reading
The Government Politics Model

Layzer, J.A. & Rinfret, S.R. (2020). Oil Versus Wilderness in the Arctic National Wildlife Refuge. In *The Environmental Case: Translating Values into Policy, 5th Ed.* (pp. 173-206)*.*

Thurs   9/24   ANWR Case Study (cont.)

See Moodle for readings

Tues   9/29   The National Environmental Policy Act (NEPA)

Council on Environmental Quality (2007). A Citizen's Guide to NEPA: Having Your Voice Heard. **[Read p. 1-21]**

O'Brien, M. (2004). Standing Up for This World. *Orion* (September/October) 56-62.

Thurs   10/1   Identifying Current Policy Issues – No Readings

ANWR CASE STUDY HOMEWORK DUE

Tues   10/6   Congress and the Policy Process

Kraft, M.E. (2019). Environmental Policy in Congress. In *Environmental Policy: New Directions for the 21st Century, 10th Ed*. (pp. 117-144).

Thurs   10/8   The Courts and Environmental Policy

CURRENT ISSUE PROPOSAL DUE

Kraft, M. E. (2019). Environmental Policy in the Courts. In *Environmental Policy: New Directions for the 21st Century, 10th Ed.* (pp. 144-167).

Additional reading TBA

Tues   10/13   Current Issue Policy Research Workshop

Workshop Leader: Assistant Professor Ben Chiewphasa, Mansfield Library Government Information Librarian

Environmental Studies Research Guide

Thurs   10/15   Non-official Policy Actors – Industry Influence

Read on of the following as assigned in class:

Federman, A. (2020, Aug. 8). The Man Determined to Deliver Trump's Alaskan Oil Promise. *Politico.*

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.

Tues   10/20   Money in Environmental Politics

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

Yu, Y.S. (2019, Dec. 19). Environmental Groups Saw Revenue Spike, Spent Heavily Amid EPA Rollbacks. Center for Responsive Politics (OpenSecrets.org).

Dark Money Basics. Center for Responsive Politics (OpenSecrets.org).

Dark Money Process. Center for Responsive Politics (OpenSecrets.org).

Thurs   10/22   Interviewing Workshop

CURRENT ISSUE INVESTIGATION BACKGROUND ASSIGNMENT DUE

Working Group for Community Health and Development. Conducting Interviews Community Tool Box, Chapter 12. University of Kansas, Lawrence.

Tues   10/27   The Media, Environmental Politics and Environmental Policy

MacDonald, T. (2020, Feb. 27). How Broadcast TV Networks Covered Climate Change in 2019. Media Matters for America.

Thurs   10/29   Writing Workshop

POLICY ACTOR INTERVIEWING HOMEWORK DUE

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   11/3   Election Day (No Class) – Vote!

Thurs   11/5   Student Presentations (if needed; else presentation prep day)

Tues   11/10   Student Presentations

Thurs   11/12   Student Presentations

Tues   11/17   Student Presentations

Wed.   11/25   Finals Week – Final Class Meeting is 10:10 A.M. – 12:10 P.M. (Current Issue Presentations)
                CURRENT ISSUE INVESTIGATION PAPERS DUE

Important Dates

Drop Deadline (with a refund)	Wed. Sept. 9
Wilderness Policy Assignment Due	Tues. Sept. 15
Case Study Homework Due	Thurs. Oct. 1
Current Issue Investigation Proposals Due	Thurs., Oct. 6
Policy Research Workshop	Tues., Oct. 13
Current Issue Investigation Background Papers Due	Thurs. Oct. 22
Policy Actor Interviewing Homework Due	Thurs., Oct. 29
Election Day – No Class	Tues., Nov. 3
Current Issue Investigation Presentations	Th. 11/5, Tu. 11/10, Th. 11/12, Tu. 11/17, & Wed. 11/25
Final Class / Current Issue Investigation Papers Due	Wed. 11/25