



Lead for the Greater Good

O'Neill School of Public and Environmental Affairs

V550 ENVIRONMENTAL POLICY

Fall 2020

Class No 35174

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COURSE DESCRIPTION

In an age of tribal partisanship and constant federal-level distractions, it's easy to forget the adage that all politics is local, a truism that is doubly applicable to environmental policy. Whether it's the purity of the water our children drink, the availability of clear vistas at our favorite national park, or the siting of the city's new power plant, environmental concerns are intensely personal and activate deeply held values and beliefs. As we survey major national and international topics in environmental policy in this course, we will continually return our focus to local and personal concerns to maintain a connection between theory and practice.

The overarching goals of this course are twofold. First, students will become environmental policy generalists. You will become familiar with a range of environmental concerns, policies, and theories, and practice using this knowledge to analyze problems and cases. Second, you will apply your newly acquired general knowledge to gain targeted expertise in a self-selected policy area relevant to your profession, community, or other interests. While no single class can make anyone an expert, students who excel in this course will leave with tools and knowledge that will prepare them to engage credibly in environmental decision making in their professions and with a solid foundation for further advanced study if they desire. To accomplish these broad goals, we will pursue the following student learning objectives:

STUDENT LEARNING OBJECTIVES

1. By the end of the course, students will be able to clearly articulate the major environmental problems and sustainable development challenges facing localities, the United States, and the world; relevant environmental policy tools; the environmental policy process; relevant legal statutes and regulatory regimes; and leading theoretical frameworks.
2. Students will be able to identify and explain local examples of environmental problems and solutions, along with relevant regulations, institutions, and stakeholders.
3. Students will use their knowledge of environmental policy tools, the policy process, relevant legal statutes and regulatory regimes, and theoretical frameworks to analyze environmental and sustainable development challenges and make actionable recommendations to decision makers.
4. Students will apply their generalist environmental policy knowledge to gain up-to-date expert knowledge on at least one environmental policy topic, allowing them to create a professional-quality white paper (or other work product of similar scope) for use by decisionmakers.

PHILOSOPHY OF TEACHING

The philosophy of teaching you will see in the format of this course is based on my experience working in academia, the nonprofit sector, and the private sector. Across industries, sectors, and fields, I have observed that the skills and knowledge a potential employee possesses when hired are a necessary but not a sufficient condition for job performance. Whatever a person comes to a new job with, he or she will need to quickly adapt to the new work environment and fill gaps in their toolkit. To ensure that new hires are successful in this process, employers often require internships prior to hiring and offer various kinds of orientations, apprenticeships, and on-ramping. All of this is meant to create authentic experiences that either mimic the job or are the job but with increased support resources. Rather than thinking of this course as an academic exercise meant to pour knowledge into your brain, please think of it as a simulated workplace in which you will take initiative to acquire knowledge and skills to create professional-quality work products. In this metaphor, think of me as both employer and client, and yourselves as analysts and managers intent on earning your salary (your grade) by going above and beyond the requirements of the tasks assigned to you. Everything we do in this class will be an authentic learning experience designed to enhance your value as a decision-maker.

TEXTS

Two of the textbooks for this course will be available through eText at a significant discount over paper copies.

Environmental Policy: New Directions for the Twenty-First Century, 10th Edition by Norman J. Vig and Michael E. Kraft (Sage Press 2018). Only the most recent edition of this book will work since it has been updated for the early Trump era, and we will read most of the book.

The Environmental Case: Translating Values into Policy, 5th Edition by Judith A. Layzer (Sage 2020)

The following book is not currently available through eText, and students should acquire a copy on their own from their preferred book retailer:

Failed Promises: Evaluating the Federal Government's Response to Environmental Justice by David M. Konisky (MIT Press 2015).

Any other readings will be posted to Canvas and linked from the relevant module.

CLASS FORMAT

In this course, most of our interaction will be via the Internet, and our exchanges will, for the most part, be asynchronous (that is, not at concurrent times). This characteristic of how the course will be delivered has advantages and disadvantages. The greatest advantage is instant access to additional learning and technological resources that often form a distraction in a traditional classroom. Hit a concept in a forum discussion that you don't understand or want to explore further? Go ahead and search the web, get on YouTube, or do a search of JStor. It's fine, you won't be interrupting anyone. The online format also gives you a good deal of flexibility about when you log in and contribute, and you can take your time to prepare thoroughly and reflect about the issues raised in the readings, cases, and exercises. The electronic format for our interchanges also provides an opportunity for everyone to contribute without the constraints of limited time for in-class discussion and differences in verbal skills.

One of the disadvantages of the format is that we will not enjoy the same level of intimacy that can be achieved in a seminar format. Feedback among participants will not be as quick or, perhaps, as rich. My hope, however, is that each of you will carry on your interchanges with me and your peers recognizing the need for care and completeness in your communications and the virtues of good humor. Our communications can (and I hope will) be augmented by phone, Skype/Zoom, and other forms of two-way communication if these alternatives seem more appropriate in a given situation.

Most of our interactions will occur in the context of Canvas, which provides a comprehensive set of tools for the creation, management, and viewing of sophisticated web-based teaching and learning environments. Student tutorials for using Canvas can be found [here](#), and I am also happy to help you find other help resources at IU.

Now, a caveat: In this course, we will take every advantage we can of the electronic tools and information available to us. If you have any accessibility needs or concerns as you read the rest of the syllabus, please let me know immediately so I can make accommodations. For example, if you need closed-captioning for any video content, that will be important to know.

Office hours: While I do not plan to schedule regular synchronous meetings, I am anxious to be available to you to answer questions. Please feel free to call (801-491-4343), text, or initiate a video conference at any time during normal business hours, and if that presents a barrier, I will

be happy to schedule a call with you during the evening.

EXPECTATIONS

Although this course is offered in a distance learning format, it does not alter our basic responsibilities to one another. It is your responsibility to do the following:

- Be prepared to contribute each week to the online discussions
- Complete assignments on time
- Participate in class discussion
- Inform me of any problem or situation that may be interfering with your learning or performance in the course
- Provide feedback on the strengths and weaknesses of the course in a professional manner

It is my responsibility to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Grade and return assignments in a timely fashion and appraise students of their progress on a regular basis
- Respond to student concerns

ASSIGNMENTS AND GRADING

Assignments in this course are designed to align with the goals and student learning objectives (SLOs) described above. As such, the course will be divided into two phases, a *qualifications phase*, in which you acquire generalist knowledge and skills and a *performance phase*, in which you use your general foundation to produce a significant work product on a narrower topic of your choosing relevant to your situation and interests. During these phases you will be graded on the following areas.

1. **Participation (45%)** is very important in this class and accounts for forty-five percent of your grade. Your participation grade will depend upon the quantity and quality of your contributions to discussion forums, video reports, and your group's white paper. This will break down as follows:
 - a. **Forum participation (25%)**: Most weeks during the semester we will hold a forum discussion on the assigned textbook and case readings. This means it will be important for you to login to Canvas early in the week (probably Monday) to make an initial contribution to the discussion. It will be necessary for you to return to the discussion at mid-week and probably again before the discussion ends to review what others have contributed and follow-up with additional contributions. You can find more information about norms and guidelines about online participation in Canvas.
 - b. **Forum leadership (5%)**: For each **case reading**, one or more students will take the lead in the discussion by *providing a list of discussion questions* to start us off and connect the case with the other background readings, *making posts to keep the discussion engaging and on track*, and *providing a summary*

at the end of the discussion of the insights gleaned. Forum leaders will need to read ahead to submit their questions to me during the week prior to their forum. Sign up for your forum leadership week using [this form](#). Only sign up for a week that already has a leader once all weeks are full.

- c. **Video reports (15%):** Four times during the semester, you will submit a short video you have produced about an environmental policy topic. Taking the camera that you likely carry with you in your pocket every day, you will go out into your community or other places you visit to give physical context to what you are learning from our readings and discussions. Grades for these reports will be based on relevance to course topics, not production values! For one report, you will be required to interview an individual involved with making or implementing environmental policy. Examples might include a federal or state policymaker, a front-line government official such as a BLM field office employee, or an environmental compliance officer in a private company. During the week following video posts, students respond to at least four other videos with questions and comments, as well as responding to questions about their own. Video reports may be resubmitted during this week with improvements based on peer review feedback. Failure to complete peer reviews may result in a score reduction.
 - d. **Group participation (negative points):** Your final white paper project will be a group effort, and full participation is expected from everyone. Your overall participation grade may be negatively affected by poor engagement with your group. Negative points may also be applied at the instructor's discretion for lack of participation in other important aspects of the course.
2. **Decision memo (10%):** For this exercise you will take the role of an environmental policy analyst tasked with making a recommendation about an environmental issue. You will write a standard 2-page single spaced memo making a recommendation to top management. This is an individual assignment, but research collaboration is encouraged.
 3. **Mid-term exam (20%):** This exam will mark the culmination of the qualifications phase of the course and will mimic the sorts of discussion questions you might expect from a manager interviewing you for a position as an environmental policy expert. The exam will require you to synthesize and analytically reflect upon the course readings and discussions so far in the course. All questions on the exams will be essay questions. Each student will select a day during exam week when he or she can sit for the exam. You will download the exam and will need to upload your completed responses within 24 hours.
 4. **White paper (25%):** Immediately following the mid-term, students will organize into interest groups around environmental policy topics of their choosing, which will need to be vetted with me in advance. Each group member will be assigned a role within the team (team leader, analyst, etc). Students will then proceed to make themselves experts on the topic and produce a standard white-paper style report which provides a thorough analysis of the issue, outlines a range of alternative courses of action, and makes policy

proposals. Once topics are identified, I will assign some preliminary readings to get you started, but for the most part you will identify your own sources. Rather than engaging in class discussions during these weeks, each group will have its own forum in which participants will report research results and coordinate their work. Topics for this paper must be as current as possible and should plan to draw on real-time sources such as environmental news reports, in addition to published reports and academic writing. Alternative work products other than a white paper are possible upon approval from me. *Remote group work may be unfamiliar to students who are used to campus-based learning experiences. However, such collaboration is common in the business world. Please treat this as an opportunity to gain vital skills working with colleagues you may never meet offline.*

The semester grade will be determined as follows:

A 100-93%	A- 92.9%-90%	B+ 89.9%-88%
B 87.9%-83%	B- 82.9%-80%	C+ 79.9%-78%
C 77.9%-73%	C- 72.9%-70%	

All assignments are due by the end of the day (Indiana, U.S. Eastern Time Zone) on the date that the assignment is due. Late work will be downgraded one full letter grade for each day it is late and will not be accepted more than 48 hours after the due date. I will consider making individual exceptions to this policy, but only if an exception is requested in advance, is legitimate, and can be documented.

Student work will be graded on three criteria: (1) Analytical: the thoroughness and quality of your analysis and recommendations, including your grasp of the issues involved; (2) Use of course material: the extent to which you applied course material to the situation and demonstrated your understanding of the material; and (3) Stylistic: the quality of your written or oral presentation, including the care you have taken to edit for grammar and spelling in your papers.

The following will help you understand how this translates into a specific letter grade:

Grades of A+/A/A-: A grade in the “A” range indicates you have performed above average for graduate work. The organization of your writing or presentation is effective and easy to follow, and spelling and grammar are correct. Beyond that, your analysis is of above average quality, as is your comprehension of the material and the solutions that you recommend.

Your analysis reflects an in-depth and thorough understanding of the issues, theory, and research. Your conclusions are original and/or well-defended. You have either been especially thorough in your use of the course readings, or you have gone beyond the assigned readings to seek out and incorporate additional reading material. Your engagement of these insights in your paper and class discussions demonstrates that you have read and understood them.

Grades of B+/B/B-: Acceptable but not outstanding graduate work will be assigned a grade in the “B” range. To receive this grade on papers, the organization of your writing must be easy to follow, spelling and grammar mostly correct, and writing style effective. Your paper meets

all of the guidelines regarding content. Your analysis distinguishes between fact and opinion, avoids excessive rehash of facts, and reflects a good understanding of the material. In most instances, your writing will reflect a good understanding of the issues. Your solutions will be based on relevant theory and research rather than your opinion and follow logically from your analysis and evaluation.

Grades of C and D: Grades in the “C” and “D” range fall below graduate work proficiency. Such a grade will be assigned if a paper meets some but not all of the expectations described above, or if it has poor grammar, did not address the issues at hand, or is sketchy or superficial, reflecting only your opinion without support. These grades may also signify that I saw little understanding of the issues in your write-up, and a minimal or superficial application of course readings and discussions.

SELECTED UNIVERSITY POLICIES

Religious Observances. Since our course is taught online, asynchronously, conflicts due to religious observances are rare. However, if you anticipate or encounter conflicts with the course schedule as a result of religious observances, please let me know. The official IU policy can be found [here](#).

Academic integrity. I take academic integrity very seriously. Academic dishonesty will be reflected in a score of 0 for the assignment as a reflection of the quality of work. More information on the code of conduct can be found at <http://www.iu.edu/~code/>.

Note Selling. Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor’s notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member’s notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Online Course Materials. The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

SPEA Honor Code. The SPEA Honor Code can be found at:
https://spea.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf.

Incompletes. The grade of Incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. A grade of Incomplete can be assigned upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work. (<http://policies.iu.edu/policies/categories/academic-faculty-students/academic-student-affairs/incompletes.shtml>)

Late Withdrawal. Withdrawal after the automatic withdrawal period requires approval by the instructor and relevant Program Director and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade will not be approved. You must be passing the course at the time of withdrawal. Contact your advisor or the appropriate Program Director if you want to petition for late withdrawal.]

Counseling and Psychological Services For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>.

Disability Services for Students For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

Sexual Harassment. As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken, and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserve@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Schedule of Readings and Assignments (Subject to change! Canvas schedule is authoritative!)

Wk	Dates	Topic	Case Reading	Policy Readings	Class Assignments	Individual Assignments
1	Aug 24-30	Introduction to Environmental Policy	Layzer Ch 1 “A Policymaking Framework”	<p>Syllabus FAQs About Online Participation along with advice for discussion boards and group leading</p> <p>V&K Ch. 1 “US Environmental Policy”¶¶</p> <p>V&K Ch. 15 “Conclusion: Past and Future Environmental Challenges”</p>		<p>Video report 1: Personal introduction, “My Environment”</p> <p>Next week forum leaders submit discussion questions</p>
2	Aug 31-Sept 6	Environmental Policymaking in the US	Layzer Ch 7 “Federal Grazing Policy: Some Things Never Change”	<p>V&K Ch 4 “Presidential Powers”</p> <p>V&K Ch 5 “Environmental Policy in Congress”</p> <p>V&K Ch 6 “Environmental Policy in the Courts”</p>		<p>Respond to two video reports (please view all this week to get to know your classmates).</p> <p>Next week forum leaders submit discussion questions</p>
3	Sept 7-13	The Role of States and Localities	Layzer Ch 14 “Fracking Wars”	<p>V&K Ch. 2 “Racing to the Top, the Bottom, or the Middle of the Pack?”</p> <p>V&K Ch. 8 “Energy Policy: Fracking, Coal, and the Water-Energy Nexus”</p> <p>JOHN, DEWITT. “Civic Environmentalism.” Issues in Science and Technology, vol. 10, no. 4, 1994, pp. 30–34.</p>		<p>Next week forum leaders submit discussion questions</p>
4	Sept 14-20	International Issues	Layzer Ch 12 “Climate Change: The Challenges of International Policymaking”	<p>V&K Ch. 13 “Global Climate Change Governance”</p> <p>V&K Ch. 14 “Environment, Population, and the Developing World”</p>		<p>Video report 2: “NIMBY”</p> <p>Next week forum leaders submit discussion questions</p>

5	Sept 21-27	Air and Water Policy	Layzer Ch 2 “The Nation Tackles Air and Water Pollution”	<p>V&K Ch 7 “The EPA”</p> <p>EPA, <i>The Plain English Guide to the Clean Air Act</i>.</p> <p>U.S. Environmental Protection Agency. 1997. <i>The Benefits and Costs of the Clean Air Act, 1970-¶1990</i> (Executive Summary and Chapters 1-7).</p> <p>EPA, <i>Introduction to the Clean Water Act</i>.</p> <p>Copeland. 2015. <i>EPA and the Army Corps’ Rule to Define “Waters of the United States”</i>. CRS Report.</p>	<p>Respond to two video reports.</p> <p>Next week forum leaders submit discussion questions</p>
6	Sept 28-Oct 4	Energy Policy	Layzer Ch 11 “The Deepwater Horizon Disaster: The High Cost of Offshore Oil”		Next week forum leaders submit discussion questions
7	Oct 5-11	Sustainable Development	Layzer Ch 15 “Making Trade-Offs: Urban Sprawl and the Evolving System of Grown Management in Portland, Oregon”	<p>V&K Ch. 9 “Eating and the Environment”</p> <p>V&K Ch. 11 “Toward Sustainable Production”</p> <p>V&K Ch. 12 “Taking Sustainable Cities Seriously”</p>	<p>Video report 3: “The Future”</p> <p>Next week forum leaders submit discussion questions</p>
8	Oct 12-18	Introduction to Environmental Economics	Layzer Ch 5 “Market-based Solutions: Acid Rain and the Clean Air Act Amendments of 1990”	<p>V&K Ch. 10 “Applying Market Principles to Environmental Policy”</p> <p>Cropper, Maureen L., and Wallace E. Oates. “Environmental Economics: A Survey.” <i>Journal of Economic Literature</i> 30 (1992): 675-740. (When the math starts, focus on understanding the graphed examples).</p> <p>Chapter 1 (pp 1-23) in Ostrom, Elinor. <i>Governing the Commons: The Evolution of Institutions for Collective Action</i>. Cambridge</p>	<p>Respond to two video reports.</p> <p>Next week forum leaders submit discussion questions</p>

University Press, 1990. ISBN:
9781107569782.

Christopher H. Schroeder, “Public
Choice and Environmental Policy: A
Review of the Literature” in
Research Handbook on Public
Choice and Public Law, pp 450-485
(Daniel A. Farber & Anne Joseph
O'Connell eds., 2010)

9 Oct 19-25 Risk
Assessment Layzer Ch 3 “Love Canal:
Hazardous Waste and the Politics of
Fear”

Browse <https://www.epa.gov/risk>

European Environment Agency.
“Environmental Issue Report No. 4.”
Environmental Risk Assessment -
Approaches, Experiences and
Information Sources. Denmark
(1998). Chapters 2, 3, 4, 6, 7. Web
version is incomplete, use PDF!

Heston, Alan W., Howard
Kunreuther, Paul Slovic, Neil A.
Weine. “Challenges in Risk
Assessment and Risk Management.”
The Annals of the American
Academy of Political and Social
Science 545, May (1996): 8-13.

Kahan, Peters, Wittlin, Slovic,
Oullette, Braman, and Mandel.
2012. “The Polarizing Impact of
Science Literacy and Numeracy on
Perceived Climate Change Risks.”
Nature Climate Change 2: 732.735.

Chapter 4 “Negotiating Risk,
Expertise, and Near-Advocacy” in
Callison, Candis. *How Climate
Change Comes to Matter: the
Communal Life of Facts*. Duke
University Press, 2014. ISBN:
9780822357872.

Decision Memo Due

Next week forum leaders submit
discussion questions

10	Oct 26-Nov 1	Environmental Justice	Layzer Ch 16: “Post-Katrina: Lessons From a Disaster”	<p>Konisky, <i>Failed Promises: Evaluating the Federal Government’s Response to Environmental Justice</i>, entire.</p> <p><i>Power, Justice, and the Environment</i> by Pellow and Brulle, Ch 1, MIT Press 2005</p> <p>EPA EJ 2020 Action Agenda</p>	Group formation and problem identification	<p>Next week forum leaders submit discussion questions</p> <p>Decision memos returned</p>
11	Nov 2-8	Exam	None	None	Mid-term	
12	Nov 9-15	Research	Group Research	TBD		
13	Nov 16-22	Research	Group Research	TBD	Submit literature review	Video report 4: Interview (topic of your choice)
Thanksgiving Break						
14	Nov 30-Dec 6	Group Research	Group Research	Research	Submit draft white paper for feedback	Respond to two video reports.
15	Dec 7-13	Group Research	Group Research	Research		
16	Dec 14-20	Finals Week	None	None	White Paper Delivery	