

**PS 297: Intro. to Environmental Politics, Winter 2016**  
**Syllabus**

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<b>Office:</b>	PLC 832	<b>Office:</b>	PLC 837
<b>Hours:</b>	Tuesdays, 1:00-2:00 pm; Thursdays, 2:00-3:00 pm; & by appointment	<b>Hours:</b>	Tuesdays, 10:00-11:00 am; & by appointment

**Class Times:** 8:30 – 9:50 pm, T & R

**Class location:** 166 Lawrence Hall

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### Course Description

*How do different perspectives on how to solve environmental problems influence the types of policies implemented by governments?*

*What have been some of the major environmental issues in America over the past 100 years, and what were the politics surrounding them?*

In the last century, environmentalism in the United States has become an important movement which has shaped people's perceptions about the role of government and what should be done to protect the environment. In this course we look at the politics surrounding environmental issues such as Hetch Hetchy dam, the Clean Water and Air Acts, the creation of the EPA, climate change, environmental justice, and animal rights. We look at the role social movements (e.g. Earth Day, Greenpeace, Earth Liberation Front), politicians (e.g. Presidents Nixon, Reagan, Bush, Clinton, W. Bush and Obama), political parties, courts, and communities have had in shaping environmental politics.

By taking this introductory course, you will develop a better understanding of theoretical perspectives that drive the politics and environmental movements in the United States.

The course is structured along four theoretical perspectives regarding environmentalism. The first, institutionalism, focuses on how institutions can reduce collective action problems. The second, environmental philosophy, explores environmental ethics and values. The third, market liberalism, introduces environmental economics and policy science approaches. The fourth, social green approaches, examines the environmental justice literature.

The second-half of the course focuses on exploring themes. The first is the role of science in environmental politics. Expert knowledge can play an important role in policymaking, but sometimes experts get it wrong. We focus on examining how expertise was used in the cases of the Spotted-Owl and Love Canal. The second examines environmental politics in the United States since the 1970s. It examines changes in federal politics and environmental social

movements, focusing on how ‘the environment’ has become politicized leading to policy gridlock. Finally, the course ends by examining the design of environmental policy. It compares collaborative approaches for a new generation of environmental policies.

## Expected Learning Outcomes

At the end of this course, students will be able to:

- Identify and evaluate competing values regarding the relationship between humans and nature, and explain how this influences environmental policy;
- Identify and evaluate competing claims as to what are the main drivers of environmental problems and the best solutions;
- Identify the unique characteristics of different environmental problems and explain how these shape the way environmental politics works;
- Explain how the environment became a leading policy issue, both in the U.S. and internationally;
- Describe the evolution of environmentalism in the U.S. and the distinct values, strategies, and policy proposals of different environmental movements;
- Explain the process and actors involved in making environmental policy in the U.S.
- Identify and evaluate competing policy proposals for addressing environmental problems, including command and control regulation, market-based approaches, and collaborative approaches.

## Teaching Philosophy

We are all responsible for contributing to each other’s learning experience. Rather than structuring the course with exams, it is designed to foster on-going learning. As such, students are expected to have read and thought about the material before attending class. In order to encourage this, I incorporate many small ‘journal’ assignments and quizzes. These are designed to be short and effective – if you’ve been doing the readings and attending class, they should be relatively easy.

Recognizing that sometimes people have a bad week or may struggle with some of the material, the quizzes and assignments are designed to be flexible. Although all are mandatory, only your best ones will count towards your grade.

Students that are willing to put in a few hours a week into the course usually do well. Rather than having to ‘cram’ at the last minute to study for an exam or write a paper, on-going learning requires a continual commitment. This means that you cannot miss many classes or ‘cram’ for major exams.

## Requirements

- 40 %** Weekly Quizzes (Best 7 of 9; weeks 3-10)
- 30 %** Journal / Reflection Assignments
- 20 %** Assignments (Best 2 out of 3 - weeks 4, 7, 10)
- 10%** Final Take Home Quiz

The major outputs of this course are:

1. Weekly quizzes (no exams!)
2. An ongoing journal with a variety of short weekly assignments reflecting on the material
3. Three short assignments
4. A final take home quiz

**Late assignments without a documented reason will be penalized 2.5% per day, up to 10%. Without a compelling reason, late assignments will not be accepted beyond a week past the deadline.** If you run into trouble, please speak to the instructor or your GTF ASAP. It is easier to work things out before deadlines pass.

There will be nine quizzes, one for each week of the course. Your best seven will be worth 40% of your final grade. Your final take home quiz will similarly be short (around 30 minutes) and will be worth 10%. Whereas the quizzes only focus on the readings and content from each part of the course, the final assignment will ask a few broader, overarching questions.

You must take and complete all of the quizzes. Failure to do so will result in a loss of 5 % from your overall grade for each quiz missed.

For information regarding assignments, please see the accompanying document. You will be responsible for completing three assignments, of which your best two will count towards your grade. You must complete all three assignments (and receive a grade higher than 60%), failure to do so will result in a loss of 5 % from your overall grade.

We will pick up your journals at random, unannounced intervals. It is expected that you will bring them to class. Your journal grade will be based on whether you are keeping up to date, demonstrating that you are keeping up with the readings and you are putting thought into processing them.

## Readings

The principle textbook we will be using is:

Layzer, Judith A. *The environmental case: Translating values into policy*. 4<sup>th</sup> Edition. CQ Press, 2015.

However, the third edition is just as fine, much cheaper, and can be found on Amazon in the used books section. A copy is also on reserve at the University Library.

The course uses mix of textbooks, scientific articles and scholarly books. All links and pdf documents are provided on Canvas. To view/download articles, you must be connected through the University of Oregon (e.g. on WIFI on campus). There is around 1.5 hours of reading for every class, for a total of 3 hours a week. Some of the academic articles are dense, and difficult to understand. We will discuss these articles prior to their assigned reading dates so as to make them more accessible.

Reading questions which will help guide your comprehension are included on the powerpoint slides of the class prior to the assigned readings.

## Discussion Sections

There is no participation grade in this course, rather, some material will only be covered in discussion section, and exams will have questions taken directly from this material. Furthermore, peer editing, which will be done in section. The purpose of discussion sections is to participate actively in group discussion. As such, the onus is on students to work with the material – it is not an additional lecture.

## Academic Honesty

Don't cheat. Don't waste my time and yours. Today's software makes it very easy to catch cheaters. All of your assignments will be submitted online using the "Safeassign" tool.

Everything in your assignments must be your own work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense.

Raise questions you have with me before problems arise. If you are caught cheating or plagiarizing, you will receive a zero on your assignment, you will be referred to the Office of Student Conduct, and you may fail the class. For more information on the Student Conduct Code and on plagiarism, see these websites:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

<http://libweb.uoregon.edu/guides/plagiarism/students/>

<http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html>

## Accessibility

Both I, and the University of Oregon are committed to creating inclusive learning environments. Please notify me if any aspects of my instruction methods or course design result in barriers to your participation. If you have a disability or require special accommodation, I encourage you to contact the Accessible Education Center in 164 Oregon Hall at 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu). If you have already been in contact with the Accessible Education Center and have a notification letter, please provide me with a statement from the Accessible Education Center during the first week of class so that we can make appropriate arrangements. University policy requires that “students MUST present a notification letter from the Accessible Education Center to receive testing accommodations” (see <http://aec.uoregon.edu/>).

## Title IX Rights

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals [here](#). Each resource is clearly labeled as either “required reporter,” “confidential UO employee,” or “off-campus,” to allow you to select your desired level of confidentiality.

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## Reading Schedule

### Part 1: Introduction and Institutionalism

What are ‘environmental politics’? What is the tragedy of the commons? What do we mean by institutionalism? How can institutions mitigate this tragedy?

<b>Week 1</b>		
5 January	Introduction	No reading required Purchase a ‘journal’-like book.
		<b>Journal Prompt:</b> What does environmentalism mean (how would you define it)? Do you consider yourself an environmentalist? Why or Why not? What are some things you do that you consider ‘environmentalist’? What are some things you do that you consider bad for the environment?  How important are environmental issues to you (e.g. compared to the economy or security)? Do you consider environmental positions of

		<p>candidates when you vote? Should governments do more or less to protect?</p>
7 January	Commons Game	<p>Hardin, G. (1968). "The Tragedy of the Commons." <i>Science</i>, 162 (3859): 1243-1248.</p> <p><b>BRING LAPTOPS TO CLASS</b></p> <p><b>PLAY A PRACTICE GAME:</b></p> <p><a href="http://pages.uoregon.edu/rmitchel/commons/1cow/index.shtml">http://pages.uoregon.edu/rmitchel/commons/1cow/index.shtml</a></p>
Disc. Sect.	Discuss results of game	<p>Lappe, Frances Moore (2013). "Commons Care: How Wrong Was Garrett Hardin?!". Huffington post.</p> <p><a href="http://www.huffingtonpost.com/frances-moore-lappe/commons-care-how-wrong_b_3039549.html">http://www.huffingtonpost.com/frances-moore-lappe/commons-care-how-wrong_b_3039549.html</a></p> <p>Tierney, John (2009). "The Non-Tragedy of the Commons". NYT.</p> <p><a href="http://tierneylab.blogs.nytimes.com/2009/10/15/the-non-tragedy-of-the-commons/">http://tierneylab.blogs.nytimes.com/2009/10/15/the-non-tragedy-of-the-commons/</a></p> <p><b>Journal Prompt:</b></p> <p>What is the tragedy of the commons? How does Hardin suggest it can be 'resolved'? Do you agree / disagree with him or any of the other authors?</p> <p>Reflect on the simulation – what did you learn, did it match expectations, and what 'lessons' might we derive? What happened? Did it mirror the predictions of Hardin? Did changing rules affect outcomes? If so, how? What do you think the implications might be in terms of solving environmental problems? Can you think of similar 'commons' problems in your own life?</p>
Optional Reading:		<p>Ostrom, E., Walker, J., &amp; Gardner, R. (1992). Covenants with and without a Sword: Self-governance Is Possible. <i>American Political Science Review</i>, 86(02), 404-417.</p>
<b>Week 2</b>		
12 January	Tragedy of the Commons	<p>Chapter 1 - Young, O. R. (2013). <i>On environmental governance: Sustainability, efficiency, and equity</i>. Paradigm Publishers: 23-39.</p>

		Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., & Policansky, D. (1999). Revisiting the commons: local lessons, global challenges. <i>Science</i> , 284(5412), 278-282.
		<b>Journal Prompt:</b> “3-2-2-1” for Young. Write 3 things you’ve learned from the chapter, two things you don’t understand or are confused about from the chapter, two terms or concepts you had to look up from the chapter (along with the definition you found), and 1 question you’d like to pose to the author (that goes beyond a clarifying question about what he meant)
14 January	Overview of approaches, / American Environmental Politics	Clapp, Jennifer, and Peter Dauvergne. (2005) <i>Paths to a Green World : The Political Economy of the Global Environment</i> . Cambridge, Mass.: Cambridge, Mass.: MIT Press, 1-17.
		<b>Journal Prompt:</b> What are the world views presented by Clapp and Dauvergne (one sentence for each)? Which worldview(s) would you consider yourself to share with regards to the environment?
Optional Reading		Rosenbaum, W. A. (2013). “Chapter 2: The politics of Environmental policy.” <i>Environmental politics and policy</i> . Cq Press. 44-93.  Layzer, Chapter #1

**PLAN FOR ASSIGNMENT #1 due by 5:00 pm, 15 January 2015**

Part 2: Environmental Philosophy

What are some of major debates of environmental ethics? How do we conceive the relationship between humans and nature? What was the difference between the Conservation vs. preservation movements? Deep Ecology?

<b>Week 3</b>		
19 January	Introduction Conservation vs. Preservation debate	<b>QUIZ #1: INSTITUTIONALISM AND APPROACHES TO ENVIRONMENTAL POLICY</b>  Carter, N. (2001). “Chapter 2: Environmental Philosophy.” <i>The politics of the environment: ideas, activism, policy</i> . Cambridge University Press: 13-39

		<p>Excerpts from Thoreau, Muir and Pinchot in: Nash, R. (1990). <i>American environmentalism: Readings in conservation history (3rd ed.)</i>. New York: McGraw-Hill.</p> <p><b>Journal Prompt:</b></p> <p>How would you classify yourself according to the perspectives we have discussed? Biocentrist? Anthropocentrist? Weak-Anthropocentrist? Preservationist? Conservationist? Have you changed your perspective over time? If so, in which direction and why? How much would you be willing to sacrifice to protect an endangered species or ecosystem? Do you eat all types of meat? Why or why not? To what extent should we preserve ecosystems?</p>
21 January	Animal Rights, ethics, and policy	<p>Peter Singer and Richard Posner. (June 2001). Animal Rights. <i>Slate</i>.</p> <p>George Yancy and Peter Singer. (27 May 2015) “Peter Singer: On Racism, Animal Rights and Human Rights”</p> <p><a href="http://opinionator.blogs.nytimes.com/2015/05/27/peter-singer-on-speciesism-and-racism/?_r=0">http://opinionator.blogs.nytimes.com/2015/05/27/peter-singer-on-speciesism-and-racism/?_r=0</a></p> <p><b>Journal Prompt:</b></p> <p>From the discussions with Singer, what three points made by Singer do you most agree with? What three points do most disagree with?</p>
Optional Reading		<p>John Muir. (1909). Hetch Hetchy Valley. <i>Sierra Club Bulletin</i> VI (4): 212-220.</p> <p><a href="http://vault.sierraclub.org/ca/hetchhetchy/hetch_hetchy_muir_scb_1908.html">http://vault.sierraclub.org/ca/hetchhetchy/hetch_hetchy_muir_scb_1908.html</a></p>

### Part 3: Market Liberalism

What is the logic behind market approaches? How do they work? Where have they been used? Why are some people against this approach?

<b>Week 4</b>		
26 January	A Primer on Environmental Economics	<b>QUIZ #2: Environmental Philosophy</b>

		<p>Krugman, Paul. “Ch. 17: Environmental Economics 101”. In Nicholson, S., &amp; Wapner, Paul Kevin. (2015). <i>Global Environmental Politics: From Person to Planet</i>.</p> <p>Keohane, N. O., &amp; Olmstead, S. M. (2007). “Chapter 3: The Benefits and Costs of Environmental Protection.” <i>Markets and the Environment</i>: Cambridge Univ Press, 11-30.</p>
		<p><b>Journal Prompt: BEFORE CLASS</b></p> <p>“3-2-2-1” for Krugman/Keohane &amp; Olmstead. Write 3 things you’ve learned from these pieces, two things you don’t understand or are confused about from the chapter, two terms or concepts you had to look up from the chapter (along with the definition you found), and 1 question you’d like to pose to the author (that goes beyond a clarifying question about what he meant)</p>
28 January	<p>Market Approaches Con’t</p> <p>Case Studies: Clean Air Act Amendments</p>	<p>Layzer – Chapter 5 in 4<sup>th</sup> Edition, Chapter 14 in 3<sup>rd</sup></p> <p>“Acid Rain and the Clean Air Act Amendments of 1990”. <i>The environmental case: translating values into policy</i>. Washington, D.C.: CQ Press, 264-287</p> <p><b>OPTIONAL:</b> Stavins, R. N., &amp; Whitehead, B. W. (1992). “Dealing with pollution: Market-based incentives for environmental protection.” <i>Environment: Science and Policy for Sustainable Development</i>, 34(7), 6-42.</p>
		<p><b>Journal Prompt: BEFORE CLASS</b></p> <p>Had you heard about Acid Rain? What is your impression with regards to policies to solve it – are market mechanisms the ideal way to solve these problems, or only a political compromise? Why are some people against market mechanisms to solve environmental problems? Why do others favor it?</p>
<p><b>ASSIGNMENT #1 – Due by 5:00 pm, 29 January 2015</b></p>		
<p><b>Week 5</b></p>		
2 February	<p>Critiques of Market Approaches</p>	<p><b>QUIZ 3: MARKET LIBERALISM</b></p> <p>Goodin, R. E. (1994). “Selling environmental indulgences.” <i>Kyklos</i>, 47(4), 573-596.</p>

		Sandel, M. (2012). "What Isn't for Sale?" <i>The Atlantic</i> , 309(3), 62-66.
		<p><b>Journal Prompt: BEFORE CLASS</b></p> <p>Imagine you had to explain to your friend, who doesn't know anything about environmental politics, why Goodin and Sandel argue against market mechanisms. Summarize a few of their points in a way that your friend could understand them.</p>

#### Part 4: Social Greens

What is the relationship between inequality and environment? Race and environment? How is this relevant in discussions of over international issues? What is environmental justice?

4 February	Intro to environmental justice	<p>Shue, H. (1999). "Global environment and international inequality." <i>International affairs</i>, 75(3), 531-545.</p> <p><b>JUSTICE SIMULATION</b></p>
		<p><b>Journal Prompt: AFTER CLASS</b></p> <p>What are 3 things that you learnt from doing the simulation? Any surprised? What do you think is 'just' or 'fair' when it comes to splitting costs or receiving benefits? Should those with less get more? Should those with more pay more?</p>

**PLAN FOR ASSIGNMENT #2 – Due by 5:00 pm, 5 February 2015**

### Week 6

9 February	Env. Justice continued	<p><b>QUIZ #4</b></p> <p>First ten pages of:</p> <p>Brulle, R. J., &amp; Pellow, D. N. (2006). Environmental justice: human health and environmental inequalities. <i>Annu. Rev. Public Health</i>, 27, 103-124.</p> <p><a href="https://theconversation.com/flints-water-crisis-is-a-blattant-example-of-environmental-injustice-53553">https://theconversation.com/flints-water-crisis-is-a-blattant-example-of-environmental-injustice-53553</a> (Links to an external site.)</p> <p><a href="http://fivethirtyeight.com/features/what-went-wrong-in-flint-water-crisis-michigan/">http://fivethirtyeight.com/features/what-went-wrong-in-flint-water-crisis-michigan/</a> (Links to an external site.)</p> <p><a href="https://www.washingtonpost.com/news/energy-">https://www.washingtonpost.com/news/energy-</a></p>
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11 February	Environmental Justice con’t	<p>Presentation by Beyond Toxics</p> <p>Links to Readings:</p> <p><a href="http://www.beyondtoxics.org/blog/2015/01/envision/">http://www.beyondtoxics.org/blog/2015/01/envision/</a></p> <p><a href="http://www.beyondtoxics.org/blog/2015/12/eugene-struck-out-with-seneca-deal/">http://www.beyondtoxics.org/blog/2015/12/eugene-struck-out-with-seneca-deal/</a></p> <p><a href="http://news.streetroots.org/2016/02/05/timber-s-fallen- plight-immigrant-forestry-workers">http://news.streetroots.org/2016/02/05/timber-s-fallen- plight-immigrant-forestry-workers</a></p> <hr/> <p><b>Journal Prompt: After Class</b></p> <p>What do you think are some explanations for environmental racism? Would you be willing to live in one of these communities? What solutions do you think should be implemented?</p>

Part 5: Theme - Science and Politics

How does science contribute to better policies? Is this always the case? What happens when there is uncertainty?

**Week 7**

16 February	Climate Change, Science, and Politics	<p><b>QUIZ 5: SOCIAL GREENS</b></p> <p>*Excerpts from: Sarnoff, S. K. (2001). <i>Sanctified snake oil : the effect of junk science on public policy</i>. Westport, Conn.: Praeger.</p> <p>Dunlap, Riley E. "Climate change skepticism and denial: An introduction." <i>American behavioral scientist</i> (2013): 0002764213477097.</p> <p>Leiserowitz, A., Maibach, E., Roser-Renouf, C., Feinberg, G., Rosenthal, S., &amp; Marlon, J. (2014). <i>Climate Change in the American Mind: Americans' Global Warming Beliefs and Attitudes in November 2013</i>. Yale University and George Mason University.</p> <p><b>Journal Prompt: Before Class</b></p> <p>Have you always 'believed' in Climate change? Why or why not? If you changed your mind, what triggered that change? Think of someone who is a 'climate change denier,' why do they believe what they believe? What role does science play in their beliefs? Think back to story of Reagan and Acid rain – do you see any parallels?</p>
18 February	<p>Science, truth, values and uncertainty</p> <p>Case study: Love Canal</p>	<p>Jamieson, D. (1996). "Scientific uncertainty and the political process." <i>The Annals of the American Academy of Political and Social Science</i>, 35-43.</p> <p>Layzer – Chapter 3 in both editions.</p> <p>"Love Canal: Hazardous Waste and the Politics of Fear". <i>The environmental case: translating values into policy</i>. Washington, D.C.: CQ Press, 52-77</p> <p><b>Journal Prompt: Before Class</b></p> <p>What were the controversies regarding citizen science and 'government' science in Love Canal? Do you find the evidence persuasive? Would you want to live in Love Canal? Who should pay for such clean ups?</p>
Optional Reading		<p>Weeks, Priscilla and Packard, Jane M. "Acceptance of scientific management by natural resource dependent communities." <i>Conservation Biology</i>. 1997; 11(1):236-245</p>

**ASSIGNMENT #2 – Due by 5:00 pm, 19 February**

Part 6: Theme - Contemporary Environmental Politics in U.S.

What are the three waves of environmentalism in the United States? Why the EPA was founded? The Clean air act? The clean water act? What tensions have occurred? Is there gridlock? Why? What alternatives are there? What role have the courts played?

<b>Week 8</b>		
23 February	Contemporary environmental movements  Clean Water and Air Acts	<p><b>QUIZ 6: SCIENCE AND POLITICS</b></p> <p>Layzer – Chapter 2 in both editions.</p> <p>“The Nation Tackles Pollution ”. <i>The environmental case: translating values into policy</i>. Washington, D.C.: CQ Press, 52-77</p> <p>Thiele, L. P. (1999). <i>Environmentalism for a new millennium: the challenge of coevolution</i>: Oxford University Press New York, 9-29.</p>
		<p><b>Journal Prompt: Before Class</b></p> <p>How convincing do you find the story of electoral competition between Muskie and Nixon? Why? To what extent do you think interest groups should be involved in politics?</p>
25 February	Policy Gridlock and its alternatives	<p>Sale, K. (1990). “Schism in environmentalism.” <i>American Environmentalism: Readings in Conservation History</i>, 285-293</p> <p>Klyza, C. M., &amp; Sousa, D. J. (2008). “Chapter 2: Creating the Current Institutional Landscape of Environmental Policymaking.” In <i>American environmental policy, 1990-2006: beyond gridlock</i>. Cambridge, Mass.: MIT Press.</p>
		<p><b>Journal Prompt: Before Class</b></p> <p>Why is there environmental policymaking gridlock in Congress? Does this affect your decision on you will vote for in the upcoming election (or if you will vote?)? Should Presidents be able to take executive actions, without the approval of congress?</p>

**PLAN FOR ASSIGNMENT #3 – due by 5:00 pm, 26 February 2016**

Part 7: Designing Better Policies

What are some alternatives to command and control regulation? How are they different?

<b>Week 9</b>		
1 March	New market-based regulation	<p><b>QUIZ 7: CONTEMPORARY AMERICAN ENVIRONMENTAL POLITICS</b></p> <p>O’Leary, Rosemary (2013) “Environmental Policy in the Courts.” eds. Kraft, M. E., &amp; Vig, N. J. <i>Environmental policy: new directions for the twenty-first century</i>, 135-155.</p>
	Policymaking and the courts	<p><b>Journal Prompt: Before Class</b></p> <p>Select one of the court cases we have discussed in class or in the reading. Summarize what happened, the issue and the verdict(s) as if you were explaining to a friend who wasn’t in this course.</p>
3 March	Collaborative approaches	<p>Klyza, C. M., and David J. Sousa. (2008). “Chapter 6: The Collaborative Pathway in Environmental Policymaking.” <i>American Environmental Policy, 1990-2006</i>. Cambridge: The MIT Press.</p> <p><b>QUIZ 8 (Online Quiz)</b></p>
		<p><b>Journal Prompt: Before Class</b></p> <p>Is it better to have local communities passing policies, or is it better to have a centralized government? Why or why not? Are you convinced that collaborative policymaking is a better means of making policies? What are some of the pros and cons?</p>
<b>Week 10</b>		
8 March	Collaborative Approaches Continued	<p>Layzer – Chapter 4 in 4<sup>th</sup> edition, chapter 15 in 3<sup>rd</sup> Edition:</p> <p>“Ecosystem-Based Management in the Chesapeake Bay”</p> <p><i>The environmental case: translating values into policy</i>. Washington, D.C.: CQ Press,</p>
		<p><b>Journal Prompt: Before Class</b></p> <p>What are a few things you’ve learnt from this piece, a few things you don’t understand or are confused about from the chapter, a few terms or concepts you had to look up from the chapter (along with the definition you found), and one question you’d like to pose to the author (that goes beyond a clarifying question about what he meant)</p>

10 March	Where to go from here?	<p>Excerpts from Fiorino, D. J. (2006). <i>The new environmental regulation</i>. Cambridge, Mass.: MIT Press.</p> <p><b>QUIZ 9: DESIGNING BETTER POLICIES</b></p> <p>Do you find Fiorino's new regulation persuasive? Can businesses be trusted? Why? Why not? What would someone with an alternative world view say? If you were the head of the EPA and you had to solve an environmental problem like climate change, do you think this approach could work? Why? Why not?</p>
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**ASSIGNMENT #3 – Due by 5:00 pm, 11 March 2016**