II. Environmental Policy  
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Course Prerequisites: Graduate Standing

Course Description: This course will examine the policy making process in environmental policy in the United States and the global implications for that policy. Topics to be covered will include air and water policy, energy production and regulation, federal land policy, and problems associated with food and agricultural production. This is a central class for those doing environmental and natural resources policy.

Course Objectives: To familiarize the student with policy and the policy formation process in each of the areas indicated above and to provide students with substantive expertise necessary to analyze environmental policy proposals and the political considerations that produced those proposals and the long and short term consequences of proposals.

My Expectations: I expect that you will do all the reading prior to coming to class, that you will be an active and regular participant in class and online discussions, that you will identify your areas of weakness and independently work to seek out the information you need to strengthen those areas, that you will be curious and inquisitive and that you will work hard. This is a demanding class – although no more demanding as similar classes at the best universities in the country. You will find easier classes or classes where you don’t actually have to do the reading. If that sounds attractive to you – then you don’t want to be in this class. My environment grad students have enjoyed 100% placement success – because they were 100% prepared for the job market – by being their best. If that sounds good to you then I want to work with you and help you achieve your goals.

Course Structure and Approach:
There are three – related - writing requirements for the class. The first written assignment is a review essay--in the form of an annotated bibliography--on a subject of your choosing dealing with environmental or natural resources policy. This bibliography should include at least 15 books and articles and should tell the reader what the work is about (the theme etc.) and what sets it apart from other works in the field. These review essays can not be any longer than 7 double spaced pages in length and will be due at various times beginning the second week of class. You are to post your review essay to the class at least 4 days prior to the class session when you will present your essay. Students in the class are to read the essays and comment on the essay in the online platform. The author of the essay will begin his or her presentation by summarizing the comments the other students made to the author about his or her essay.

The second written assignment will be to write a research paper. Paper topics must be approved by me in advance and will be individually tailored to the professional needs of each student. Although it is not required I would expect your review essay to be a part of what becomes your research paper.

Students may choose to write a grant proposal and identify potential sources of funding using
foundation directories and grant data bases. (On a separate sheet identify a minimum of 10 possible funding sources with a sentence or two describing why you think this source would be interested in funding your research.) (Anticipate using the stuff you put into your bibliography for your grant proposal--killing two birds.) Your grant proposal will follow the guidelines you will find in Program Planning and Proposal Writing-Expanded Version available from the Grantsmanship Center. See Publications, Grantsmanship Center, PO BOX 17220, Los Angeles, CA 90017. http://www.tgci.com (order code XPP) - there are many excellent publications here.

For your third written assignment students will be required to write and distribute to the class one book review of a book that has been approved by me in advance (taken from the syllabus, ordinarily). This actually should not be a burdensome assignment as I suggest you use books that you also use for the review essay you will write for the class. **Your book reviews should summarize the reading, identify the authors goals and discuss the achievement of those goals, discuss the appropriateness and success of the methodology used, and compare the reading with other works in the field (this is essential of you want an "A" on your review).** Four days prior to the class session during which you will discuss your book review you should post your review in the online discussion board. This is expected to be a professional review and should be of the same quality as you find in professional journals. I will read drafts of your review if you bring them to me during office hours in hard copy double spaced. I can not read drafts of your papers but I will go over your paper outlines. If your objective in the class is to produce a paper that is worthy of publication in a professional journal let me know in advance and we will work toward that goal. Although you will not get additional credit for aiming for publication I will have higher expectations from the students who pursue this option.

**Posting bibliographic essays and book reviews.** **Everyone in the class is required to read the posted reviews BEFORE coming to class.** Everyone will be tested on this material on the final. The rest of the class is required to read and comment on these posted reviews before coming to the next class session, and the review writer is required to read the questions and comments posted by the other students in the class and make appropriate replies. When the class meets we will discuss the book and article reviews posted for that week.

**Grading:** Grades will be based on your participation, the final and papers as follows: Written assignments:33.3%; Participation 33.3%; Final Exam: 33.3%

The final exam will cover all the required reading, the review essays produced by the other members of the class and the book reviews written by the other members of the class. I suggest you keep a journal which combines and summarizes all the reading and other materials in the class – students who do this and enter all the material in their journals will have no difficulty doing well on the final.

In addition you are **required to take and read every day the New York Times.** Each week each of you will post one question from the NYT in the discussion page (there is a place to do this for each week) and each week you will be responsible for answering two questions from those that are posted by other students (make it easy and tell us what paper date and page you get your question from). In addition you are required to COMMENT on the email posting of at LEAST one other student.
Finally reply to people who post comments to your questions. Post questions that deal with regulatory and public administration matters – but also look for questions dealing with articles on the environment and natural resources (as these often involve government and regulations). Taking and reading the NYT daily is a requirement necessary to pass the class.

Books:


*Business and Environmental Policy: Corporate Interests in the American Political System*


*Human Footprints on the Global Environment: Threats to Sustainability*


*Global Spin: The Corporate Assault on Environmentalism*
by Sharon Beder 1998, Chelsea Green Publishing, chapter 1 and 2


You will present your research papers the last two weeks of class. Papers are due on the day you give your presentation – usually the last day of class. Post them early if possible.

I strongly suggest you outline your reading. That will improve your discussion performance as well as assist you when preparing for the exam at the end of the semester.

The discussions in the seminar will be conducted by the students themselves under the guidance of the instructor. This will be done in several ways. Each week one or two students will be given responsibility for leading the discussion of the reading for that week -- they will be responsible for preparing discussion questions to be used in class. In addition the students responsible for that week’s assignments will post two discussion questions in the online forum (these questions will begin the week before we discuss the given reading and will be different questions from those introduced in class). All students are responsible for answering the general questions posted in the online forum. In addition each student is responsible for commenting on the answers to questions provided by at least one other student -- again by posting your evaluation of your fellow student’s response to all members of the class in the forum. This isn’t as difficult as it sounds. If I am the leader that week I post two questions (not ones I will be using in class later). You answer them. After several class members have posted their answers you read them all and pick one to respond, comment, praise, evaluate on and post that comment to the class members.)
Weekly reading assignments.

**Week One:**

**Week Two:**

**Week Three:**

**Week Four:**

**Week Five:**

**Week Six:**

**Week Seven:**

**Week Eight:**
*An Introduction to Ecological Economics (e-book)* by Authors: Robert Costanza, John H. Cumberland, Herman Daly, Robert Goodland, Richard B. Norgaard, Chapter3 - which you will find here:
AND ECOLOGICAL ECONOMICS (paper) by Stephen Farber and Dennis Bradley (available online here: http://www.fs.fed.us/eco/s21pre.htm

**Week Nine:**

**Week Ten:**

**Week Eleven:**

**Week Twelve:**
*Global Environmental Politics* (5th edition) by Pamela S. Chasek, et. Al.

**Week Thirteen:**

**Week Fourteen:** paper Presentations and exam

*The following readings have been complied for your convenience and as a starting point for your book and other reviews. This is not a required reading list.*

I. The Policy Environment in Environmental Policy  
- actors, incentives, history and the policy process


Bennett, Olivia, Greenwar: Environment and Conflict, (Panos Institutie, 1991.)


Stephen Fox (John Muir and His Legacy: The American Conservation Movement [Boston: Little, Brown, 1981]).


Wise, Charles and Rosemary O'Leary, “Intergovernmental Relations and Federalism in Environmental Management and Policy: The Role of the Courts” *Public administration review* MAR 01 1997 v 57 n 2 p.150


[the common pool problem and implications for environmental policy. Models of environmental control (e.g. markets vs. control and command enforcement) and the relationship between ecology, economics and environmental policy.]


Robert Sinsheimer, "The Presumptions of Science", in Herman Daly, *Economics, Ecology, Ethics*.


III. Energy Policy


John Gever, et. al., *Beyond Oil*


Vietor, R. H. K., *Environmental Politics and the Coal Coalition* (College Station: Texas A & M University Press, 1980).


**IV. Air**


Elsom, Derek M., Atmospheric Pollution-A Global Problem, (Blackwell Publisher, 1992).


Thompson, Peter and John Wiley, Global Warming: The Debate, (Chichester, 1992).


V. Water Policy


Martin, R., A Story That Stands Like a Dam: Glen Canyon and the Struggle for the Soul of the West (New York: Henry Holt, 1989).


Pisani, D. J., From the Family Farm to Agribusiness: The Irrigation Crusade in California and the West, 1850-1931 (Berkeley; University of California Press, 1984).


Saunders, Margot “The Safe Drinking Water Act--Dilemmas for the Poor” Clearinghouse review APR 01 1993 v 26 n 12, p.1587


Frank J. Trelease, *Water Law: Cases and Materials* 3rd edition, (St. Paul: West Publishing, 1979). (Use as a reference only although chapter one provides a good legal summary that could be the basis of a weekly report.)


Warriner, G. Keith et.al “Public Participation in Watershed Management: A Comparative Analysis,” Canadian water resources journal OCT 01 1996 v 21 n 3, p. 253


VI. International Environmental Management


Brown, Emerson and Stoneman, *Resources and the Environment: a Socialist Perspective*, (for class presentation see chapters 4, 9 and 10).


Jerry Mander and Edward Goldsmith (Editors) The Case against the Global Economy, The: And for a Turn toward the Local ISBN: 0871568659 (Sierra Club Books; August 1997)


Muñoz, Heraldo, Environment and Diplomacy in the Americas, (Lynne Rienner Publisher, 1992).


Ramphal, Shridath, Our Country, the Planet, (Island Press, 1992).


Thomas, Caroline, The Environment in International Relations, (Royal Institute of International Affairs, 1992).


VII. International Food, Land and Population Issues

[Includes international wildlife and endangered species and other land management issues.]


Dean, W., Brazil and the Struggle for Rubber: A Study in Environmental History (New York: Cambridge University Press, 1987).


Hardoy, Jorge E., Diana Mitlin and David Satterwaite, *The Environmental Problems of Third World Cities*, (Earthscan, 1992).


Our Common Future: World Commission on Environment and Development


Rolls, E. C., They All Ran Wild: The Story of Pests on the Land in Australia (Sydney: Angus and Robertson, 1969).


VIII. Federal Land Management Issues
[Includes wildlife in North America and Native American issues.]

Rene Dubos "The Wilderness Experience" in Donald Van DeVeer and Christine Pierce, 
People, Penguins, and Plastic Trees.

R. L. Barsh, "Indian Resources and the National Economy: Business Cycles and Policy 

Robert Bartlett, Yellowstone: A Wilderness Besieged (Tucson: University of Arizona 

Mark Bonnett and Kurt Zimmerman, "Politics and Preservation: The Endangered Species 

Branson, F. A., Vegetation Changes on Western Rangelands (Denver: Society for Range 
Management, 1985).

J. N. Clarke and D. McCool, Staking Out the Terrain, (Albany: State University of New 

Clary, D. A., Timber and the Forest Service (Lawrence: University Press of Kansas, 
1986).

Cooke, R. U. and Reeves, R. W., Arroyos and Environmental Change in the American 

Americans and Their Forests from Colonial Times to the Present (Lincoln: University of 
Nebraska Press, 1985).

Paul J. Culhane, Public Lands Politics, (Baltimore: The John Hopkins University Press, 

Dempsey, Stanley “From the Yellowstone Ecosystem and Nye County to Where - 
changes in Public Lands Management” Rocky mountain mineral law institute: 

Dodds, G. B., The Salmon King of Oregon: R. D. Hulme and the Pacific Fisheries 

William Doron, Legislating for the Wilderness, (Millwood: Associated Faculty Press, 
Inc., 1986).

Marilyn Dubasak, Wilderness Preservation: A Cross-Cultural Comparison of Canada and 


Lumberjacks and Legislators: Political Economy of the U.S. Lumber Industry, 1890-1941 (College Station: Texas A & M University Press, 1982).


Perry, Patrick Austin “Law West of the Pecos: The Growth of the Wise-Use Movement and the Challenge to Federal Public Land-Use Policy” *Loyola of Los Angeles law review* NOV 01 1996 v 30 n 1 p.275


Sullivan, Michael J. “Fifty Years of Rhetoric on the Range: Reframing the Debate on Public Land Management” Land and water law review 1997 v 32 n 2 p.339


**IX. Local Land Management Issues**


Dethloff, H. C. and I. M. May Jr., eds. *Southwestern Agriculture: Pre Columbian to Modern* (College Station: Texas A & M University Press, 1982). (History)


X. Some Future Considerations
[ethics is covered here as well as in the first section.]


Sheldon Kamieniecki, Robert O'Brien and Michael Clarke, eds., Controversies in Environmental Policy, (Albany: State University of New York Press, 1986). (Excellent anthology--several chapters would make good weekly reports.)


Christopher Stone, *Should Trees Have Standing? Toward Legal Rights For Natural Objects* (Los Angeles: Kaufmann, 1974); also in 45 Southern California Law Review 450 (1972) and in Donald Van DeVeer and Christine Pierce, *People, Penguins, and Plastic Trees*.
