

## Political Science 351: Energy Politics

By Ashlie Delshad, West Chester University

### Course Description

This course will focus on energy politics and policy within the US and at the international level. The realm of energy involves some of the most complex and timely issues facing individuals and governments across the globe. During the first half of the class, we will focus on some of the key issues related to present energy usage and policy including: human health effects, economic consequences, environmental problems, and national security implications. During the second half of the class we will examine a variety of alternative energy options, paying particular attention to how they do or do not address the problems posed by current energy options. As we study the various options, each student, as part of a group, will be required to make a detailed presentation wherein he/she “sells” the class on the advantages of a particular alternative energy or policy option. Throughout the course, we will also spend a significant amount of time discussing current events in the energy realm; hence students are expected to be on top of the latest developments in the news about energy politics.

### Political Science Department Learning Goals and Outcomes:

1. **Knowledge:** Students will demonstrate knowledge of the discipline of Political Science and its subfields in terms of content, purpose and methods and will be able to transfer and apply this knowledge in applied settings inside and outside of the classroom.
2. **Information Literacy:** Students will develop the knowledge and skills necessary to identify the information needed for a task, to critically evaluate the sources and content of information, and use that information efficiently and effectively within appropriate ethical and legal limits.
3. **Critical and Analytical Thinking:** Students will develop and master critical thinking and analytical reasoning skills. This includes the ability to apply major methodological tools in Political Science to effectively describe, explain and predict political phenomena.
4. **Oral and Written Communication Skills:** Communication Skills: Majors will demonstrate the necessary oral and written skills to convey their knowledge about political science to others.
5. **Global Perspectives:** Students will develop the ability to view politics from diverse global perspectives and will understand the interconnectedness of political processes, cultures, and institutions.

### Teaching Philosophy and Course Goals

My goals for this course are a product of my perspective on the broader goals of higher education. Most importantly, I feel that college should be an environment that promotes intellectual development beyond the mastery of course specific content. Hence, I do not

want you to merely memorize facts from the lectures or readings. I want you to think critically and carefully about how the policies and problems we discuss impact your life, how they impact others, and how the information we discuss compares to your own experiences. Throughout the course, I will try my best to facilitate classroom activities and discussions that will help you become engaged with the course material. However, education is a cooperative endeavor that requires you to participate actively in the learning experience. What you get out of this course will in large part be a product of what you put into it. If at any point in time you are having trouble understanding the material, please contact me.

## Required Texts:

Some course readings will be available on the course D2L page, and some will be online (links provided in the syllabus). Additionally, the following 2 books are required for the course:

Graetz, Michael J. 2011. *The End of Energy: The Unmaking of America's Environment, Security, and Independence*. Cambridge, MA: MIT Press.

Owen, David. 2012. *The Conundrum: How Scientific Innovation, Increased Efficiency, and Good Intentions Can make our Energy and Climate Problems Worse*. New York, NY: Riverhead Books.

## Course Requirements

### Hot Topics Discussions (15%):

On designated dates (see the course schedule below) we will spend a portion of the class period discussing current events in the energy realm. On these dates, students are required to find a recent news article related to energy issues (links for potential articles sources are provided below), and write a 1-2 page paper briefly summarizing AND providing their opinion of or reaction to the issues discussed in the news article. \*Reaction papers MUST be posted to the appropriate D2L discussion board BEFORE class on the day they are due. Additionally, students will be called on to discuss their articles in class and should be prepared to do so.

Links for articles on energy issues:

<http://www.guardian.co.uk/environment/energy>

<http://www.nytimes.com/pages/science/earth/index.html>

<http://www.npr.org/sections/energy/>

<http://stateimpact.npr.org/pennsylvania/>

<http://energy.gov/news-blog>

### Exams (20% Each)

Exams will take place in class on 2/20 and 4/15. These will be blue book exams with identification, short answer, and essay questions.

### Energy Efficiency Assignment (15%)

In conjunction with reading *The Conundrum*, students must spend 1 week on a restricted energy efficient “diet.” Students will have two options for reducing their energy use – eating locally or not driving. Students must also make a daily entry to the appropriate D2L course discussion board wherein they discuss how they have limited their energy use, and how their energy restrictions have impacted them (positively or negatively). Throughout the experience, students should also contemplate whether their efficiency efforts “make a difference” in combatting broader energy problems. More detailed instructions for this assignment are at the end of the syllabus.

### Alternative Energy/Policy Presentation (30%)

Students will work in pairs or small groups, each group will be assigned an alternative energy or alternative energy policy option to present to the class. Each presentation will last for half a class period. By April 8th each group must provide me a credible and informative reading on their technology/policy, which I will post on D2L for the class to read. During the class, presenters should use approximately 20 minutes to make a **professional “pitch”** selling the class on their energy/policy – here students should take care to address how their option overcomes the human, environmental, economic, and national security problems characteristic of contemporary energy options.\* Ten minutes will be reserved for student questions for each group of presenters, correspondingly at the beginning of each course session students not presenting that day are required to submit to me in writing at least one question for each group presenting during class that day. More detailed instructions for this assignment are at the end of the syllabus.

\* The presentation may either be “live” or students may pre-record a video presentation to show during their assigned time slot. In either case, groups will be required to respond to questions from their classmates.

Reading provided by April 8th (5%)

In-Class Presentation (15%)

Annotated Bibliography of Sources (at least 5 sources) (5%)

Questions for other Presenters (5%)

## **Grading and Evaluation Policy**

The grading scale for this course is: A = 100%-93%, A- = 92%-90%, B+ = 89%- 87%, B = 86%-83%, B- = 82%-80%, C+ = 79%-77%, C = 76%-73%, C- = 72%-70%, D+ = 69%-67%, D = 66%-63%, D- = 62%-60%, F = below 60%.

\* If you receive a grade that you believe is inaccurate or if you want clarification about why you received a certain grade please contact me during office hours or set up an appointment. I will not discuss grades during class time or through email.

## Late Assignments

In general, late assignments will not be accepted. If you have an emergency that will prevent you from coming to class or completing an assignment contact me ASAP. Given proper documentation of an emergency, I will consider accepting late assignments on a case by case basis.

## Exam Make-Ups

Only students who miss an exam for a **documented** medical or personal emergency, or who have an official final exam conflict, are eligible for a make-up test. Others will receive a score of zero if they are not present at the exam.

## Excused Absence Policy for University Sanctioned Events

Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the “responsibility for meeting academic requirements rests with the student,” that this policy does not excuse students from completing required academic work, and that professors can require a “fair alternative” to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

## Academic Integrity

It is the responsibility of each student to adhere to the university’s standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another’s work and/or using ideas of another and presenting them as one’s own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course.

## Course Schedule

1/21 – **Class Cancelled Due to Weather**

1/23 – History of Energy  
Reading: Yergin Ch 1-2 (D2L)

1/28 – U.S. Energy Policy and Politics

Reading: Graetz Chapter 13

1/30 – U.S. Energy Policy and Politics + **Hot Topics Discussion**

Reading: Blueprint for a Secure Energy Future (D2L)

2/4 – International Energy Policy and Politics

Reading: Van de Graaf (D2L), Florini (D2L)

2/6 – **Class Cancelled Due to Weather**

2/11 – International Energy Policy and Politics Continued & The Economics of Energy

Reading: Graetz Chapter 1, 2 and 11

2/13 – The Economics of Energy + Hot Topics Discussion

No New Reading

2/18 – Energy and National Security

Reading: Yergin - Foreign Affairs (D2L), Verrastro – Washington Quarterly (D2L)

2/20 – Guest Speaker, Phil Smith from the United Mine Workers of America

No New Reading

2/25 – Energy and National Security + **Hot Topics Discussion**

No New Reading

2/27 – Exam 1

No New Reading

3/4 – The Environment, Sustainability and Energy

Reading: Graetz Chapter 3 and 14

3/6 - The Environment, Sustainability and Energy + **Hot Topics Discussion**

No New Reading

3/11 – Humans, Quality of Life, Health and Energy

Reading: Graetz Chapter 5, Freese Chapter 9 (D2L)

3/13 - Humans, Quality of Life, Health and Energy + **Hot Topics Discussion**

No New Reading

3/25 – Energy in our own Backyard: West Chester Boro and WCU Energy Initiatives

No New Reading

3/27 – Energy in our own Backyard, continued  
No New Reading

4/1 – Guest Speaker, Marie Cusick Investigative Reporter for State Impact Pennsylvania  
No New Reading

4/3 – No Class, MPSA **\*READ The Conundrum for next week!**  
No New Reading

4/8 – The Conundrum **\*Alternative Energy Readings Due!**  
Readings: *The Conundrum* – Entire book should be completed before class today.

4/10 - The Conundrum + **Your Energy Efficiency Experiences**  
No New Reading

4/15 – Exam 2  
No New Reading

4/17 – Alternative Energy Presentations: Wind and Solar  
Reading – TBA

4/22 - Alternative Energy Presentations: Geothermal and Hydroelectric  
Reading – TBA

4/24 - Alternative Energy Presentations: Biofuels and Nuclear  
Reading – TBA

4/29 - Alternative Energy Presentations: Natural Gas and Clean Coal  
Reading – TBA

5/1 - Alternative Energy Presentations: Carbon Tax and Cap and Trade  
Reading – TBA

## Energy Efficiency Assignment Instructions

For this assignment, you must limit your energy usage for the week of April 1st through 8th either by eating locally or by not using motorized vehicles for transportation. You must also make a daily entry to the appropriate D2L discussion board about your experiences with limiting your energy usage and respond to comments posted by your peers– specific instructions for each option are listed below. Last, you should be prepared to discuss the broader effect of such individualized efforts to minimize energy usage in connection with the topics covered in the book, *The Conundrum*.

- **Eat locally** – transporting food to market requires immense amounts of non-renewable energy. This week you will reduce your energy consumption by eating

foods that have made a much shorter (and less energy intensive) journey to reach your plate.

Specifically:

- Eat and drink foods that are *grown/produced* locally
- FYI: Foods that are cooked/prepared locally are not necessarily produced locally
- This means many foods you consume on a daily basis (e.g., Coffee, Chocolate, Bread) will not be available to you under these restrictions because coffee, cacao, and wheat are not grown in PA.
- Daily D2L Entries:
  - April 1-8: Each day include the following in your discussion board post:
    1. List everything you ate, taking note of what was local and what wasn't
    2. Discuss how eating locally affected you in terms of the range of foods, the quality of foods, the cost of food, the amount of food you could eat, time spend acquiring/preparing food, etc.
    3. Include a picture relaying something about your experience in your post.
  - April 1-8: Each day read at least one of the posts from a classmate who is engaged in **Option 2: Do not start your engines** and write a response that notes how your experiences with eating locally are similar to or different from their experiences limiting their driving. \*Note that there will be separate discussion boards for students in Option 1 and Option 2, so it will be easy to determine which option a student is engaged in.
- **Do not start your engines** – driving motorized vehicles from place to place (home, work, school, recreation, etc.) requires immense amounts of non-renewable energy. This week you will reduce your energy consumption by not driving.

Specifically:

- Do not use any vehicle that requires “power” – electricity or any form of fossil fuel; that means no cars, motorcycles, scooters, etc.
- You may carpool or use public transportation, but are encouraged to walk or ride a bike as much as possible.
- Daily D2L Entries
  - April 1-8: Each day include the following in your discussion board post:
    1. List every place you traveled to/from and how you got there
    2. Discuss how not driving affected you in terms of time spent traveling, cost of transport, where you were able to travel to, the weather conditions you had to endure, and how much energy (blood, sweat, and tears) you had to expend.
    3. Include a picture relaying something about your experience in your post.

- April 1-8: Each day read at least one of the posts from a classmate who is engaged in **Option 1: Eat Locally** and write a response that notes how your experiences limiting your driving are similar to or different from their experiences with eating locally. \*Note that there will be separate discussion boards for students in Option 1 and Option 2, so it will be easy to determine which option a student is engaged in.

## Alternative Energy/Policy Presentation

The specific requirements for the assignment are as follows:

### 1) Provide a reading on your topic:

By April 8th provide me a reading on your topic, which I will post to D2L for all students to read. The purpose of the reading is to provide your classmates with some key background information about your energy/policy. The reading should be from a credible source and it should be something your classmates can easily understand.

### 2) Make a professional presentation:

On the day you are assigned to present, you should come to class prepared to make a polished, professional pitch to the class about your energy/policy. The presentation should last approximately 20 minutes.\* In the presentation you should provide some basic background information on your energy/policy, and address how/why your technology is better than those currently in place in terms of the human, environmental, economic, and national security issues we discussed earlier in the semester. Students should take the presentation very seriously – they should behave as if they are making a pitch about their technology to a potential investor or policymaker, and dress in business attire. After their presentation, student presenters will respond to questions from their classmates about their energy/policy. Presenters should do adequate background research on their topic to make informed responses to the questions.

\* The presentation may either be “live” or students may pre-record a video presentation to show during their assigned time slot. In either case, groups will be required to respond to questions from their classmates following their presentation.

## Presentation Grading Criteria

**I. Understanding of the topic:** Demonstrates a clear understanding of the energy/policy including relevant names, dates, and terms.

**II. Organization and clarity of arguments:** Arguments are logical, coherent, straightforward, and elaborated upon.

**III. Persuasive supporting evidence:** Presents persuasive evidence (facts, statistics, scholarly research, etc.), on the human, environmental, economic, and national security implications of the energy/policy.

**IV. Quality Responses during Q&A:** Responses are professional, respectful, and well-reasoned.

**V. Delivery:** Right emphasis, enthusiasm, effective eye contact, strong confident voice, professional tone.

3) Provide an annotated bibliography:

On the day of your presentation, you must submit an annotated bibliography of at least 5 sources used in the preparation of your presentation. For the bibliography you should provide the citation information for every source, and below the citation, you should include an annotation - a short 3-5 sentence summary of the information you utilized from this source.

4) Prepare questions for other presenters:

Each class session when there are student presentations and you are NOT a presenter; you must come to class with at least 1 question for each group presenting that day. Rather than being overly vague or broad sweeping, the questions should pertain to the technology/policy in question and reflect that you completed the readings concerning that technology/policy. You should have the questions typed and must provide them to me at the **beginning** of class. During class I will select some of the questions and have you pose them to the presenters – hence, providing me questions after class is not acceptable.

## Appendix

### I. Policy Memo Assignment Instructions:

Imagine the following: You are a recent university graduate, with a background in environmental policy. In your new job as a policy analyst for a leading environmental organization, you have been asked to provide policymaking advice on an important environmental problem and to offer a possible solution. Specifically, your job is to prepare a **4-5 page memo (absolutely not one word longer – policymakers are busy people) on a specific environmental problem** of your choosing. You should **address the memo to the policymaker best suited to address the problem**, meaning if it is a localized problem address the memo to the appropriate local policymaker (e.g., Mayor, City/Boro Council Member), if it is a state-wide problem address the memo to the appropriate state-level policymaker (e.g., Governor, State Congressional Representative/Senator), and if it is national problem address the memo to the appropriate federal-level policymaker (e.g., President, Senator, Representative). **Your goal in writing the memo is to persuade the policymaker that the problem is important, and that your policy idea is the best way to tackle it.** Hence, your memo should do 2 things:

**1) Clearly and persuasively describe the environmental problems (1-2 pages)**

**2) Describe a NEW\* policy solution of some type (Command and Control, Economic, Scientific Management, etc.) and explain why this is the best policy option for the problem. (2-3 pages)**

\* You cannot repeat a policy option that is already in place to address your specific problem; however, you may adapt a policy used to address a different problem to formulate the policy solution to your problem or offer a solution used to address a similar problem in a different location/level of government.

In preparing your memo, you must be sure to do the following:

- Use and cite at least FIVE different references on the topic outside of the course materials.
- Use course materials/ideas to help define your solution as a particular type of policy, and to explain why it is preferable to other choices.
- Write the paper AS A MEMO. Do not turn in a normal college paper for this assignment – it MUST be written in the form of a memo to a policymaker.

Note: I have posted examples of policy memos from previous semesters on D2L. I have also posted a list of environmental topics on D2L to help you think of an appropriate topic, if you are having trouble in this regard. Good luck!

\* You must submit a hard-copy of your memo in class and post a copy to the course D2L discussion board.

**You must also Read and Post a Response to One of Your Classmate's Memos.**

- Respond to the memo in the manner you think the policymaker addressed in the memo would respond.
- Also provide your peer feedback on how to improve their memo to receive a more favorable response from the policymaker in question.

**Policy Memo Grading Criteria:**

**I. Substantive Accuracy: 25 Points**

Statements are accurate and complete, with appropriate supporting evidence/references.

**II. Organization and Clarity: 25 Points**

Points are well thought out, logically arranged, and the paper reads as a well-integrated whole.

**III. Style and Creativity: 20 Points**

Demonstration of original thought. This is particularly important in evaluating your policy recommendation.

#### **IV. Correct Grammar and Format: 10 Points**

The paper conforms to standard rules for grammar, spelling, and sentence structure. The paper should be doubled-spaced, 12pt font, with 1 inch margins. Paper should be presented in a memo format.

#### **V. Adequate and Appropriate Citation: 10 Points**

At least 5 reputable sources. Sources cited consistent with a standard citation format.

#### **VI. Peer Response: 10 Points**

Comments to peer are respectful, well-thought out, and comprehensive.

## **II. Environmental Impact Reflection Assignment:**

To gain a deeper insight into just how much trash we each produce, from Monday April 14<sup>th</sup> - Thursday April 17<sup>th</sup> you must keep and carry all trash you generate with you everywhere you go. You will also make daily posts to the course D2L discussion board about your experience, and respond to the posts made by your fellow students.

Specifically, you must address the following topics in your discussion board posts:

**\* Each day, include a picture that relays something meaningful about your experience.**

Monday, April 14<sup>th</sup>

- To what degree is “trash” generation a problem for our society?
- What items made up your trash?
- Was there anything in your trash that you could have avoided throwing away?  
\*Keep that in mind for tomorrow

Tuesday, April 15<sup>th</sup>

- First, read through the posts made by your classmates yesterday and post a reply to at least one of their posts.
- Then answer the following questions:
  - How have felt carrying the trash around with you? \*If you notice someone looking at you/your trash take the time to tell them about your assignment.

Wednesday, April 16<sup>th</sup>

- First, read through the posts made by your classmates yesterday and post a reply to at least one post.
- Then answer the following questions:
  - What do you believe is/are the main cause(s) of our trash habits?

Thursday, April 17<sup>th</sup>

- First, read through the posts made by your classmates yesterday and post a reply to at least one of their posts.
- Then answer the following questions:
  - How much trash, in weight or volume (number of bags) did you generate over the four day period?
  - Were you surprised by how much trash you generated?
  - How can we as individuals and as a society reasonably reduce our trash generation?

## Political Science 354: Environmental Politics and Policy

By Ashlie Delshad, West Chester University

### Course Description

This course is intended to serve as an introduction to environmental policy, primarily in the United States. After starting with some theoretical ideas about the policymaking process and the history of environmental policy in the US, we will consider the many actors and ideas that help shape policy outcomes. We will then explore different types of environmental policies and specific environmental issues such as air and water pollution, endangered species preservation, and climate change. We will end the course by examining environmental policymaking at the local, state, and international levels.

### Political Science Department Learning Goals and Outcomes:

1. **Knowledge:** Students will demonstrate knowledge of the discipline of Political Science and its subfields in terms of content, purpose and methods and will be able to transfer and apply this knowledge in applied settings inside and outside of the classroom.
2. **Information Literacy:** Students will develop the knowledge and skills necessary to identify the information needed for a task, to critically evaluate the sources and content of information, and use that information efficiently and effectively within appropriate ethical and legal limits.
3. **Critical and Analytical Thinking:** Students will develop and master critical thinking and analytical reasoning skills. This includes the ability to apply major methodological tools in Political Science to effectively describe, explain and predict political phenomena.
4. **Oral and Written Communication Skills:** Communication Skills: Majors will demonstrate the necessary oral and written skills to convey their knowledge about political science to others.
5. **Global Perspectives:** Students will develop the ability to view politics from diverse global perspectives and will understand the interconnectedness of political processes, cultures, and institutions.

## Teaching Philosophy and Course Goals

My goals for this course are a product of my perspective on the broader goals of higher education. Most importantly, I feel that college should be an environment that promotes intellectual development beyond the mastery of course specific content. Hence, I do not want you to merely memorize facts from the lectures or readings. I want you to think deeply about how the policies and problems we discuss impact your life, how the policies impact others, how the theories we discuss compare to your own experiences, and how and whether policymaking processes and outcomes reflect social values. Throughout the course, I will try my best to facilitate classroom activities and discussions that will help you become engaged with the course material. However, education is a cooperative endeavor that requires you to participate actively in the learning experience. What you get out of this course will in large part be a product of what you put into it. If at any point in time you are having trouble understanding the material, please contact me.

## Required Readings

A number of course readings will be available through the course website. In addition to the electronic readings, there is **one required book**:

Layzer, Judith A. 2011. *The Environmental Case: Translating Values into Policy, Third Edition*. CQ Press. (Referred to as “L” in the syllabus)

## Course Requirements

### Reading Quizzes (20%):

You will be required to complete short reading quizzes in class on a regular basis. Quizzes will **not** be announced in advance, and if you are absent from class during a session that includes a reading quiz you will receive a zero. Each assignment will be equally weighted. \* Laptops will not be permitted during quizzes.

### Policy Memo Paper (20%): Due April 1st

You must address the memo to a real member of government (e.g. Senator, Congressional Representative, Governor, Mayor, etc.). In the 4-5 page “memo” you will provide the member of government with advice on an important environmental problem and propose a possible solution to that problem. I am willing to read rough drafts; however, you will not be required to turn in a rough draft. Further instructions are in the appendix to this syllabus.

Also note: While I do not require you to actually send the memo to a member of government, I strongly encourage you to do so and you should write the memo with that goal in mind. Correspondingly, the final document should be polished enough to send out to a member of government for their serious consideration.

### Environmental Impact Reflection Assignment (20%):

Many environmental problems are rooted in our individual consumption of “stuff” and the waste generated by our consumption. To gain a deeper insight into just how much trash we each produce, from Monday April 14th – Thursday April 17th you must keep and carry all trash you generate with you everywhere you go. You will also make daily posts to the course D2L discussion board about your experience. A list of specific questions you should address in your discussion board posts are provided in the appendix to this syllabus.

### Exams (20% Each)

Exams will be in class and will consist of short answer and essay questions. The mid-term exam will take place on March 4, 2014. The final exam will take place during the period designated by the university.

## Grading and Evaluation Policy

The grading scale for this course is: A = 100%-93%, A- = 92%-90%, B+ = 89%- 87%, B = 86%-83%, B- = 82%-80%, C+ = 79%-77%, C = 76%-73%, C- = 72%-70%, D+ = 69%-67%, D = 66%-63%, D- = 62%-60%, F = below 60%.

\* If you receive a grade that you believe is inaccurate or if you want clarification about why you received a certain grade please contact me during office hours or set up an appointment. I will not discuss grades during class time or through email.

## Late Papers and Assignments

As a general rule, late papers and assignments **WILL NOT** be accepted. If you have an emergency that will prevent you from coming to class or completing a paper contact me ASAP. As a last resort, you can submit a paper to me via email if you absolutely cannot make it to class; however, it must be submitted on the due date in order for you to receive credit.

## Exam Make-Ups

Only students who miss an exam for a **documented** medical or personal emergency, or who have an official final exam conflict, are eligible for a make-up test. Others will receive a score of zero if they are not present at the exam.

## Excused Absence Policy for University Sanctioned Events

Undergraduate students participating in University-sanctioned events such as, but not limited to, the Marching Band, musical ensembles, theatre group, athletic events, forensics competition, etc., will be granted an excused absence(s). Students must submit original documentation on University letterhead signed by the activity director, coach, or adviser detailing the specifics of the event in advance. Students will be granted the privilege of

taking, at an alternative time to be determined by the professor, scheduled examinations or quizzes that will be missed.

## Academic Integrity

I will not tolerate any form of academic dishonesty – plagiarism, fabrication, cheating, or facilitating the academic misconduct of others. Ignorance is not an excuse. If you are ever unsure about whether or not your intended actions constitute academic misconduct, ask me. For questions regarding Academic Dishonesty, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to their major department's handbook, the Undergraduate Course Catalogue, the Rams Eye View, or the University Web Site. Please understand that improper conduct in any of these areas will not be tolerated and may result in immediate ejection from the class.

## Course Schedule

*Note: Readings should be completed before class on the day they are assigned.*

January 21 - Introduction to Course and Each Other

Readings: Kraft Ch. 2 (online)

January 28 – Environmental Values and Competing Worldviews

Readings: White (online), Moncrief (online)

January 30 - Environmental Values and Competing Worldviews, continued

Readings: Stone (online), Krieger (online)

February 4 – What is policy and how is it made?

Readings: L Ch. 1

February 6 – Managing the Commons, THE Environmental Problem

Readings: Hardin (online), Bromley (online)

February 11 – The History of US Environmental Policymaking

Readings: Andrews (online)

February 13 – The History of US Environmental Policymaking

Readings: L Ch. 13

February 18 – Environmental Policymaking in the Modern Era and Policy Types

Readings: L Ch. 2

February 20 – Command and Control Policies – Toxics

Readings: L Ch. 3

February 25 – Scientific Management – Endangered Species  
Readings: L Ch. 7, Sarewitz (online)

February 27 – Market-Based Policies – Cap and Trade v. Carbon Tax  
Readings: L Ch. 14, Goodin (online)

March 4 – **Exam 1**

March 6 – International Environmental Policy Overview

March 11 – Ozone V. Climate Change  
Readings: L Ch. 10

March 13 – International Trade  
Readings: L Ch. 12

March 25th – Environmental Policy at the State Level  
Reading: Rabe (online)

March 27th - Cooperative Policymaking Simulation  
Readings: General Simulation Reading and Role-specific Reading (online)

April 1 – Simulation continued

**\* Policy Memo Paper Due, Post a Copy to the D2L Discussion Board and Bring a Hard Copy to Class**

**April 3 – No Class Due to MPSA Conference – \*Read and Respond to one of Your Classmates Memos – see full instructions in the appendix**

April 8 – Environmental Policymaking at the Local Level Overview & NIMBY  
Readings: L Ch. 11

April 10 – Environmental Policymaking at the Local Level – Environmental Justice  
Readings: L Ch. 4

April 15 – **\*Guest Speakers from DelCo Alliance for Environmental Justice**

April 17 – Discussion of Environmental Impact Assignment **\*Bring your total accumulated trash with you to class!**

April 22 – Individual Actions to Combat Environment Problems – The Conundrum of Consumption  
Reading: CQ Researcher, Buying Green (online)

April 24– Individual Actions in the Transportation Realm

Reading: Owen (online)

<http://people.hofstra.edu/geotrans/eng/ch8en/conc8en/ch8c1en.html> \*Visit this website and read the material provided

April 29 – Individual Actions and the Politics of Food

Reading (actually listening): <http://www.humanmedia.org/dcc/tabs.php?t=1>

\* Visit the website above and listen to segments 1 and 3

May 1 – Politics of Food Continued – visit to WCU Campus Garden and class visit from Mike McGory of [Feed the Burbs](#) \***Sustainable Dinner After Class**

May 6 – Final Exam

## Appendix

### I. Policy Memo Assignment Instructions:

Imagine the following: You are a recent university graduate, with a background in environmental policy. In your new job as a policy analyst for a leading environmental organization, you have been asked to provide policymaking advice on an important environmental problem and to offer a possible solution. Specifically, your job is to prepare a **4-5 page memo (absolutely not one word longer – policymakers are busy people) on a specific environmental problem** of your choosing. You should **address the memo to the policymaker best suited to address the problem**, meaning if it is a localized problem address the memo to the appropriate local policymaker (e.g., Mayor, City/Boro Council Member), if it is a state-wide problem address the memo to the appropriate state-level policymaker (e.g., Governor, State Congressional Representative/Senator), and if it is national problem address the memo to the appropriate federal-level policymaker (e.g., President, Senator, Representative). **Your goal in writing the memo is to persuade the policymaker that the problem is important, and that your policy idea is the best way to tackle it.** Hence, your memo should do 2 things:

**1) Clearly and persuasively describe the environmental problems (1-2 pages)**

**2) Describe a NEW\* policy solution of some type (Command and Control, Economic, Scientific Management, etc.) and explain why this is the best policy option for the problem. (2-3 pages)**

\* You cannot repeat a policy option that is already in place to address your specific problem; however, you may adapt a policy used to address a different problem to formulate the policy solution to your problem or offer a solution used to address a similar problem in a different location/level of government.

In preparing your memo, you must be sure to do the following:

- Use and cite at least FIVE different references on the topic outside of the course materials.
- Use course materials/ideas to help define your solution as a particular type of policy, and to explain why it is preferable to other choices.
- Write the paper AS A MEMO. Do not turn in a normal college paper for this assignment – it MUST be written in the form of a memo to a policymaker.

Note: I have posted examples of policy memos from previous semesters on D2L. I have also posted a list of environmental topics on D2L to help you think of an appropriate topic, if you are having trouble in this regard. Good luck!

\* You must submit a hard-copy of your memo in class and post a copy to the course D2L discussion board.

**You must also Read and Post a Response to One of Your Classmate's Memos.**

- Respond to the memo in the manner you think the policymaker addressed in the memo would respond.
- Also provide your peer feedback on how to improve their memo to receive a more favorable response from the policymaker in question.

**Policy Memo Grading Criteria:**

**I. Substantive Accuracy: 25 Points**

Statements are accurate and complete, with appropriate supporting evidence/references.

**II. Organization and Clarity: 25 Points**

Points are well thought out, logically arranged, and the paper reads as a well-integrated whole.

**III. Style and Creativity: 20 Points**

Demonstration of original thought. This is particularly important in evaluating your policy recommendation.

**IV. Correct Grammar and Format: 10 Points**

The paper conforms to standard rules for grammar, spelling, and sentence structure. The paper should be doubled-spaced, 12pt font, with 1 inch margins. Paper should be presented in a memo format.

**V. Adequate and Appropriate Citation: 10 Points**

At least 5 reputable sources. Sources cited consistent with a standard citation format.

**VI. Peer Response: 10 Points**

Comments to peer are respectful, well-thought out, and comprehensive.

## II. Environmental Impact Reflection Assignment:

To gain a deeper insight into just how much trash we each produce, from Monday April 14<sup>th</sup> - Thursday April 17<sup>th</sup> you must keep and carry all trash you generate with you everywhere you go. You will also make daily posts to the course D2L discussion board about your experience, and respond to the posts made by your fellow students.

Specifically, you must address the following topics in your discussion board posts:

**\* Each day, include a picture that relays something meaningful about your experience.**

Monday, April 14<sup>th</sup>

- To what degree is “trash” generation a problem for our society?
- What items made up your trash?
- Was there anything in your trash that you could have avoided throwing away?  
\*Keep that in mind for tomorrow

Tuesday, April 15<sup>th</sup>

- First, read through the posts made by your classmates yesterday and post a reply to at least one of their posts.
- Then answer the following questions:
  - How have felt carrying the trash around with you? \*If you notice someone looking at you/your trash take the time to tell them about your assignment.

Wednesday, April 16<sup>th</sup>

- First, read through the posts made by your classmates yesterday and post a reply to at least one post.
- Then answer the following questions:
  - What do you believe is/are the main cause(s) of our trash habits?

Thursday, April 17<sup>th</sup>

- First, read through the posts made by your classmates yesterday and post a reply to at least one of their posts.
- Then answer the following questions:
  - How much trash, in weight or volume (number of bags) did you generate over the four day period?
  - Were you surprised by how much trash you generated?
  - How can we as individuals and as a society reasonably reduce our trash generation?