

**Environmental Policy****Environmental Studies/Political Science 357**

Fall 2020

**Scheduled Meeting Times:** fully online**Instructor:** Dr. Jeffrey Filipiak**Office:** Room 3446 Sage (but most likely all meetings will be online)**Office hours:** noon-3 p.m. Wed, and by appointment. Please feel welcome to talk with me. Please let me know in advance when you would like to talk, so we can make sure we set things up properly.**Email:** [filiplaj@uwosh.edu](mailto:filiplaj@uwosh.edu) (Best way to contact me. Please include class title and your topic in the subject line of email.)

**COURSE DESCRIPTION:** “This course examines the process in which environmental policy is made. The course will introduce students to interdisciplinary approaches used to analyze environmental problems. The role of political actors, scientific experts and the citizenry in identifying problems and developing solutions is considered. Emphasis is also placed on the use of scientific information and values in the decision-making process. Topics to be covered include major US and international legislation protecting air and water quality, climate change, natural resource extraction, agricultural production, and land management.” **Prerequisite:** Political Science 105 or Environmental Studies 261 or consent of instructor. **3 credits**

**COURSE OVERVIEW:** We will review a variety of substantive environmental public policy issues and consider current government policies that address those issues. In order to do that intelligently we begin with an overview of the political and economic theories that underlie policy formation, adoption, and implementation. We will identify major institutional and political actors that shape U.S. domestic policies, and explore the interplay between politics, economics, and the underlying values of policy decisions designed by government to serve the wants and needs of citizens. We will also discuss the criteria for evaluating the performance of both the processes and the outcomes of public policies. Our course will include an analysis of the challenges that are part of the emerging politics of global environmentalism.

**COURSE READINGS:** The following texts are required of all students:

Rosenbaum, Walter A. 2019. *Environmental Politics & Policy, 11<sup>th</sup> Edition*. Washington, DC: CQ Press. ISBN: 978-1544325040

Bearden, David, Claudia Copeland, Linda Luther, James McCarthy, Mary Tiemann, Roberty Esworthy, and Jerry Yen. 2013. "[Environmental Laws: Summaries of Major Statutes Administered by the Environmental Protection Agency](#)." Congressional Research Service. Vol. RL30798 (free)

Furthermore, select readings from journals or book chapters are in the course schedule and will be made available to students. Also, current event information may be introduced throughout the semester both electronically and via class lecture. It is important that students read the material throughout the semester as the grading structure places emphasis on participation and interaction.

## LEARNING OBJECTIVES

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The learning objectives for this class are divided into three categories: knowledge, analysis and communication. Students will be pushed to advance themselves in all three categories over the next 14 weeks.

### **Knowledge: “Any fool can know. The point is to understand.” – Albert Einstein**

- 1) Describe and understand the political process, and how institutions create policies.
- 2) Understand the role of scientists in the policy process, and how information is politicized.
- 3) Understand the specifics of policies enacted by governments with some degree of depth.

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**Analysis: “The number of those who undergo the fatigue of judging for themselves is very small indeed.” – Richard Brinsley Sheridan**

- 4) Identify and analyze environmental problems and identify potential solutions.
- 5) Identify and analyze the trade-offs related to government action/inaction.

**Communication: “The art of writing is the art of discovering what you believe.” – Gustave Flaubert**

- 6) Effectively communicate, both orally and in writing, high-quality arguments that support your beliefs, being careful to ensure that they can withstand outside scrutiny.
- 7) Engage in difficult, yet respectful, conversations with those who either share or do not share your beliefs. EARLY ALERT

The instructor will utilize “Early Alert” to notify students of their class grade approximately one month into the course. The purpose of the alert is to notify students of their progress early in the semester. There will be ample opportunity for students to make adjustments and receive a satisfactory grade even if Early Alert suggests a low score.

### **SPECIAL ACCOMMODATIONS**

The Dean of Students Office coordinates accommodations for students with disabilities. If students feel they require accommodations, please make sure to coordinate with their office.

### **CLASS COURTESY**

With the class discussions, there is ample opportunity for students to interact with others. Under all circumstances, students are expected to respect the ideas of their colleagues. Friendly debate is encouraged, but personal attacks and other forms of incivility will not be tolerated.

## REMINDER FOR PS MAJORS

You should take Political Methodology (245) in either the sophomore or 1<sup>st</sup> semester junior year. PS245 is a prerequisite for the senior capstone, Political Analysis (PS 401) and can't be taken concurrently.

## DISCLOSURE STATEMENT

Right to Know Act of 1990:

“Students are advised to see the following <https://uwosh.edu/financialaid/consumer-URL> for disclosures about essential consumer information/.”  
protection items required by the Students

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### Grading Scale:

	A	100-93	A-	92.9-90	
B+	89.9-87	B	86.9-83	B-	82.9-80
C+	79.9-77	C	76.9-73	C-	72.9-70
D+	69.6-67	D	66.9-63	D-	62.9-60

If your average is below 60, you will fail the course. (Grades will eventually be available on Canvas.)

On your exams and papers, you will be expected to *mix analysis and evidence*. I will ask you to identify the key themes, the points of greatest significance, and to carefully focus on the specific question I asked (not other issues). Then add details that support your answer, demonstrating your awareness of relevant course material.

### Grading Breakdown:

Essays	39%	8%, 14%, and 17%, respectively
Group* Paper	12%	
Presentation	5%	
Participation	20%	
Analytical Paper	24%	

\*If the logistics of doing this paper with a group prove too difficult online, I may change the assignment requirements.

[For more information on assignments, see “Policy Assignments Overview” document]

Attendance: It is important that you attend class. In class, I present and explain important material – I expect your papers and other work to reflect your engagement with this material. This course will only be successful with full student engagement and participation.

As a college student, you are an adult who is now responsible for yourself. It is up to you to decide if you are not able to attend class on a particular day – but if you miss too many classes, your grade will suffer because of it. If you miss more than three classes, your participation grade will drop significantly: and you should talk to me about your attendance problems. If you miss class, it is your responsibility, not mine, to make sure you discover what material, assignments, etc., were discussed while you were absent.

*If you miss more than 2 full course weeks, you will lose one full course grade for each absence beyond the 2nd. (The only exceptions are absences related to participation in university events, or emergencies.) If you miss more than four weeks, you automatically fail the course. (Note: the minimum required to achieve an attendance credit for a week is to make one post on the Discussion Board that week.)*

Assignments. A penalty of 10% (1 full grade) will be assessed for late submissions, and penalties will increase each day you wait to turn an assignment in. (If you need an extension, you need to ask me *before* the due date.) If you turn in assignments late, you will receive them back late as well.

*After one month, papers and exams will NOT be accepted and you will receive ZERO points for the assignment. It is the student's responsibility to contact me about making up an assignment; and to make sure I receive any paper turned at times other than the class hour it is due.*

Assignments turned in late but within one month will receive no further penalties.

Academic misconduct I want to see your work, ideas written in your voice. The course is designed for you to learn and engage ideas. Don't worry if you are nervous about your writing skills – it is better to build your own writing skills than to show me someone else's ideas. Keep in mind that instructors are experienced in spotting lazy copying of material. If you want to build on someone else's ideas, that's OK – be sure to quote and cite them. But show me that you understand their argument and are using it to develop your own. Plagiarism can be grounds for failing the course. Don't take that risk.

I follow University policies in cases of academic misconduct. According to the UW system rules, “academic misconduct” includes, but is not limited to, “*submitting a paper or assignment as one's own work, when a part or all of the paper or assignment is the work of another.*” If you have further questions please see the UW System rules, Chapter 14. In cases of academic misconduct the instructor recommends the penalty.

Behavior in class: While in the classroom, and particularly when participating in discussions, students are expected to conduct themselves in a mature fashion. This means treating the instructor and other students with respect so that an environment that is conducive to learning is created. Participation grades can be lowered if students violate such policies – for instance, behaving rudely.

Emergency situations and disabilities: will be handled on an individual basis, but be aware that some evidence will be required. Student athletes, students with disabilities, or students with other situations that might make meeting deadlines or attendance difficult should set up appointments and arrangements with appropriate university officials to develop accommodations – and then let me know, preferably during the first two weeks of class.

Checking email: Please check your email account regularly for updates and last minute information about upcoming class meetings. Also, email is generally the best way to get in contact with me.

Key course dates:

- Week 5 first essay due
- Week 7 group project due
- Week 8 pitches for analytic essay begin
- Week 9 second essay due
- Week 12 third essay due
- Week 15 analytic essay due

[For more info, see Policy Schedule]