

POLS 4356: U.S. ENVIRONMENTAL POLICY

Day and Time: Tuesday, 4:40 pm – 7:10 pm

Location: Life & Health Sciences # 61 2.310

Instructor: Owen Temby, Department of Political Science

Office: MAIN 1.436 (Brownsville Campus)

Office Hours: Tuesday and Thursday, 1 pm to 3 pm, or by appointment

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COURSE DESCRIPTION

Environmental policy is a varied space encompassing a diversity management challenges and areas of political contestation. At stake are the survival and robustness of fragile ecosystems, the livability of urban areas, the ecological sustainability of economic growth, the availability of food and energy, and the health of human populations—issues highly relevant to our quality of life. Yet environmental challenges are particularly difficult to address due to their complex, uncertain, and multi-scalar nature; the divergent values of relevant policy actors; and the bureaucratic and inflexible organization of government. This course seeks to provide students with an understanding of the emergence of the environment as a key dimension of contemporary political controversy and of the tools to assess and articulate the policy process. We ask, who makes environmental policy, what do they want, and what is the role of science in the process? Furthermore, what are the issue-specific challenges and opportunities associated with different types of environmental policy, such as those related to natural resources and biodiversity, pollution, and energy? In addressing these questions, we focus on American policy in a global context.

LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

Student Learning Outcome (#1) Research Methods:

Students will apply research methods appropriate for the social sciences.

Student Learning Outcome (#2) Critical Thinking:

Students will acquire analytical and critical thinking skills.

Student Learning Outcome (#3) Written Communication:

Students will be able to write effectively.

By the end of this course, students should be able to demonstrate knowledge of the basics of environmental policy and through quizzes, case studies, a short research paper, and an exam, drawing on this knowledge to critically assess political issues.

COURSE FORMAT

This course will have one 150-minute session per week. We will utilize a lecture-discussion format, with discussions of the readings. The goal is to cultivate a vibrant dialogic learning environment. As discussing this topic is crucial for understanding its nuances, regular class attendance and participation is essential. Response papers and weekly quizzes and will draw on

the concepts discussed in the class sessions and assigned readings. See attached schedule for dates and topics.

COURSE READINGS

The following book will be read in this course.

- Judith A. Layzer, *The Environmental Case: Translating Values into Policy*, 4th edition (Sage, 2015)

Additional required readings will be posted to Blackboard.

GRADING AND ASSIGNMENTS

Item:	Value Each:	Quantity:	Marks:	Due Date:
Attendance		13	10%	Sept 6 – Nov. 29
Quizzes	2%	10	20%	See schedule
Response Papers (≈600 words)	10%	3	30%	Sept 27, Oct 25, Nov 15
Short Research Essay	20%	1	20%	Dec 6
Final Exam (take home)	20%	1	20%	Dec 13
Total			100%	

Grade Scale:

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and below

Quizzes will be held at the beginning of class and will cover the week's readings. **Response Papers**, on the assigned reading(s), are due the day of class. Detailed instructions and grading guidelines will be distributed through Blackboard. Grades will be posted on Blackboard and assignments will be returned in class. The **Final Exam** will be cumulative

Policy on Late Case Study Assignments: Essay assignments are due in regularly scheduled classes. Assignments received after the end of class on the due date will be considered late. Extensions will not be granted except on medical grounds, with appropriate documentation. Please note, computer problems are not valid grounds for extensions. Email copies will not be graded under any circumstances.

Policy on Grade Reviews and Appeals: Students are welcome to request a review of a grade on an assignment or exam. This request must be accompanied on a written explanation of why the original grade should be changed.

Policy on Extra Credit: The instructor will not offer extra credit work or adjust the weight given to any assignment for individuals or for the class as a whole.

Policy on Collaborative Work: Discussing assignments with your colleagues is encouraged, but students are not permitted to submit the same work for evaluation. Therefore, those who copy and those who share their work will both be considered guilty of academic dishonesty. ***Any written assignments deemed by the Instructor to be too similar will be given a grade of 0.*** To prevent the possibility of getting a zero, please:

- **DO NOT** collaborate with other students when writing your assignments or exams;
- **DO NOT** share your written work with anyone else;
- **DO NOT** ask someone else to print your assignment;
- **DO NOT** ask someone else to hand in your assignment.

If you have any questions regarding collaboration or plagiarism in relation to assignments and exams please see the instructor.

IMPORTANT DATES

Aug. 29	First day of class
Sept. 2	Last day to withdraw (drop all classes) for a 80% refund
Sept. 14	Census day
Nov. 17	Last day to drop (DR grade) a class or withdraw (grade of W)
Dec. 6	Last day of course, final exam distributed

Course Email Policy: All email correspondence regarding the course is to occur through your utrgv.edu account and my utrgv.edu address and not any other means

UTRGV POLICY STATEMENTS

STUDENTS WITH DISABILITIES

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further

instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Oct 5 – Oct 12 for Module 1 courses

Dec 1 – Dec 7 for Module 2 courses

Nov 18 – Dec 8 for full fall semester courses

ATTENDANCE

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

LECTURE TOPICS AND SCHEDULE

The course is organized to enable flexibility in covering the course material. The proposed schedule is to serve as a tentative guide only. Some changes may be made at the discretion of the instructor.

Week	Topics and Readings	Assignment Due or Quiz
Aug. 29	Course Introduction <ul style="list-style-type: none"> Layzer, Chapter 1, "A Policymaking Framework" 	none
Sept. 6	Pollution I: Air & Water Pollution Policy <ul style="list-style-type: none"> Layzer, Chapter 2, "The Nation Tackles Air and Water Pollution" Temby, "Policy Symbolism and Air Pollution in Toronto and Ontario, 1963-1967" (on Blackboard) Temby, Munton, and Weibust, "Air Pollution Policy in Canada: Government Leadership or Smoke and Mirrors?" (on Blackboard) 	Quiz 1
Sept. 13	Pollution II: Acid Rain & New Policy Approaches? <ul style="list-style-type: none"> Layzer, Chapter 5, "Market-Based Solutions" Temby & O'Connor, "Property, Technology, and Environmental Policy" (on Blackboard) 	Quiz 2
Sept. 20	Pollution III: Toxic Chemicals <ul style="list-style-type: none"> Layzer, Chapter 3, "Love Canal" Retro Report, "Love Canal: A Legacy of Doubt," http://www.retroreport.org/video/love-canal-a-legacy-of-doubt/ Retro Report, "Safety on Fire," https://www.retroreport.org/video/safety-on-fire/ 	Quiz 3
Sept. 27	Ecosystem-Based Management <ul style="list-style-type: none"> Layzer, Chapter 4, "Ecosystem-Based Management in the Chesapeake Bay" Eagle, Thompson, and Paradise, 1999, "The Horseshoe Crab," Stanford Law School Case No. 041-99 (on Blackboard) Retro Report, "Pets Gone Wild," https://www.retroreport.org/video/pets-gone-wild/ 	Case Study 1
Oct. 4	Public Lands & Wildlife I: Drill? Conserve? <ul style="list-style-type: none"> Layzer, Chapter 6, "Oil Versus Wilderness in the Arctic National Wildlife Refuge" Layzer, Chapter 9, "Playground or Paradise?" 	Quiz 4
Oct. 11	Public Lands & Wildlife II: Grazing <ul style="list-style-type: none"> Layzer, Chapter 7, "Federal Grazing Policy" Retro Report, "Wild Horse Wars," http://www.retroreport.org/video/wild-horse-wars/ 	Quiz 5
Oct. 18	Public Lands & Wildlife III: Endangered Species <ul style="list-style-type: none"> Layzer, Chapter 8, "Jobs Versus the Environment" Retro Report, "Wolves at the Door," http://www.retroreport.org/video/wolves-at-the-door/ 	Quiz 6

Oct. 25	Public Lands & Wildlife IV: Fisheries	Case Study 2
	<ul style="list-style-type: none">• Layzer, Chapter 10, "Crisis and Recovery in New England Fisheries"• Decker, Thompson, and Paradise, 1998, "Red Snapper Fishery" (Parts 1 and 2), Stanford Law School Case Nos. 98-018 and 98-019 (on Blackboard)	
Nov. 1	Climate Change and Global Environmental Politics	Quiz 7
	<ul style="list-style-type: none">• Layzer, Chapter 12, "Climate Change"• David Roberts, "Climate Change is Simple," https://youtu.be/A7ktYbVwr90	
Nov. 8	Sustainable Energy	Quiz 8
	<ul style="list-style-type: none">• Layzer, Chapter 13, "Cape Wind"• Temby et al. "Building-Integrated Solar Photovoltaics" (on Blackboard)• Retro Report, "Three Mile Island: Lessons from the Nuclear Dream," http://www.retroreport.org/video/three-mile-island-lessons-from-the-nuclear-dream/	
Nov. 15	Disasters & Resilience I: Human-Induced	Case Study 3
	<ul style="list-style-type: none">• Layzer, Chapter 11, "The Deepwater Horizon Disaster"• Retro Report: "Exxon Valdez: In the Wake of Disaster," http://www.retroreport.org/video/exxon-valdez-in-the-wake-of-disaster/• Retro Report: "Summer of Fire," http://www.retroreport.org/video/summer-of-fire/	
Nov. 22	Disasters & Resilience II: Natural Disasters	Quiz 9
	<ul style="list-style-type: none">• Layzer, Chapter 16, "Hurricane Katrina Hits New Orleans"• Retro Report: "On Shaky Ground," http://www.retroreport.org/video/on-shaky-ground/	
Nov. 29	North American Transboundary Issues	Quiz 10
	<ul style="list-style-type: none">• Gerlak, Zamora-Arroyo, and Kahler, "A Delta in Repair" (on Blackboard)• Suzanne Simon, "The CEC, Digital Divides, and Participatory Challenges in the U.S.-Mexico Borderlands" (on Blackboard)• Stoett & Temby, "Research on Transboundary Environmental Governance in North America" (on Blackboard)	
Dec. 6	Conclusion and Review	Short Research Essay
	<ul style="list-style-type: none">• Take-home final exam distributed December 6	
