

ENR 4000 - 0010

Environmental and Natural Resources Policy

Autumn 2015

Day and time of meetings: Tu-Th from 2:20PM to 3:40PM

Location: Postle Hall 1180

Instruction Team

Instructor: Ramiro Berardo, Ph.D.

Office: Kottman 316B.

Email: berardo.3

Office Hours: Wednesday & Thursday 12:00-1:30 pm.

Teaching Associate: Pranay Ranjan (students with family names A through K).

Office: Kottman 305.

Email: ranjan.10

Office Hours: Wednesday & Thursday 12:00-1:30 pm.

Teaching Associate: Benjamin Wickizer (students with family names L through Z).

Office: Kottman 305.

Email: wickizer.7

Office Hours: Wednesday & Thursday 12:00-1:30 pm.

Course Description

Environmental policy is an interesting policy area to study because it deals with “wicked” problems that are hard to solve. Every time there is a policy discussion about how humans (can) affect the environment and/or use natural resources, you are almost guaranteed to see multiple stakeholders involved in a messy negotiation process from which some (but rarely all) benefit. Do we need a new pipeline or not? Is it preferable to have huge agricultural yields or pristine clear waterways? Is logging as an economic activity more important than protecting the endangered species that live in the forests where the logging takes place? How do we use the water in our rivers in a context of extended drought? Do we use it to sustain important fish species, or do we direct it to the fields that produce the foods we eat? These questions are hard to answer because different people have different (a) views of what constitutes a problems, (b) policy priorities, and (c) availability of resources (i.e. time and money) that they can

spend in the policy-making process. In other words, to understand which policies are made (or not), one needs to understand not only the problems at hand, but also the political and social context in which decisions are made. This class is about providing an initial approximation to the study of such complex processes.

We will cover a lot of material in our time together. In order for us to get the most out of the course, it is essential for everyone to do the assigned work, which includes reading and thinking about material before we will discuss it. The instructor and teaching team are committed to doing the substantial work required for teaching this course; students who enroll in the course are expected to do likewise.

Course Objectives

By the end of the semester, students will understand key concepts in environmental and natural resources policy. They will have the skills necessary to understand and analyze how and why certain policy decisions are made to address specific environmental problems. This course will foster a knowledge base and interest level to prepare students well for further study in environmental and natural resources policy, both in and beyond the classroom.

GE Expected Learning Outcomes

This course fulfills GE category Social Science, subcategory Organizations and Politics, with the following expected outcomes: 1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and politics. 2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts. 3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

Course Requirements

The Student:

Each student must accept responsibility for preparing for each class session by completing assigned readings and taking the time to reflect upon them. Assigned readings are posted in Carmen or linked to from this syllabus. Every Friday, I will provide **reading questions** for the material to be covered in the following week. These questions will be posted in Carmen. There will be 2 or 3 questions each week that will be graded (each one of these will count for 1 point of your final grade). Your answers to the reading questions will be due on the day the reading is assigned at 1:00 p.m.

Students are encouraged to **participate** in class discussions. Each student's contribution is helpful to increase our understanding of topics. Only rule: be courteous and tolerant with ideas that you don't agree with.

Students will also complete **four written assignments** and write a **policy brief**. Assignments will pertain to an issue of the students choosing. The policy brief will be about algal blooms in Lake Erie. Late assignments and policy briefs will be assessed a 20% grade reduction for the first 24 hours and 10% grade reduction for every 24 hours after that.

There will be **two in-class examinations**, but no final exam. The two exams will consist in a mix of multiple choice, true/false and essay questions designed to test understanding of the readings and class discussions.

Attendance is mandatory. Students who miss more than 3 classes will be penalized 10% of their final grade (50 points). The instruction team will take attendance every class with Top Hat. Get an account if you haven't done so yet! Attendance might be taken at any time during the session. Students who have an excused absence will need to scan documentation of sickness, death in the family, or other excused absence and submit it to their assigned Teaching Associate. If for some reason you don't get proper cell phone reception and can't register your attendance using Top Hat, you will need to talk to the TA present in the classroom that day to make sure that your attendance is properly noted. **IT IS YOUR RESPONSIBILITY TO TALK TO THE TA.**

NO EXTRA CREDIT ASSIGNMENTS WILL BE GIVEN DURING THE SEMESTER.

The Instruction Team:

In addition to my role as an instructor in class (deliver lectures, guide discussions, answer questions), I will be happy to meet with you for office hours outside the classroom. I will be available via email for answer questions or deal with problems that cannot be addressed by the Teaching Assistants.

The Teaching Associates will have primary responsibility for answering student questions and grading assignments, exams, and the policy brief. The TA is a resource for students and are available if the student is having trouble with class material or learn strategies for developing their assignments. **The TA will be a first point of contact for students with questions, issues, or problems (including excused absences).** They will help with the grading, class management, logistical items, and other duties that arise.

Grading Policy

Course grades will be based on a student's point total, which can reach a maximum of 500 points. Points will be earned as follows:

Weekly reading questions: 50 points maximum (1 point for each question graded), or 10% of the final grade.

Assignments: 100 points maximum (25 points each), or 20% of the final grade.

Policy Brief: 125 points maximum, or 25% of the final grade.

Exams: 225 points maximum (100 points for exam #1; 125 points for exam #2), or 45% of the final grade.

Grading Scale

A: 93 % or more of maximum points
A-: 90 to 92.9 % of maximum points
B+: 87 to 89.9 % of maximum points
B: 83 to 86.9 % of maximum points
B-: 80 to 82.9 % of maximum points
C+: 77 to 79.9 % of maximum points
C: 73 to 76.9 % of maximum points
C-: 70 to 72.9 % of maximum points
D+: 67 to 69.9 % of maximum points
D: 63 to 66.9 % of maximum points
D-: 60 to 62.9 % of maximum points
E: lower than 60 % of maximum points

University Policies

Availability of Accommodations. If you have a documented disability, please register with the Office for Disability Services (ODS). After registration, make arrangements with me as soon as possible so that they can be implemented in a timely fashion. All discussions will remain confidential. If you have any questions about this process please contact ODS at (614) 292-3307.

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. In addition to consulting the procedures

created by the OSU Committee on Academic Misconduct
(<http://oaa.osu.edu/coam.html>), here are some basic guidelines:

1. Cheating on an exam: Unless specifically allowed by the instructor, you may not look at someone else's work, allow someone else to look at your work, or refer to notes or other materials during the exam.

2. Plagiarism: You should be aware of what constitutes plagiarism, because it can have serious consequences. Plagiarism means using someone else's ideas or words (even in a short phrase) without indicating where you got them. If you use someone else's idea, in your own words, you must include a citation to indicate where you got the idea. If you use someone else's words, you must put quotes around them and include a citation to indicate where they came from. Plagiarism includes copying another student's paper or ideas.

Course Schedule

Unit 1: The Political Context of Environmental and Natural Resources Policy

August 25
Introduction

No required reading this week!

We will spend time introducing ourselves and covering the syllabus.

August 27
Environmental Problems Now and Then

Required reading:

Hardin, Garret. 1968. "The Tragedy of the Commons." *Science* 162(3859): 1243-1248. If you have read this for other classes, feel free to skip. But if you don't remember it well, take another look.

Ceballos, Gerardo, Paul R. Ehrlich, Anthony D. Barnosky, Andrés García, Robert M. Pringle, and Todd M. Palmer. 2015. "Accelerated modern human - induced species losses: Entering the sixth mass extinction." *Science Advances* 1(5): e1400253.

September 1
The Value of Institutions

Required reading:

Dietz, Thomas, Elinor Ostrom, and Paul Stern. 2003. "The Struggle to Govern the Commons." *Science* 302 (5652):1907-12.

Berardo, Ramiro, and Jeff Hanlon. 2015. "Institutions." In Wohl, Ellen (ed.) *Oxford Bibliographies in Environmental Science*. Oxford University Press. Forthcoming. Read the sections "introduction" and "Definitions of Institutions".

September 3
The U.S. Constitution

No class-BUT STILL ACTIVITIES TO COMPLETE!

You will complete the reading listed below, and answer reading questions (available in Top Hat until noon this day).

Required reading:

Squire et al. 2005. *Dynamics of Democracy*. Ch. 2 partial: pp. 22-27, 30-38, 40.

September 8

The Dominant Social Paradigm and Some Environmental History

Required reading:

Smith, Zachary A. 2013. *The Environmental Policy Paradox*. 6th edition. Pearson. Chapter 2, pp. 7-20.

September 10

Basics of the Policy Making Process in the U.S.

Required reading:

Lazarus, Richard J. 2004. *The Making of Environmental Law*. Chicago, Il: The University of Chicago Press. Chapter 3.

Environmental Protection Agency. "The Basics of the Regulatory Process." Available at: <http://www2.epa.gov/laws-regulations/basics-regulatory-process>

Assignment #1 due Friday, September 11th at 8:00 am –drop a copy in the corresponding dropbox in Carmen.

September 15

Congress

Required reading:

Gilens, Martin, and Benjamin I. Page. 2014. "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." *Perspective on Politics* 12(3): 564-581.

Ringquist, Evan J., Milena I. Neshkova, and Joseph Aamidor. 2013. "Campaign promises, democratic governance, and environmental policy in the US Congress." *Policy Studies Journal* 41(2): 365-387.

September 17
Courts

Required reading:

Duane, Timothy. 2012. "Courts, Legal Analysis, and Environmental Policy." In Michael Kraft and Sheldon Kamieniecki (eds.) *The Oxford Handbook of U.S. Environmental Policy*. Oxford University Press.

September 22
Agencies

Required reading:

Rosebaum, Walter A. 2014. *Environmental Politics and Policy*. 9th Edition. CQ Press. Chapter 3, pp. 97-111.

Smith, Kevin B., and Michael J. Licari. 2006. *Public Administration. Power and Politics in the Fourth Branch of Government*. Roxbury Publishing Company. pp. 50-52, 60-62.

September 24
Exam #1

**Unit 2: Regulating the Environment and Natural Resources
in the U.S.**

September 29
NEPA

Required reading:

Council on Environmental Quality. 2004. "National Environmental Policy Act." In Annual Report 1994-1995. Available here.

Council on Environmental Quality. 2011. "Memorandum for Heads of Federal Departments and Agencies." Available here

October 1

Origins of Pollution Laws and the Clean Air Act

Required reading:

Smith, Zachary A. 2013. *The Environmental Policy Paradox*. 6th edition. Pearson. Chapter 5, pp. 98-121.

Assignment #2 due Friday, October 2nd at 8:00 am –drop a copy in the corresponding dropbox in Carmen.

October 6

Endangered Species Policy

Required reading:

Kraft, Michael E. 2011. *Environmental Policy and Politics*. 5th edition. Pearson. Pp.197-201.

U.S. Fish & Wildlife Service. *40 Years of Conserving Endangered Species*. Available here.

National Wildlife Federation. *Endangered Species Act. Myths and Facts*. Available here

Montanans for Multiple Use. *Changing the Endangered Species Act*. Available here

October 8

Endangered Species Policy Case Studies: The Klamath River

Required reading:

Service, Robert F. 2003. “‘Combat’ Biology on the Klamath.” *Science* 300 (April 4):36-39.

McCool, Daniel. 2014. “River Policy in Crisis: the Klamath River.” Paper presented at the Annual Meeting of the American Political Science Association.

October 13

Endangered Species Policy Case Studies: The Delta Smelt in Northern California

Required reading:

Krieger, Lisa M. 2015. “California drought: Delta smelt survey finds a single fish, heightening debate over water supply.” In the San Jose Mercury News. Available [here](#).

National Geographic. 2015. “Delta Smelt, Icon of California Water Wars, Is Almost Extinct.” Available [here](#).

Clarke, Chris. 2014. “Delta Smelt Wins Victory in Federal Court.” Available [here](#).

Doyle, Michael. 2015. “Supreme Court isn’t biting on California’s Delta smelt case.” Available [here](#).

October 15

Autumn Break - No class

Assignment #3 due at 8:00 am –drop a copy in the corresponding dropbox in Carmen.

October 20

Climate Change and Global Governance

Required reading:

Harris, Paul. 2011. “Reconceptualizing Global Governance.” In John Dryzek, Richard B. Norgaard, and David Schlosberg (eds.) *The Oxford Handbook of Climate Change and Society*. Cambridge, MA: Oxford University Press. Pp. 639-652.

Selin, Henrik. 2015. "Your brief to the Paris UN climate talks: how we got here and what to watch for." Available here.

October 22
Climate Change and Policy Instruments

Required reading:

Jordan, Andrew, David Benson, Rudiger Wurzel, and Anthony Zito. 2011. "Policy Instruments in Practice." In John Dryzek, Richard B. Norgaard, and David Schlosberg (eds.) *The Oxford Handbook of Climate Change and Society*. Cambridge, MA: Oxford University Press. Pp. 536-549.

Environmental Protection Agency. 2015. "Overview of the Clean Power Plan." Available at: <http://www.epa.gov/airquality/cpp/fs-cpp-overview.pdf>

Rego, John. 2015. "Legal and Political Fights Loom for Clean Power Plan." Available here.

October 27
Climate Change at the Subnational Level

Required reading:

Environmental Protection Agency. 2015. "The Clean Power Plan: The role of states." Available at: <http://www.epa.gov/airquality/cpp/fs-cpp-states-decide.pdf>

Natural Resources Defense Council. 2014. "The Clean power Plan: Building on Ohio's Clean Energy Accomplishments." Available at <http://www.nrdc.org/energy/files/ohio-clean-power-plan-report.pdf>

Harris, Michael. 2015. "16 states join to oppose EPA's Clean Power Plan." Available here.

October 29
Clean Water Act

Required reading:

Bearden, David M., Claudia Copeland, Linda Luther, James E. McCarthy, Mary Tiemann, Robert Esworthy, and Jerry H. Yen. 2013. "Environmental Laws: Summaries of Major Statutes Administered by the Environmental Protection Agency." Available at <http://www.fas.org/sgp/crs/misc/RL30798.pdf>. Read pp. 25-33.

Page, Samantha. "The EPA Just Protected Drinking Water For Millions Of Americans." Available at <http://thinkprogress.org/climate/2015/05/27/3662802/epas-new-clean-water-rule/>

Environmental Protection Agency. 2015. "The clean water rule fact check." Available at http://www2.epa.gov/sites/production/files/2015-05/documents/fact_sheet_fact_check_clean_water_rule.pdf

Page, Samantha. "New Lawsuit Says Clean Water Rule Threatens 'The Very Structure Of The Constitution'" Available at <http://thinkprogress.org/climate/2015/06/29/3675363/state-lawsuit-epa-clean-water-rule/>

Assignment #4 due Friday, October 30th at 8:00 am –drop a copy in the corresponding dropbox in Carmen.

November 3 Nonpoint Source Pollution and Watershed Management

Required reading:

Background information on section 319 of the CWA. Available at <http://water.epa.gov/polwaste/nps/319Manual.cwact.cfm>

November 5 How to Write a Policy Brief?

No required readings for today.

November 10 Fracking

Required reading:

U.S. Environmental Protection Agency. 2015. "Assessment of the Potential Impacts of Hydraulic Fracturing for Oil and Gas on Drinking Water Resources." Available [here](#)

Rosenbaum, Walter A. 2014. *Environmental Politics and Policy*. 9th edition. Sage Press. Pp. 1-7.

November 12

Fracking

Guest Speaker: Melanie Houston (Ohio Environmental Council)

MS Houston will share her experience working on the issue of fracking in Ohio as the Director of Water Policy & Environmental Health for the Ohio Environmental Council.

November 17

Exam #2

Unit 3: Environmental Policy in Complex Social-Ecological Systems

November 19

Socio-Environmental Case Study: Algal Blooms in the Western Lake Erie Basin

Required reading:

Introductory material provided by the instructor.

Michalak, Anna M., Eric J. Anderson, Dmitry Beletsky, Steven Boland, Nathan S. Bosch, Thomas B. Bridgeman, Justin D. Chaffin et al. 2013. "Record-setting algal bloom in Lake Erie caused by agricultural and meteorological trends consistent with expected future conditions." *Proceedings of the National Academy of Sciences* 110(16): 6448-6452.

November 24

Institutions and Algal Blooms in the Western Lake Erie Basin

Required reading:

Ranjan, Pranay, and Tomas Koontz. 2015. "Property rights in agricultural drainage: implications for collective action." Working paper.

November 26
Thanksgiving - No class

December 1
Stakeholders and Algal Blooms in the Western Lake Erie Basin

Required reading:

Yeager-Kozacek, Cody. 2014. "Great Lakes Drinking Water Fouled by Toxic Algae." Available here.

Yeager-Kozacek, Cody. 2014. "Cities Tackle Sewer Overflows to Reduce Phosphorus." Available here.

Yeager-Kozacek, Cody. 2014. "Consolidation of Livestock Farms Creates a Big Manure and Nutrient Challenge." Available here.

December 3
Policies to Deal with Algal Blooms in Lake Erie

Required reading:

Yeager-Kozacek, Cody. 2015. "Great Lakes Toxic Algae Prompts Big Investment and Rare Political Agreement." Available here.

Yeager-Kozacek, Cody. 2015. "Binational Lake Erie Phosphorus Targets Proposed to Curb Algae." Available here.

Kick, Chris. 2015. "Ohio nutrient law: Answers to some of the top questions." Available here.

December 8
Turn in your Policy Brief by 5:45 pm