**SYLLABUS**

**Department of Political Science**

**Political Science (POSC) 360: Environmental Policy**

**Tuesday and Thursday 2:00-3:15pm 378 TETC**

**Fall 2014**

**Contact Information: Dr. Sarah Surak**

**Email:** [smsurak@salisbury.edu](mailto:smsurak@salisbury.edu)

**Office Location:** Fulton Hall room 280F

**Office Phone:** 410-677-3879

**Website:** <http://faculty.salisbury.edu/~smsurak/>

**Office Hours:** T/Th 9:00-10:30AM 11:00AM-2:30PM, T 12:30-1:30 and by appointment

**Course description and purpose of the course:** This course provides an overview of domestic and global environmental politics and policy. The purpose of this course is to provide students an understanding of the complexity and interconnectedness of environmental issues and how these attributes trigger various political responses. Overall themes of the course include the relationship of the environment and politics with economy, culture, society, and science.

**SU Handbook Course Description:** Overview of national and global environmental policies in the U.S. Examines individual policies including their content, their adoption, the regulatory process and their effect on environmental quality. Role of the political actors and the political process in environmental policy-making explored.

**Course Learning Objectives**

* Engage in critical thinking about issues and concepts in environmental politics and policy
* Understand and evaluate the role of government institutions, non-governmental organizations, intergovernmental organizations, and corporations at all levels (local, sub-national, national, and global) in environmental degradation and sustainable development
* Assess the powers, practices, and limitations of the American environmental policy process, specifically the roles of each branch of government
* Identify, summarize, and evaluate major pieces of national and international environmental legislation
* Explain how and why environmental debates are saturated with conflict due to uncertainty, the utilization of scientific evidence, and the development of technology
* Describe various policy instruments that can be used to address natural resource and environmental issues
* Identify and discuss potential environmental policy alternatives
* Critically evaluate environmental laws and policies through the lens of sustainability

**Prerequisites:** Junior standing and POSC 101 or 110 OR permission of the instructor

**General education requirement:** Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).

Three hours per week with civic engagement enhancement

**Required Books:**

Beder, S. (2006). *Environmental principles and policies: an interdisciplinary introduction*. New York, NY: Routledge.

Connelly, J., G. Smith, D. Benson, and C. Saunders. *Politics and the environment: from theory to practice* (3rd ed.). New York, NY: Routledge.

Rogers, H. (2006). *Gone tomorrow: the hidden life of garbage.* New York, NY: New Press.

Rosembaum, W.A. (2010). *Environmental politics and policy*. (8th ed.). Thousand Oaks, CA: CQ Press.

Salzman, J. (2013). *Drinking water: a history*. New York, NY: Overlook Press.

\*\*Additional readings posted on MyClasses, found via the Internet, or available in the library are indicated in the “calendar and assignments” section.

**Course Expectations**

**Instructor expectations of students**

* Complete all course assignments on time and in the format requested
* Participate in class discussions
* Communicate concerns to the instructor

**Lectures**

**Cell phone use:** As a courtesy to both the class and the instructor, **cell phones must be silenced** and **may not be used (even as a clock!) during class**. **Please note that students found sending or receiving text messages during class will be asked to leave the classroom**. If you are expecting an emergency call during class you must inform the instructor before class begins.

**Computer use:** The use of **laptop computers, iPads, and other related electronic devices** is prohibited during class time unless specifically allowed by the instructor.

**Behavior:** All students are expected to conduct themselves in a courteous manner to both peers and the instructor. Students are expected to be attentive during class and speak only when called upon. Students engaging in inappropriate behavior will be asked to leave the classroom and will only be allowed to reenter upon the invitation of the instructor.

**Communication**

**Communication with the instructor:** To avoid emails designated as spam, **please type POSC 360: in the subject line and then enter the subject of your email** (for example POSC 360: reading question). All efforts will be made to respond to emails in a timely fashion. Students should not expect email responses outside of normal business hours (8:00am-5:00pm Monday – Friday). **Please use proper grammar and salutation in your correspondence. For further information regarding appropriate email etiquette visit** <http://www.wikihow.com/Email-a-Professor>

**Standards of communication by electronic means, telephone, or face-to-face**

* You must conduct all course communication in a professional tone
* You are expected to use Standard English (rather than “speaking style”) in electronic communication.
* You are expected to use proper grammar and spelling.
* Avoid language that may be interpreted as strong or offensive.
* Review all text before uploading or sending.

**Citing source material**

**Documenting source material and avoiding plagiarism:** It is very important that you cite both factual statements and the ideas and arguments of others in your course work. This is important both to support your statements as well as to clearly identify work that is not your own. For more information regarding plagiarism see <http://www.salisbury.edu/library/plagiarism/student.html>. When in doubt, ask a reference librarian or your instructor!!

**Plagiarizing yourself**: It is possible to “plagiarize yourself.” You must submit original/new work for all class assignments. The reuse of your own work, and representing it as a new product, is plagiarism.

**Citation format**: You are required to use APA citation standards for all course assignments. For additional information see <http://www.salisbury.edu/library/citation/index.html#apa> and <http://owl.english.purdue.edu/owl/resource/560/01/>

**Campus Policies, Resources, and Support**

**Changes to the course schedule or syllabus:** All changes to the course syllabus will be noted on the course MyClasses page. This syllabus is subject to change at the discretion of the instructor.

**Code of Conduct**: The requirements of the Salisbury University Code of Conduct apply to this class. Any violations of the Code of Conduct will be reported (<http://www.salisbury.edu/judicialaffairs/docs/codeofconduct/11-12/SU_Student_Handbook_2011_12_web.pdf>) Plagiarism, cheating, and academic dishonesty will not be tolerated.Misrepresenting timely completion of course requirements is a violation of the Code of Conduct.

**Library support:** For support in using library resources please contact the Political Science library liaison Ms. Angeline Prichard at [arprichard@salisbury.edu](mailto:arprichard@salisbury.edu) or 410-677-0118. For more information visit <http://salisbury.libguides.com/posc>

**MyClasses:** It is the student’s responsibility to check MyClasses regularly (daily) to receive course updates. All course grades will be reported on MyClasses. Please check the accuracy of these grades as soon as possible. Inaccuracies must be reported to the instructor within ten days of the posting of the grade. After ten days it is up to the discretion of the instructor whether the grade will be updated. MyClasses grades serve as the official record of the class.

**Students with disabilities:** Any student who feels that they may require an accommodation in this course, based on the impact of a disability, should contact me as soon as possible to arrange for a meeting to coordinate any and all accommodations. Any student who wishes to contact the Office of Student Disability Support Services for further information should do so by using the information provided below.

For more information visit the with Disability Support Services web page:

http://www.salisbury.edu/students/dss/or contact the office directly (Guerrieri University Center, Room 242).

**Phone:** 410-677-6536 TTY: 410-543-6083; **E-mail:**disabilityservices@salisbury.edu

**Turnitin software:** This course will use Turnitin software for the submission of the optional course paper.

Official Salisbury University usage statement for the Turnitin service: “Salisbury University contracts with Turnitin for plagiarism detection and deterrence in support of The Salisbury Promise and academic integrity policy.  As a condition of participating in this course, all required papers may be subject to submission for textual similarity review and plagiarism detection through Turnitin. All papers submitted to Turnitin will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism consistent with fair use principles under federal copyright law.  You may be asked to directly submit certain written course requirements through MyClasses. The instructor may also submit a student’s written assignment through Turnitin if the instructor, in good faith, suspects plagiarism. No student assignments will be submitted by the instructor or Salisbury University without the student’s prior written FERPA consent.”

**Writing across the Curriculum:** This course supports the University’s mandate regarding writing across the curriculum. In accordance with the goals of WAC, all writing for the course, both formal and informal, is graded both for content and for technique.

**Writing Center:** At the University Writing Center (directly above the Fireside Lounge in the Guerrieri University Center), trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and Writing Center consultations allow writers to test and refine their ideas before having to hand papers in to their instructors or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during professors’ office hours, the Center offers another site for learning about writing. All students are encouraged to make use of this important service. For more information about the Writing Center’s hours and policies, visit the Writing Center or its website at www.salisbury.edu/uwc.

**Requirements, Grading, and Evaluation**

***Grading and Evaluation: For a four-credit course you should spend approximately 12 hours a week on preparation and class assignments outside of the classroom.***

**Reading:** Students are expected to complete all readings assigned for each class period before class begins. While not all reading will be discussed in class, it is your responsibility to familiarize yourself with all assigned materials, as the content will be included on course examinations.

You are expected to critically engage the readings. In doing so you should consider the following questions for each text:

1. What are the main points or themes?
2. How (well) do the readings address important facets of the topic?
3. What is the author’s central thesis?
4. How is this work similar to or different from other course material, your own ideas, or other information you have come across in the past?
5. Where are possible weaknesses in the author’s arguments?
6. Do you agree with the author’s central assertions, theories, and/or ideas? If so, why? If not, why not?
7. What questions do you have regarding the text?

I highly recommend answering these questions for each assigned reading to help you prepare for the class discussions, written assignments, and exams. To encourage you to do so I will administer “pop quizzes” throughout the course of the semester. **Students who have in hand a hardcopy of the answers to these questions for the day’s readings will receive 2 bonus points on their final grade.**

**Attendance:** Attendance is required and will be taken at the beginning of every class period. Students arriving after 2:00PM will be marked as tardy. Receiving two tardy notes is equivalent to one absence. Students are allowed three absences (note these are not “free days” but rather may be used when unforeseen circumstances do not permit class attendance). There is no difference between excused and unexcused absence. Every additional absence (after the allowance of the first three) will result in **a thirty point deduction from the final grade**. The only exception to this policy *may* occur (this left to the discretion of the instructor) in the extraordinary case of a medical or family emergency where the Office of Student Affairs contacts the instructor.

**Civic Engagement Activity**: Students will engage in a class effort to understand institutional actions, operations, and responses to environmental issues. Activity guidelines are posted on MyClasses.

**Exams:** Two exams will be used to judge knowledge and comprehension of course material. Exams will include a combination of short answer and essay questions. The final exam is cumulative. See the exam rubric on the MyClasses page for further information.

**Research Paper:** Students will complete a research paper on an appropriate topic approved by the instructor. Paper guidelines are posted on MyClasses.

**Evaluation**

**Evaluation Components:**

Exams One: 100 points

Exam Two: 100 points

Research Paper: 100 points

Civic Engagement project: 100 points

**Grading Scale**

361-400 = A

321-360 = B

281-320 = C

241-280 = D

240 and below = F

*\*\*Your grade is not calculated on a 100 point grading scale. Each individual assignment accumulates points. Converting your grade into a percentage out of 100 is not an accurate representation of your score. As such, I will not “round up” grades.*

**Calendar and Assignments**

**Environmental Policy: Principles, Influences, Concepts, and Practices**

**Tuesday, August 26 – Introduction to the course**

**Thursday, August 28 – NO CLASS**

Required reading:

* Rogers– Introduction through chapter 7

**Tuesday – September 2 – Engaging environmental policy and practice**

Required reading:

* Rogers– Chapters 8 and 9
* Readings posted to MyClasses

**Thursday, September 4 – Introduction to environmental policy**

Required reading:

* Rosenbaum – Chapter 1
* Beder – Introduction and chapter 1

**Tuesday, September 9 - Environmental philosophy: thinking about how we think about the environment**

Required reading:

* Connelly – Chapter 1

**Thursday, September 11– The environment and ideology**

Required reading:

* Connelly – Chapter 2

**Tuesday, September 16 – Power and decision-making**

Required reading:

* Connelly – Chapter 4

**Thursday, September 18 – Environmental protection principles – ONLINE LECTURE, CLASS WILL NOT MEET IN PERSON**

Required reading:

* Beder – Chapters 2 and 3
* Connelly – Chapter 5

**Tuesday, September 23 – Social principles and environmental protection**

**DUE: Research topic proposal (see final paper assignment)**

Required reading:

* Beder – Chapters 4, 5, and 6

**Thursday, September 25 – American environmental policy making**

Required reading:

* Rosenbaum – Chapter 2

**Tuesday, September 30 – American institutions and public policy**

Required reading:

* Rosenbaum – Chapter 3
* *President Obama’s Plan to Fight Climate Change*: <http://www.whitehouse.gov/share/climate-action-plan>
* *Our Environment* (read all project overviews): <http://www.whitehouse.gov/energy/our-environment>

**Thursday, October 2 – Exam One**

\*\*A proctor will administer your exam\*\*

**Tuesday, October 7 – Environmental racism and environmental justice**

Required reading:

* Rosenbaum – Chapter 4
* Readings posted on MyClasses

**Thursday, October 9 – Engaging community waste management**

Required reading:

* Posted on MyClasses

**The Political Economy of Environmental Politics**

**Tuesday, October 14 –** **Environmental policy and economics**

Required reading:

* Rosenbaum – Chapter 5
* Beder – Chapter 7

**Thursday, October 16 – Environmental valuation**

Required reading:

* Connelly – Chapter 6
* Beder - Chapter 8

**Tuesday, October 21 – Command and control: traditional environmental regulations**

Required reading:

* Rosenbaum – Chapter 6

**Thursday, October 23 – Managing harm with economic instruments**

Required reading:

* Beder - Chapters 9-12

**Tuesday, October 28 – Managing the commons**

**DUE: Outline and list of sources (see final paper assignment)**

Required reading:

* Beder – Chapters 13-16
* Dietz, et al. (2003). The Struggle to Govern the Commons. *Science,* 12, 1907-1912. [Access through the library]

**The State and Environmental Politics**

**Thursday, October 30 – The politics of climate change**

Required reading:

* Rosenbaum – Chapter 10

**Tuesday, November 4 – Greening global governance**

Required reading:

* Connelly – Chapter 7

**Thursday, November 6 – An alternative approach to protection: the European Union and environmental policy**   
Required reading:

* Connelly – Chapter 8

**Tuesday, November 11 – Constructing a green state?**

* Connelly – Chapter 9

**Thursday, November 13 – Local environmental governance**

* Connelly – Chapter 10

**Tuesday, November 18 – Access to resources: fairness and equity?**

Required reading:

* Salzman – Preface through chapter 2

**Thursday, November 20 – Resources and toxicity**

Required reading:

* Salzman – Chapters 3-5

**Tuesday, November 25 – Water as a human right?**

Required reading:

* Salzman – Chapters 6 through the Afterword

**\*\*Wednesday, November 26th at 11:59PM – Final paper due (see final paper assignment)**

**Tuesday, December 2 – Engaging community waste management**

Required reading:

* NONE

**Thursday, December 4 – Course wrap up and presentations**

Required reading:

* NONE

**Final Exam: Monday, December 8th from 1:30-4:30PM**

Exam meets in the regular classroom