

Environmental Politics and Policy
PUP 4203 – Sec. 601 / ISS 3930 – Sec. 602
(3 credits)

Spring Semester – 2008
Tuesdays & Thursdays / 2:00 p.m. – 3:15 p.m.
Room 232, Davis Hall
University of South Florida - St. Petersburg

Joseph W. Dorsey, Ph.D.

Assistant Professor of Environmental Science, Policy, and Geography

Office Hours: Mondays 4:00 p.m.- 6:00 p.m. / Tuesdays 1:00 p.m.- 2:00 p.m. /
Thursdays 3:30 p.m.- 4:30 p.m. or by appointment

Office Location: 226 Davis Hall

Phone Number: (727) 873-4967

E-mail: dorseyjw@stpt.usf.edu

COURSE DESCRIPTION

This interdisciplinary course will examine how *environmental policy* is influenced by *politics*. Early in the course, we will determine how environmental problems are identified and how policy agendas are set. We will discuss the process of environmental policy formation, adoption, implementation, and evaluation. This course is designed to immerse the student in the historical context of the environmental movement while engaging the student in the dynamics of current policy issues and politics.

To achieve these goals the course takes a multi-level approach to learning. One level involves a series of *lectures* during the semester. Most lectures will engage in the content and context of chapters in the textbook. These lectures will usually take place on Tuesdays. The second level of learning will be through a series of *seminars* on Thursdays. These seminars will be less structured than the lectures, but will be focused more on *reading* and *writing assignments* and a *case study project*. In addition, the seminars will provide opportunities for student commentary, feedback, and discussion. The third level of learning will involve *civic engagement*. This component entails some form of contact or involvement with an individual, organization, or agency relevant to an environmental issue important to the student. Civic engagement and periodic writing assignments are components of the *Case Study Project*. The project will use a review of the literature, interviews, print media, and current events to profile an environmental policy and/or politics issue and research it as a *case study* over the duration of the semester. Progress on the case study will be monitored during seminars and shared with the class.

Also, this course is divided into two sections. Section 1 of the course will provide an overview of the *policy making process* and the people who have a stake in *policy outcomes*. In this section we will cover the historical framework of environmental protection in the U.S., participants in the environmental movement and debate, and the political process in environmental policy making. Section 2 focuses on *specific* environmental policy issues and political debates. This section will cover the public lands debate, waste and toxics, the politics of energy, water, and air quality, endangered species and biodiversity, the global commons, population and sustainability, and emerging issues in environmental policy. Each topic will be covered during lecture period and discussed in seminar.

COURSE WORK

1) **Required Text: (1)**

Vaughn, Jacqueline. (2007), *Environmental Politics: Domestic and Global Dimensions*. Fifth Edition. Belmont, CA: Thomson Wadsworth.

2) **Supplemental Readings: *St. Petersburg Times, New York Times.***

3) **Method of Instruction: *Lecture/Seminar/Independent Research***

The learning system will mostly rely upon material covered in the required text, course supplemental readings, in-class discussions, and guest speakers. Students should come to class prepared to discuss pertinent issues based on the readings and current events.

4) **Class Participation: *Essential***

Active participation in classroom discussions is strongly encouraged. Weekly attendance in class is expected. Students with more than 3 unexcused absences will be dropped from class. Lateness will not be tolerated. Students are encouraged to maintain frequent contact with the instructor during the semester through office hours, telephone, and/or e-mail. It is most advisable to clarify issues of concern before confusion or problems arise. Class participation will be evaluated subjectively based primarily upon:

- ◆ Quality and quantity of assigned work completed
- ◆ Level and frequency of in-class discussion
- ◆ Proactive contact with the instructor
- ◆ Evidence of having read assigned materials
- ◆ Engagement in scheduled classroom activities

5) **Course Assignments and Expectations: *Research Papers and Exams***

CASE STUDY PROJECT

The individual effort *case study project* will examine a particular environmental policy issue as selected by the student. The environmental policy issue or problem should be current and unresolved or recently resolved. It can be a policy that has local, county, state, regional, national and/or international dimensions. The *case study* format will allow the student to focus on the environmental policy issue through direct interaction with a program, an event or series of events, an activity, or an individual, group of individuals or an organization. Using *case study analysis* will allow the student to create themes, descriptions and assertions about policy making and the political dynamics surrounding environmental issues. The particular emphasis of this semester will be to conduct a *case study* with “civic engagement” as an integral component of the learning process. Since this course is politics driven, civic engagement with the players and/or stakeholders of particular environmental issues provides the students with invaluable practical experience and helps them develop a realistic perspective of the inner workings of environmental policy development and application. As a public institution, The University of South Florida has an obligation to serve the larger community in the State of Florida. Civic engagement activities built into courses, such as this one, provides an opportunity for university students to be an extension of those efforts to serve the public.

To accomplish **civic engagement objectives**, students are expected to spend at least 10 documented hours involved in civic engagement type activities such as volunteer work at a community agency, assisting with a political campaign, or a series of meetings, correspondence, or interviews with an individual, group of individuals or an organization relevant to the environmental policy issue that the student chooses to review as a case study. If the student chooses to volunteer time with a community agency, the student will provide a log sheet to the supervisor for a signed confirmation of the number of hours on engagement with the organization by the student.

If the student chooses to spend time lobbying an environmental issue or assisting with a political campaign where the environmental issue is part of its agenda, he or she must document this time on a log sheet and have a signed confirmation of the number of hours on engagement with the organization from the lead organizer. If the student chooses to engage in series of meetings, correspondence, or interviews with an individual, group of individuals or an organization relevant to the environmental policy issue that the student chooses to review, these interactions must be documented by the student in a personal log and submitted to the instructor at the end of the semester. While the instructor will be helpful in assisting the students with identification and initial contact with various relevant organizations and agencies, much of the effort to set up the civic engagement exercise is the responsibility of the individual student.

In addition, an assessment will be conducted to gauge how a student's civic engagement impacted the student as well as the community. This dynamic can be highlighted in the case study project in the form of printed and/or electronic materials, a website and/or blogs, an in-depth critique of the student interaction with the individual, group of individuals or an organization relevant to the environmental policy issue that the student reviewed, and the documentation of publicity or other media related materials that have connections to the student's participation. Any evaluative data or information generated from the civic engagement process will be available to the Center for Civic Engagement upon completion of the course.

The **Case Study Project** is divided into three (3) phases:

Phase 1: A detailed 2-3 page ***Project Proposal*** of the individual effort *Case Study Project* is due **February 14th**. The ***Project Proposal*** will give the students an early start on their project papers and will give the instructor a better idea of what the *subject* will entail. The ***Project Proposal*** will consist of a theme, a problem statement, a purpose statement, research questions, policy phase, plans for civic engagement, and potential references or information sources on the subject.

Phase 2: A 4-7 page ***Progress Report*** is due **March 20th**. The ***Progress Report*** should have a clear title, a defining introduction, a description of the case and its context, a review of the literature, the status of civic engagement, political implications and citations. The progress report will give the students an opportunity to get feedback on the *Case Study Project* before turning the final product.

Phase 3: The **Final Paper** is due by **April 22th**. ***Final papers*** should have a title, an entry vignette, an introduction, a description of the case and its context, a review of the literature, an outcomes of civic engagement section, political/policy implications, an assertions and/or recommendations section, conclusions, a closing vignette, and a bibliography. The length of the ***Final Paper*** will be 9-12 pages plus references.

EXAMINATIONS

Exam #1 is scheduled for **February 7th**. The first exam will pertain to lecture material covered and the readings up to the previous week of class. The format of the *early-term examination* will consist of fill in the blank questions and short answer questions.

Exam #2 is scheduled for **March 6th**. This will be a **closed book examination** and will be considered a *mid-term examination*. The first exam will pertain to lecture material covered during the section of the course and the readings up to the previous week of class. The format of the second exam will consist of short answer questions and essay questions.

Exam #3 will be an **open book examination** scheduled during the *finals week* on **April 29th** and consist of essay questions. The *final examination* will be comprehensive and consist of material covered prior to and since the mid-term exam. Exam questions will be provided on the day of class. *Blue Books* will be purchased by the students and used to answer the essay questions. No laptops or cell phones are allowed in class during exams.

6) Course Grading System: *Points = 500*

<u>Class Participation</u> = 5% (attendance, discussion, seminar, presentation)	25 pts.
<u>Civic Engagement</u> = 15% (volunteerism, documentation, assessment)	75 pts.
<u>Exam #1</u> = 10% (Early-term/ various forms of questions and short answers)	50 pts.
<u>Exam #2</u> = 10% (Mid-term/ short answers, essay questions)	50 pts.
<u>Exam #3</u> = 20% (Final/ open book, essay questions)	100 pts.
<u>Proposal</u> = 5% (1-3 pages, typed)	25 pts.
<u>Progress Report</u> = 10% (4-7 pages, typed)	50 pts.
<u>Final Paper</u> = 25% (9-12 pages plus references, typed)	125 pts.

The course professor will assign the appropriate grade to each course participant based on the quantity and quality of civic engagement and course performance.

A = Excellent work overall; consistent high quality writing, insightful discussion.

B = Very good work, but quality and consistency could be better.

C = Fair to good work, but quality and/or quantity of performance has much room for improvement.

D = Poor performance overall due to consistently low scores and lack of participation in seminar discussions and/or course events.

F = Complete failure to perform at a passing level in most of the components of the course.

Pluses (+) and minuses (-) will be assigned to letter grades to indicate the qualitative degrees of effort or improvement in the course components

7) Late work and Make-up Examinations:

Automatic make-up examinations will be given ONLY for students involved in official University of South Florida activities (i.e. athletics, conferences, field trips, etc.). Students away on official USF business during scheduled exams must present a valid excuse on official University of South Florida stationery signed by the appropriate college personnel. No work will be handed in after the last day of the grading period unless otherwise specified. Students missing examinations due to illness must verify their health problems with signed documentation from two acceptable corroborative sources (i.e. your doctor and your parents). Students needing to miss examinations due to chronic health conditions or to deaths in the family should consult with the instructor. Late assignments will be assessed a penalty of 10% off the grade per day.

8) Academic Misconduct:

The University of South Florida policies apply to all aspects of this course. There is zero tolerance for cheating, plagiarism, and other forms of academic dishonesty. Any infringement will result in the maximum prosecution of the offender by the University of South Florida and may result in various consequences ranging from a course grade of zero to academic suspension.

COURSE OUTLINE

Section 1: Environmental Policy Making and the Political Process

WEEK 1 **Jan. 8** - Course Introduction/ Syllabus

Jan. 10 - Lecture: *“Introduction to Policy Making and Politics”*
Reading: Vaughn, Introduction (pp. 1-7)

WEEK 2 **Jan. 15** - Lecture: *“The Importance of Civic Engagement”*

Jan. 16 – **Civic Engagement Fair, USF St. Petersburg**
(Attendance is recommended)

Jan. 17 - Lecture: *“Historical Framework for Environmental Protection”*
Reading: Vaughn, Chapter 1 (pp. 9-35)

WEEK 3 **Jan. 22**- Lecture: *“Participants in the Environmental Debate”*
Reading: Vaughn, Chapter 2 (pp. 37-69)

Jan. 24 - Seminar: *“The Case Study Project”*

WEEK 4 **Jan. 29** - Lecture: *“The Political Process”*
Reading: Vaughn, Chapter 3 (pp. 71-107)

Jan. 31 - Seminar: *“Politics in the making/Report on the Media”*

WEEK 5 *Feb. 5* - Preparation for Exam #1

Feb. 7 – Exam # 1 (Early Term)

Section 2: Environmental Policy Issues and Political Debates

WEEK 6 *Feb. 12* - Lecture: “*The Public Lands Debate*”
Reading: Vaughn, Chapter 4 (pp. 109-141)

Feb. 14 - Seminar: **Submit Case Study Project Proposal/ Give Brief Description of Civic Engagement Component**

WEEK 7 *Feb. 19* - Lecture: “*Waste and Toxics*”
Reading: Vaughn, Chapter 5 (pp. 143-174)

Feb. 21 - Seminar: “Politics of Waste”

WEEK 8 *Feb. 26* - Lecture: “*Energy and Policy*”
Reading: Vaughn, Chapter 6 (pp. 177-206)

Feb. 28 - Seminar: “Politics of Energy”

WEEK 9 *Mar. 4* - Preparation for Exam #2

Mar. 6 – Exam #2 (Mid-Term Exam)

March 10 – 15: SPRING BREAK

WEEK 10 *Mar. 18* - Lecture: “*Water Issues*”
Reading: Vaughn, Chapter 7 (pp. 209-237)

Mar. 20 - Seminar: “Politics of Water”
Case Study Progress Report Due

WEEK 11 *Mar. 25* - Lecture: “*Air Quality*”
Reading: Vaughn, Chapter 8 (pp. 239-268)

Mar. 27 – **NO CLASS** (spend time in civic engagement)

WEEK 12 *Apr. 1* - Lecture: “*Biodiversity*”
Reading: Vaughn, Chapter 9 (pp. 271-303)

Apr. 3 - Seminar: “Endangered Species Policy”

WEEK 13 *Apr. 8* - Lecture: “*The Global Commons*”
Reading: Vaughn, Chapter 10 (pp. 305-333)

Apr. 10 - Seminar: “The State of the Global Commons”

WEEK 14 *Apr. 15* - Lecture: "*Human Population*"
Reading: Vaughn, Chapter 11 (pp. 335-354)

Apr. 17 - Seminar: "Environmental Policy and Sustainability"

WEEK 15 *Apr. 22* - Lecture: "Emerging Issues in Environmental Policy"
Reading: Vaughn, Chapter 12 (pp. 357-377)
Case Study Project Due

Apr. 24 - **Class Presentations/** Discussion/ Conclusions
Preparation for Final Exam

WEEK 16 *Apr. 29* – **Exam # 3** (Final Examination)