1. **Course Description and Philosophy**
   This course explores the ongoing socio-political challenges of addressing environmental problems. Drawing primarily on research in political science and political ecology, we will analyze the diverse types of social dilemmas that produce environmental problems. We begin by examining the nature of environmental policy problems through different theoretical frameworks, including collective action, limits to growth, and ideational explanations of environmental problems. We then explore three core debates in environmental politics that interrogate the role of science, ethics, and economics in shaping environmental policy solutions. In the third part of the course we shift our gaze to evaluate different policy approaches to solving environmental problems. Throughout the course, we will pay particular attention to the values conflicts that shape environmental policy and how politicians respond. This is an introductory level course designed to give students an understanding of important conceptual issues in environmental policy-making.

   The course is comprised of interactive lectures and discussion sections. The lectures will provide an opportunity for students to contemplate different approaches to explaining environmental challenges. Discussion sections will challenge students to delve more deeply into a particular topic by applying concepts introduced in readings and lectures to a specific US-based case, as well as seek to understand the critical variables that explain how a case evolved.

   Note that this course is not an environmental law class. As such, you should not expect a full survey of environmental policies in the US. Instead, our treatment of US environmental policies is designed to assist students in understanding and applying concepts so that they may independently understand and evaluate a variety of environmental problems and solutions.

2. **Learning Objectives**
   The overarching objective of this interactive lecture-based course is to cultivate critical thinking and reading skills. By the end of this course students will be able to:
   
   1. Prepare appropriately to participate effectively in class discussion, including challenging and offering substantive replies to others' arguments, comments, and questions, while remaining sensitive to the original speaker/writer and the classroom audience.
   2. Students should become familiar with several different approaches to solving public policy problems, including their strengths and weaknesses.
(3) Students should gain a basic understanding of how values shape core U.S. environmental politics and policies.
(4) Students should gain a basic understanding of different views on several crucial debates in environmental policy today, including:
- Are there “limits to growth”?
- What are the causes and solutions of the “Tragedy of the Commons”?
- What is the proper role of markets vs. regulation in solving environmental problems?
- What is the proper role of the public and scientists in environmental policy making?
- How should environmental policymakers deal with scientific uncertainty or complexity in addressing important environmental challenges?
(5) Students will practice writing and analytical skills to effectively communicate their ideas, opinions, and arguments on different environmental policy topics.

3. Our Contract
By enrolling in this course, you and I are entering into a contract with each other. I will work hard to be prepared, enthusiastic, fair, and respectful of every student and their opinions. I will be accessible and try my best to return graded materials after no more than one week. By enrolling in the class, you have agreed to (1) attend and prepare for class, (2) participate by asking questions and joining in class discussions, (3) read the assigned material and complete assignments on time, (4) comply with class policies established in this syllabus, and (5) uphold Northwestern University’s commitment to academic integrity (see http://www.northwestern.edu/provost/policies/academic-integrity/).

4. Course Materials
The following materials are required for this course. Student Enrichment Services offers advice on how to find and afford our course materials. Please visit http://www.northwestern.edu/enrichment/ for more information on their services.

   a. The readings from this book are noted as Layzer in the reading assignments.
   b. Older editions are available, but may not have all of the same chapters. Please compare the table of contents to make sure you have access to the readings.
(2) Field Trip Fee - $25/person (tentative, financial assistance may be available)
(3) Additional materials available through Canvas.
(4) Library Guide for Environmental Studies:
   http://libguides.northwestern.edu/environmentalstudies

5. Course Format and Requirements
The course includes two lectures and one discussion section each week. The lectures are designed to introduce students to core concepts, debates, and histories that help us understand environmental politics and policy. The discussion section provides an opportunity to more closely examine and interrogate the concepts and theories through in-depth case studies. Even though this is a large class, the material we cover demands active participation and interaction to fully grasp the concepts, complexities, and challenges of environmental policy. Thus, our regular class meetings will include interactive class activities, discussion, and lectures. Please come to each class prepared by completing the required readings and assignments. There will be many different ways to actively participate in our class and I encourage you to engage using a variety of different approaches.
Communication—both written and verbal—is critical for understanding and affecting environmental policy change. Assignments include in-class quizzes and activities, discussion section participation, short response papers, one midterm, and a policy memo. Specific guidelines for each assignment will be made available on Canvas well in advance of the due date. All assignments should be submitted through Canvas unless otherwise noted. All students are responsible for visiting the course website regularly to check for the most current schedule, readings, assignment prompts, course policies, and web links for facilitating class discussion.

Note: Missed exams cannot be made up for any reason not properly documented or approved in advance. Weinberg rules prevent scheduling the final exam before the final exam period.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Points (%)</th>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>Ongoing</td>
<td>Research Study Participation</td>
<td>See below</td>
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</tr>
<tr>
<td>Ongoing</td>
<td>Discussion Section Participation</td>
<td>75 (15%)</td>
<td>1, 5</td>
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<tr>
<td>Oct 9</td>
<td>Response Paper #1</td>
<td>50 (10%)</td>
<td>3, 4, 5</td>
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<tr>
<td>Oct 30</td>
<td>Response Paper #2</td>
<td>50 (10%)</td>
<td>3, 4, 5</td>
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<tr>
<td>Nov 13</td>
<td>Cumulative Midterm Exam (multiple choice, short answer, and essays)</td>
<td>100 (20%)</td>
<td>2, 3, 4</td>
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<tr>
<td>Nov 26</td>
<td><strong>Policy Memo Option A (must sign up by Nov. 1)</strong></td>
<td><strong>225 (45%)</strong></td>
<td>2, 5</td>
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<tr>
<td>Dec 1</td>
<td>(1) Full Draft of Policy Memo</td>
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<td>Dec 6</td>
<td>(2) Written Peer Evaluation</td>
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<td>(3) Final Policy Memo</td>
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<td>(note the final grade will be the draft grade plus an additional 30 possible points, for a total of 115 possible points)</td>
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<tr>
<td>Dec 6</td>
<td><strong>Policy Memo Option B</strong></td>
<td><strong>225 (45%)</strong></td>
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<td>TOTAL:</td>
<td>500 (100%)</td>
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**Research Study Participation Requirement**

Students enrolled in this course are required to complete a research assignment that can include up to 4 hours of research study participation. These studies require that students set up an appointment to complete participation at a laboratory on campus (or via an on-line survey). Students will learn how studies are conducted and will receive a synopsis at the conclusion of the quarter describing the study’s goal, result, and relevance to the class. Students who prefer not to participate in the research may opt for an alternative that entails reading any one chapter about political science research and writing a five-page reaction paper. The typical chapter is about 20 pages and thus reading it and writing a five-page paper should take approximately four hours.

Near the start of the quarter, students will receive an e-mail asking them whether they prefer study participation or the alternative assignment. The e-mail will also include details on how to complete either requirement. Failure to complete the requirement during the quarter will result in an incomplete. Failure to complete the requirement during the following quarter will result in a failing grade for the class. Note that if you are enrolled in multiple classes that require participation, you only need to satisfy the requirement one time. Also, if you already completed the requirement in another course in a previous quarter, you are excused from the requirement.
6. Policies
While technology in the classroom has its advantages, it is often distracting to your fellow classmates. During class meetings, all laptops, tablets, phones, and recording devices must be turned off and put away, EXCEPT when the instructors request your input for a class poll or quiz. Please talk with me if you have questions or concerns about this policy or require accommodations. No recording of any kind (audio, video) is permitted without my permission.

Grading:
All grades will eventually be scaled to a 100-point system: A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60).

In calculating course grades, **any missing assignment, quiz, or paper will be counted as a zero—something that will seriously affect your course grade**. If you have questions or concerns about your grades, please come to my office hours or schedule an appointment to see me. Please **do not wait** until the end of the quarter to ask how you can improve your grade. Also, please note that I retain the right to determine final course grades.

Citation and Plagiarism:
Please refer to Northwestern’s resources on academic integrity for guidance on how to properly use and credit research in your work. [http://www.northwestern.edu/provost/policies/academic-integrity/](http://www.northwestern.edu/provost/policies/academic-integrity/).

Suspected violations of academic integrity will be reported to the Dean's Office.
For more information on Northwestern’s academic integrity policies, see [http://www.weinberg.northwestern.edu/handbook/integrity/index.html](http://www.weinberg.northwestern.edu/handbook/integrity/index.html).

Attendance:
One unexcused section absence is allowed for any reason; each unexcused absence thereafter will lower your final participation grade by one partial letter (e.g., A- to B+, B+ to B). Excused absences require proper documentation, such as a health center or doctor’s note, to be submitted within one week of the absence. In all cases, you are fully responsible for all course material, announcements, and notes missed due to absences. If you have read this far in the syllabus, please email me and both TAs an image that represents an environmental problem you are most interested in solving using the subject line “POL329 Fall 2017”. If you are late to class, please enter quietly; I’d prefer a minor disruption to you missing an entire class.

Late Assignments:
Because I have provided you with all of the assignment prompts and due dates prior to the start of the quarter, **no extensions will be offered in this course**. Assignments turned in late without a valid extension will lose one partial letter grade for each day, e.g. an A- paper turned in one day late will become a B+. **I will not accept any assignments more than five days after the due date**. Assignments not received within five days of the original due date will be given a zero. No extensions will be granted the day an assignment is due except for documented medical or personal emergencies. Computers crashing, file corruption, and other technology problems are not generally considered valid excuses for late work.

Accommodation:
Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class **(by October 4)**. All information will remain confidential.

Extra Credit: Because of equity, logistical, and practical concerns, I do not offer extra credit opportunities in this class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>9/20 (W)</td>
<td>Introduction</td>
<td>Syllabus Maniates</td>
<td>Personal Assessment (5:00 pm)</td>
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<tr>
<td>Week 1</td>
<td>Discussion</td>
<td>Conducting Environmental Policy</td>
<td>Assignment Packet</td>
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<tr>
<td>9/25 (M)</td>
<td>Environmental Problems</td>
<td>Lazer Ch. 1</td>
<td>Current Problems (8:00 am)</td>
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<td>Week 2 Discussion</td>
<td>Types of Problems Activity</td>
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<tr>
<td>10/2 (M)</td>
<td>Collective Action Problems</td>
<td>Hardin (1968)</td>
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<td>Ostrom (2008)</td>
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<td>Layzer Ch. 10</td>
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<td>Tierney (1990)</td>
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<tr>
<td>Week 3</td>
<td>Discussion</td>
<td>Policy Memo Workshop I</td>
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<tr>
<td>10/9 (M)</td>
<td>Ideational Conflict Problems</td>
<td>Clapp and Dauvergne (2005)</td>
<td>Response Paper #1 (11:00 am)</td>
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<td>La Duke (1998)</td>
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<td>Layzer Ch. 9</td>
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<td>Week 4</td>
<td>Discussion</td>
<td>Policy Memo Workshop I</td>
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<td>10/14 (M)</td>
<td>MANDATORY FIELD TRIP 8:45 am to 2:00 pm</td>
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<td>10/16 (M)</td>
<td>Science</td>
<td>Forsyth (2003)</td>
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<td>Suhay and Druckman (2015)</td>
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<td>10/18 (W)</td>
<td>Precautionary Principle, Risk, Uncertainty</td>
<td>Layzer Ch. 12</td>
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<td>Week 5</td>
<td>Discussion</td>
<td>Field Trip Debrief</td>
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<td>10/23 (M)</td>
<td>Ethics</td>
<td>Layzer Ch. 16</td>
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<td>10/25 (W)</td>
<td>Environmental Justice</td>
<td>Taylor (2014)</td>
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<td>Week 6</td>
<td>Discussion</td>
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<tr>
<td>10/30 (M)</td>
<td>Markets</td>
<td>Katz (2015)</td>
<td>Response Paper #2 (11:00 am)</td>
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<td>Layzer Ch. 5</td>
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<tr>
<td>11/1 (W)</td>
<td>Valuation and Cost-Benefit Analysis</td>
<td>Adams (2014)</td>
<td>Students choosing Option A for the</td>
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<td>Parks and Gowdy (2013)</td>
<td>policy memo must sign up by 11:00 am</td>
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<td>Layzer Ch. 8</td>
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<tr>
<td>Week 7</td>
<td>Discussion</td>
<td>Policy Memo Workshop II</td>
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<tr>
<td>11/6 (M)</td>
<td>Focusing Events, Issue-Area Attention Cycle</td>
<td>Layzer Ch. 3</td>
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<td>Barry-Jester (2016)</td>
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<tr>
<td>11/8 (W)</td>
<td>Agenda Setting and Venue Shopping</td>
<td>Layzer Ch. 14</td>
<td>- Submit midterm review questions by 8:00 am</td>
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<td>- Sign up for individual policy memo</td>
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<td>meetings (all students)</td>
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<tr>
<td>Week 8</td>
<td>Discussion</td>
<td>Midterm Review</td>
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<tr>
<td>11/13 (M)</td>
<td>MIDTERM</td>
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<tr>
<td>11/15 (W)</td>
<td>Regulatory Tools</td>
<td>Layzer Ch. 2</td>
<td>MIDTERM</td>
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<td>Week 9 Discussion</td>
<td>Individual Policy Memo meetings</td>
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<tr>
<td>11/20 (M)</td>
<td>NEPs</td>
<td>Layzer Ch. 4</td>
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<tr>
<td>11/22 (W)</td>
<td>Wrap-up – LAST CLASS</td>
<td>Layzer Ch. 17</td>
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<tr>
<td>11/26 (Su)</td>
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<td>Option A FULL DRAFT DUE (5:00 pm)</td>
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<td>11/27-29 (M/W)</td>
<td>Reading Week – make-up class (if needed)</td>
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<td>12/1 (F)</td>
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<td>Option A Peer Reviews due (11:00 am)</td>
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<tr>
<td>12/6 (W)</td>
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<td>EVERYONE FINAL MEMO DUE (11:00 am)</td>
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</table>
Disclaimer: This syllabus is a living document and is designed to guide our learning. In the spirit of reflexivity, I reserve the right to adjust the schedule, readings and assignments as appropriate and/or necessary. Updates will be posted on our course Canvas site.

PART I: WHAT ARE ENVIRONMENTAL POLITICS?

Class #1 (9/20, W) Introduction and Course Overview

Assignment: Submit personal assessment online by 5pm

Key Questions: Why environmental politics and policy? What factors shape decision-making around environmental issues in the US? Who are the core actors involved in environmental policy in the US?

Readings: (21 pages)
- Syllabus

Class #2 (9/25, M) What are environmental problems and solutions?

Assignment: Pick a current national-level environmental problem related to water, energy, or climate change in the United States. Find two op-eds (opinion pieces or editorials) from a major US newspaper (Wall Street Journal, New York Times, Chicago Tribune, Washington Post, etc.) that represent two different views on the environmental problem. Summarize the problem definitions advanced by each author in no more than three (3) sentences. Submit these online to our Canvas discussion board by 8 am and make sure you have a copy with you in class. Submission details are available on Canvas. *Note: the Northwestern Library has access to most national newspapers online. Visit http://libguides.northwestern.edu/newssources for more information.*

Key Questions: What makes something an environmental problem? What kinds of environmental problems are we currently facing? What is the scope and scale of these environmental problems? In what ways are these political problems? How do identities shape environmental problems?

Readings: (30 pages)
- Layzer Chapter 1, “A Policymaking Framework: Defining Problems and Portraying Solutions in US Environmental Politics.”
Class #3 (9/27, W) The Politics of Problem Definition

**Key Questions:** What are different ways of explaining environmental degradation? What are its causes? What are the implications of problem definition for solving environmental challenges?

**Readings:** (40 pages)
- Layzer Chapter 6, “Oil Versus Wilderness in the Arctic National Wildlife Refuge”

Class #4 (10/2, M) Theories of Environmental Politics: Collective Action Problems

**Key Questions:** What is the logic of collective action? What is the tragedy of the commons? How do these theories explain environmental degradation? How can different types of property regimes impact the provision of different types of goods (private, club, common, and public goods)?

**Readings:** (51 pages)
- Layzer Chapter 10, “Crisis and Recovery in the New England Fisheries”

Class #5 (10/4, W) Theories of Environmental Politics: Distributive Conflict Problems

**Key Questions:** Are there limits to growth? What is the population bomb? How do these theories explain environmental degradation? What are the causes of and solutions for distributive conflicts that lead to environmental degradation?

**Readings:** (16 pages)

Class #6 (10/9, M) Theories of Environmental Politics: Ideational Conflict Problems

**Assignment:** Response Paper #1 DUE by 11:00 am

**Key Questions:** How do worldviews shape our understanding of environmental problems? What types of explanations for environmental degradation are advanced by different worldviews? What are the implications of different worldviews for advancing environmental policy solutions?

**Readings:** (26 pages)

PART II: DEBATES IN ENVIRONMENTAL POLITICS

Class #7 (10/11, W) Whose values shape environmental politics and policy?

**Guest Speaker: TBA**

**Key Questions:** Whose values and voices shape US environmental politics and policy? What are the implications for social and environmental outcomes?

**Readings:** (45 pages)
- Layzer Chapter 9, “Playground or Paradise: Snowmobiles in Yellowstone National Park.”

MANDATORY FIELD TRIP, SATURDAY, October 14, 8:45 am – 2:00 pm

**In preparation for the field trip, please read the following:**
- Visit www.lvejo.org and read about both the organization’s and community’s history.
- Watch the five-minute film about Kim Wasserman:
  http://www.goldmanprize.org/recipient/kimberly-wasserman/

Class #8 (10/16, M) Science and Environmental Politics

**Key Questions:** What is science? How should science inform environmental policy-making? What is the role of scientists in environmental politics and policy?

**Readings:** (37 pages)

Class #9 (10/18, W): The Precautionary Principle, Risk, and Uncertainty

**Guest Speaker: TBA**
Key Questions: How do policy-makers deal with risk and uncertainty in environmental decision-making? How should policy-makers make decisions under conditions of uncertainty?

Readings: (40 pages)
- Layzer Chapter 12, “Climate Change: The Challenges of International Environmental Policymaking.”

Class #10 (10/23, M): Ethics and Environmental Politics

Key Questions: What types of ethical dilemmas do decision-makers face when confronting environmental problems? How should policymakers decide what types of tradeoffs are acceptable when addressing environmental problems?

Readings: (33 pages)
- Layzer Chapter 16, “Hurricane Katrina Hits New Orleans: Disaster, Restoration, and Resilience.”

Class #11 (10/25, W): Environmental Justice

Key Questions: What is environmental justice and how does it (and should it) inform decision-making? Why are some people denied the basic right to a clean and safe environment? Why are some groups disproportionately burdened with pollution? Why are some groups disproportionately burdened with the costs of producing environmental goods? Why are some groups disproportionately denied access to environmental amenities?

Readings: (29 pages)

Class #12 (10/30, M): Markets and Environmental Politics

Assignments: Response Paper #2 due by 11:00 am

Key Questions: What role should markets play in environmental politics and policy?

Readings: (38 pages)
Class #13 (11/1, W): Valuation and Cost-Benefit Analysis

**Assignments:** Students choosing Option A for the policy memo must sign up by 11:00 am

**Key Questions:** What is the role of economics in environmental politics and policy? What is the value of nature and different ecosystem services? What are the advantages and disadvantages of different approaches to economic valuation in solving environmental problems? Is there a role for cost-benefit analysis in environmental policy?

**Readings:** (42 pages)
- Layzer Chapter 8, “Jobs Versus the Environment: Saving the Northern Spotted Owl.”

**PART III: SOLVING ENVIRONMENTAL PROBLEMS THROUGH POLICY**

Class #14 (11/6, M): Focusing Events, Issue-Area Attention Cycle

**Assignments:** (1) Submit midterm review questions by 8:00 am; (2) Sign up for individual policy memo meetings (all students) by 8:00 am

**Key Questions:** What catalyzes policy action? When do policymakers act on environmental problems?

**Readings:** (45 pages)

Class #15 (11/8, W): Agenda Setting and Venue Shopping

**Key Questions:** What is the policy cycle? How do different policy actors get their issues and priorities addressed by policymakers?

**Readings:** (35 pages)
- Layzer Chapter 14, “Fracking Wars: Local and State Responses to Unconventional Shale Gas Development.”

Class #16 (11/13, M): MIDTERM (in-class exam)

*The mid-term is cumulative and will draw from lectures, activities, and course readings.*
Class #17 (11/15, W): Policy Tools: Regulatory

**Guest Speaker:** TBD

**Key Questions:** How do governments address environmental problems? What is command and control? What different types of regulatory tools are best suited for what types of problems? How should we evaluate policy tools? What are the advantages and disadvantages of regulation?

**Readings:** (36 pages)
- Layzer Chapter 2, “The Nation Tackles Air and Water Pollution: The Environmental Protection Agency and the Clean Air and Water Acts.”

Class #18 (11/20, M): Policy Tools: New Environmental Policy Instruments

**Guest Speaker:** TBD

**Key Questions:** What are new environmental policy instruments? What are market-based approaches? What kinds of tradeoffs must be considered when selecting policy instruments? How should policy impacts be measured?

**Readings:** (30 pages)
- Layzer Chapter 4, “Ecosystem-based Management in the Chesapeake Bay.”

Class #19 (11/22, W): Looking back and forging ahead

**Key Questions:** What have we done this quarter and where do we go from here?

**Readings:** (10 pages)
- Layzer Chapter 17, “Conclusion: Politics, Values, and Environmental Policy Change”

11/27: Reading Week Make-up Class (if needed)

11/29: Reading Week Make-up Class (if needed)  
Option A Full Draft of Policy Memo due by 5pm

12/1: Option A Peer Reviews due by 11am

12/6: Final Policy Memo due by 11am (ALL STUDENTS)