1. Course Description and Philosophy
Designing and implementing effective environmental policies demands detailed attention to the complex nature of environmental challenges as well as a commitment to reflexivity and adaptation. This course considers the political, economic, ethical, legal, and institutional issues involved in environmental decision-making. We begin with an introduction to the foundations of environmental politics and policy. We then examine the political and institutional landscapes that shape the emergence and uptake of environmental agendas.

Next, drawing from US cases, we will consider the formation and implementation of different environmental policies across a range of topics, which may include natural resources, coastal and marine resources, endangered species, air and water pollution, energy, climate change, public lands, endangered species, hazardous waste, toxics, and fisheries, among others. We conclude with a look towards the future of environmental policy. This is an introductory level course designed to give students an understanding of important conceptual issues in environmental policy-making, as well as an overview of core policies related to the US.

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 core U.S. environmental policies.

(4) Students should gain a basic understanding of different views on several crucial debates in environmental policy today, including:
   o Are there “limits to growth”?
   o What are the causes and solutions of the “Tragedy of the Commons”?
   o What is the proper role of markets vs. regulation in solving environmental problems?
   o What is the proper role of the public and scientists in environmental policy making?
   o 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 Requirements**  
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 shorter reading and in-class assignments, a written policy analysis in three parts, a midterm exam, a group policy project, and a final exam. Specific guidelines for each assignment will be made available on Canvas well in advance of the due date. **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.**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Points (%)</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>In-class quizzes, assignments, and participation</td>
<td>50 (10%)</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>April 3</td>
<td>Policy Analysis, in three parts:</td>
<td>125 (25%)</td>
<td>2, 5</td>
</tr>
<tr>
<td>April 10</td>
<td>(1) Problem Analysis (1-2 pages)</td>
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<tr>
<td>April 17</td>
<td>(2) Values Conflict (1-2 pages)</td>
<td></td>
<td></td>
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<tr>
<td>April 24</td>
<td>(3) Institutional Analysis (1-2 pages)</td>
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<td></td>
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<tr>
<td>April 24</td>
<td>Midterm Exam (cumulative, in-class, multiple choice and short answer)</td>
<td>100 (20%)</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>May 1-17</td>
<td>Group Policy Project (interactive medium/portfolio, presentation)</td>
<td>125 (25%)</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>June 7</td>
<td>Final Exam (cumulative, online, short answer and mini-essays)</td>
<td>100 (20%)</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL:</strong></td>
<td><strong>500 (100%)</strong></td>
<td></td>
</tr>
</tbody>
</table>

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.

5. **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 **Rosenbaum** in the reading assignments
b. Older versions of this book are available but you are responsible for the content of the 10th edition.


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.*

(3) Additional materials available through Canvas.

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. 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.

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/.

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.

Attendance:
One unexcused absence is allowed for any reason; each unexcused absence thereafter will lower your final grade by 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 the TA a picture of a sloth. If you are late to class, please enter quietly; I’d prefer a minor disruption to you missing an entire class.

Late Assignments:
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+. **Extensions must be requested before the due date.** 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 April 5)**. All information will remain confidential.
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: INTRODUCTION AND FOUNDATIONS OF ENVIRONMENTAL POLICY

Class #1 (3/27, M) What are environmental politics and what is environmental policy?

Key Questions: What factors shape decision-making around environmental issues?

Readings: (42 pages + 29 recommended)
- Layzer Chapter 1, “A Policymaking Framework: Defining Problems and Portraying Solutions in US Environmental Politics.”
- Recommended: Rosenbaum Chapter 1, “After Earth Day”

Class #2 (3/29, W) Why environmental policy? The population bomb, limits to growth, and the tragedy of the commons

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: (15 pages + 26 recommended)
- Case Study (recommended): Layzer Chapter 10, “Crisis and Recovery in the New England Fisheries”

Class #3 (4/3, M) Environmental values from preservation to conservation to environmentalism,

Assignment #1 DUE

Key Questions: What are the core values advanced by each author? How do they envision the relationship between people and nature? Where do environmental problems emerge from and how can they be addressed? How have environmental values evolved over time?

Readings: (24 pages + 28 recommended)
- Muir, John. (1918). “Wild Wool.” Chapter 1 from Steep Trails. Available online:
  http://vault.sierraclub.org/john_muir_exhibit/writings/steep_trails/chapter_1.aspx
**Case Study (recommended):** Layzer Chapter 6, “Oil Versus Wilderness in the Arctic National Wildlife Refuge”

Class #4 (4/5, W) Why recycling is not enough: individual choice and social rules

*Key Questions:* What are the pathways through which individuals contribute to environmental degradation? What are the opportunities for individuals to help solve environmental problems? What are the limitations? How do different types of rules impact our individual and collective behavior?

*Readings:* (39 pages)

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**PART II: POLICY-MAKING IN THE UNITED STATES**

Class #5 (4/10, M) Catalysts of policy change, **Assignment #2 DUE**

*Key Questions:* What catalyzes policy action? What is the issue-attention cycle? What roles do business, civil society, and scientists play in environmental policy-making? How do ideas, interests, and institutions shape opportunities for policy change?

*Readings:* (40 pages + 67 recommended)
- *Case Study (recommended):* Layzer Chapter 3, “Love Canal: Hazardous Waste and the Politics of Fear”

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Class #6 (4/12, W) Federal Institutions and environmental policy

*Key Questions:* What kinds of powers do the executive, legislative, and judicial branches of the federal government exist? What different roles do these institutions play in environmental policy?

*Readings:* (53 pages + 14 recommended)
- Layzer pages 10 - 20
Class #7 (4/17, M) Factors in decision-making: economic valuation, Assignment #3 DUE

Key Questions: What is the role of economics in environmental politics and policy? What are the advantages and disadvantages of different approaches to economic valuation in solving environmental problems?

Readings: (27 pages + 12 recommended)

Class #8 (4/19, W) Factors in decision-making: risk, uncertainty, and environmental justice

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? What is environmental justice and how does it (and should it) inform decision-making?

Readings: (37 pages + 12 recommended)
- Rosenbaum Chapter 4, “Common Policy Challenges: Risk Assessment and Environmental Justice.”

***April 22 is Earth Day – Check our Canvas site for information on activities***

Class #9 (4/24, M): MIDTERM (in-class exam)
The mid-term is cumulative and will draw from lectures, activities, and course readings.

PART III: POLICY APPROACHES IN THE US (CASE STUDIES)

Class #10 (4/26, W): Tools, tradeoffs, and effectiveness: an overview of policy instruments

Guest Speaker: Mark Bettinger, Eastern Region Organizing Director, Sierra Club

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

Readings: (31 pages + 54 recommended)
- **Case Study (recommended):** Layzer Chapter 15, “Making Trade-offs: Urban Sprawl and the Evolving System of Growth Management in Portland, Oregon.”

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**How do we deal with pollution? POLICY PROJECTS DUE**

Class #11 (5/1, M)  
Class #12 (5/3, W)  

**Required Readings:** (72 pages)  
- Rosenbaum Chapter 6, “Command and Control in Action: Air and Water Regulation.”  
- Rosenbaum Chapter 7, “A Regulatory Thicket: Toxic and Hazardous Substances.”

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**How do we deal with landscapes and ecology? POLICY PROJECTS DUE**

Class #13 (5/8, M)  
Class #14 (5/10 W)  

**Required Readings:** (82 pages)  
- Rosenbaum Chapter 9, “635 Million Acres of Politics: The Battle for Public Lands.”  

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**How do we deal with climate, energy, and water challenges? POLICY PROJECTS DUE**

Class #15 (5/15, M)  
Class #16 (5/17 W)  

**Required Readings:** (85 pages)  
- Rosenbaum Chapter 10, “Climate Change, Domestic Politics, and the Challenge of Global Policymaking.”  

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**NU Geoengineering Conference is 5/18 and 5/19**

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Class #17 (5/22, M) Student Choice  

**Readings:** TBD

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**PART IV: WRAP-UP**

Class #18 (5/24, W) Looking back and forging ahead: what have we done this quarter and where do we go from here?  

**Readings:** (11 pages)  
- Layzer Chapter 17, “Conclusion: Politics, Values, and Environmental Policy Change”

FINAL EXAM June 7, 7-9 pm (online)
GROUP POLICY PROJECT TEAM READINGS

The readings below are intended to help you get started on your group project. Additional research for each topic is required. Details are provided in the assignment instructions.

How do we deal with pollution?

Topics and Team Readings:
Toxics

Air
- Layzer Chapter 2, “The Nation Tackles Air and Water Pollution: The Environmental Protection Agency and the Clean Air and Water Acts.”
- Layzer Chapter 5, “Market-based Solutions: Acid Rain and the Clean Air Act.”

Water
- Layzer Chapter 2, “The Nation Tackles Air and Water Pollution: The Environmental Protection Agency and the Clean Air and Water Acts.”
- Layzer Chapter 4, “Ecosystem-based Management in the Chesapeake Bay.”

How do we deal with landscapes and ecology?

Topics and Team Readings:
Endangered Species
- Layzer Chapter 8, “Jobs Versus the Environment: Saving the Northern Spotted Owl.”

Multiple Use and Public Lands
- Layzer Chapter 9, “Playground or Paradise: Snowmobiles in Yellowstone National Park.”

Wilderness
- Layzer Chapter 6, “Oil Versus Wilderness in the Arctic National Wildlife Refuge.”

Fisheries

Urban areas
- Layzer Chapter 16, “Hurricane Katrina Hits New Orleans: Disaster, Restoration, and Resilience.”

How should we approach climate, energy, and water challenges?

Topics and Team Readings:
Water: Access and Quantity

**Energy**
- Layzer Chapter 11, “The Deepwater Horizon Disaster: The High Cost of Offshore Oil.”
- Layzer Chapter 14, “Fracking Wars: Local and State Responses to Unconventional Shale Gas Development.”

**Climate**
- Layzer Chapter 12, “Climate Change: The Challenges of International Environmental Policymaking.”