

## Course Syllabus

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### Course Title and Number

Environmental Policy (PA/POL/RNR 481)

**Instructor:** Logan Blair

**Term:** Summer Session II, online (July 6, 2021 – August 21, 2021)

**Contact:** [blairlo@email.arizona.edu](mailto:blairlo@email.arizona.edu)

**Office hours:** Available via Zoom by appointment

### Description of Course

This course focuses on policies and approaches used to protect and improve environmental quality in the United States. After an introductory unit, we will spend the majority of our time exploring four major approaches to environmental policy: command and control regulations; market-based instruments; collaborative and community-based governance; voluntary instruments; and information as environmental policy. Our exploration will be both theoretical and practical. For each approach, we will examine a) theoretical ideas about why these approaches improve environmental quality; b) examples of how the approach is actually implemented in practice; c) limitations and drawbacks of the approach with respect to efficiency, effectiveness and equity. Throughout the course, we will consider the role of a range of governmental agencies, non-governmental organizations, citizens and communities, and private sector businesses that are involved in developing, implementing, and enforcing environmental policies.

### Course Objectives

The primary goal of this course is that, by the end of the semester, students will be able to analyze any given environmental policy by identifying its basic underlying approach; identifying the actors involved in or affected by its implementation; the environmental, social, and economic outcomes that are affected by the policy; and assessing the main strengths and drawbacks of that particular approach to environmental policy, from a variety of perspectives. In addition, students will become familiar with the approaches that are used to address environmental policy in the U.S. During this course, students will:

- Gain an understanding of the main actors and stakeholders who are affected by environmental policy,
- Gain an understanding of the main actors and stakeholders who are involved in the environmental process, and the roles that they play,
- Gain an understanding of the diverse social and political attitudes toward the environment that can shape environmental quality,
- Gain an understanding of the main approaches and policy tools that are used to address environmental problems in the U.S., and the advantages and disadvantages of each approach,
- Gain an understanding of climate change, its likely environmental impacts, and the international policy approaches that are used to address this problem,

- Read scholarly and popular press articles about environmental problems and policies.

### **Expected Learning Outcomes**

- Given a particular environmental problem, students will be able to identify and demonstrate a policy approach that could be used to address that problem,
- Students will be able to describe governmental and non-governmental organizations that play a role in the environmental policy process,
- Students will be able to articulate which of organizations and stages in the policy process most closely align with their own career goals and civic interests,
- Communicate key social equity and environmental justice issues.

### **Locations and Times**

As this course is entirely online, we have no assigned classroom during the summer session. Class discussions are conducted via discussion boards on D2L. As the course instructor, I am happy to take your questions and comments throughout the course period. You can email me at [blairlo@email.arizona.edu](mailto:blairlo@email.arizona.edu) and I will do my best to respond to you within 48 hours. If you should require a meeting outside of virtual office hours, send me an email to request an appointment via zoom.

### **Course Schedule & Reading/Viewing List**

#### **July 6<sup>th</sup>- July 11<sup>th</sup>, 2021 Module 1: Introduction, Philosophy, and Need for Env. Policy**

#### **Description**

This module will introduce the course, format, expectations, and a roadmap for future weeks. After introductions, we lay out the foundational and historical perspectives of environmental policy. We will then discuss the current environmental and social conditions that drive environmental policy decisions.

#### **Assignments:**

- Assigned Readings:

Dryzek, J. 2013. The politics of the Earth. Part 2, Global Limits and Their Denial. Oxford University Press.

Mildenburger, M. 2019. The Tragedy of the Tragedy of the Commons. The Scientific American.

Schiermeier, Q. 2018. Gloomy 1970s predictions about Earth's fate still hold true. Nature News.

Weimer, D. L., & Vining, A. R. (2017). *Policy analysis: Concepts and practice*. Taylor & Francis. **Chapter 1 only (Salmon Fishery example.)**

- View Lecture Videos  
V1: Brief Course Intro / Why is env. difficult to manage, policy challenging? - Logan Blair  
V2: Perspectives on Environmental Policy - Dr. Liz Baldwin

- V3: Historical overview of environmental policy in U.S. - Dr. Liz Baldwin
- V4: Dynamic Environmental & Social Conditions - Dr. Liz Baldwin
- V5: Evaluative criteria: policy effectiveness, efficiency, and equity - Dr. Laura Bakkensen

**Discussion Question:** Survivalists like Garrett Hardin, and global computer modelers such as the Club of Rome would argue that our current growth trajectory and consumption levels will inevitably lead to ecological collapse without aggressive policy. On the other hand, Prometheans argue that natural resources are infinite, sought and found as they are needed, and with human growth comes ingenuity and technological solutions to resource constraints. What prospective do you agree with more: the Survivalists, the Prometheans, or neither? Why?

- **D2L Reading Quiz 1**

**July 12<sup>th</sup> - July 18<sup>th</sup>, 2021 Module 2: The Environmental Policy Process, Federalism, and Political Actors**

**Description**

This Module will introduce the environmental policy making process in the US federal system. This includes a discussion of competing values, venue shopping, and an introduction to one of the largest pieces of environmental legislation, the National Environmental Policy Act.

**Assignments:**

- **Assigned Readings:**

Fiorino, Daniel and Carley Wetted. 2020. "Environmental Federalism in a Polarized Era" State & Local Government Review 52(2): 138-151.

Pralle, Sarah. 2003. "Venue Shopping, Political Strategy, and Policy Change" Journal of Public Policy 23(3):233-260.

Explore the activities and programs of the Arizona Department of Environmental Quality, Air Quality Division at <https://azdeq.gov/AQ>

**National Environmental Policy Act**

- **View Lecture Videos:**

- V1 US Federalism & Environmental Policy, Dr. Edella Schlager
- V2 Environmental Policymaking in the US Federal System, Dr. Edella Schlager
- V3 US Environmental Laws: basic features and values, Dr. Edella Schlager
- V4 US Environmental Laws: implementation, Dr. Edella Schlager
- V5 NEPA 101, Kirk Emerson

- **Discussion Question:** Policy making processes in a federal system of government are complex, with diverse actors pursuing their policy goals in multiple venues. What

strategies do actors pursue in choosing which venues to target? In what ways does having multiple venues support policy change and inhibit policy change?

- **D2L Reading Quiz 2**

**1st Written Assignment:** Write an introduction to your chosen pollution problem. What is the nature of the problem, its sources, and scope? When did it start to become a recognized issue and why? Who are the key stakeholders affected and what policy actors and venues driving legislation in the US? Give a brief legislative history and some policies that have been developed around the issue to date (you will go into more detail with some of these in later assignments).

***July 19<sup>th</sup> - July 25<sup>th</sup>, 2021 Module 3: Command and Control Policies***

**Description**

In this module you will learn about command and control style policies that directly limit, set, mandate, and enforce environmental behavior--often at the threat of penalty. Specific laws will be discussed.

**Assignments:**

- **Assigned Readings:** See D21
- **View Lecture Videos:**
  - V1: The Tragedy of the Commons, and the origins of command & control, Dr. Elizabeth Baldwin
  - V2: The Clean Water Act, Dr. Elizabeth Baldwin
  - V3: Compliance, monitoring, and enforcement, Dr. Elizabeth Baldwin
  - V4: Environmental justice implications of command & control policies, Dr. Elizabeth Baldwin
  - V5: Effectiveness, efficiency, and equity of command & control policies, Dr. Elizabeth Baldwin
- **Discussion Question:** See D21
- **D2L Reading Quiz 3**

***July 26<sup>th</sup> - Aug 1<sup>st</sup>, 2021 Module 4: Market-based instruments***

**Description**

This module introduces ways in which policymakers use property rights, market prices, taxes, subsidies, and tradable permits to incentivize environmental outcomes.

**Assignments:**

- **Assigned Readings:**

Deryugina, T., Moore, F., & Tol, R. S. (2021). Environmental applications of the Coase

Theorem. *Environmental Science & Policy*, 120, 81-88.

Goulder, L. H., & Parry, I. W. (2008). Instrument choice in environmental policy. *Review of environmental economics and policy*, 2(2), 152-174.

Henry III, D. D., Muller, N. Z., & Mendelsohn, R. O. (2011). The social cost of trading: Measuring the increased damages from sulfur dioxide trading in the United States. *Journal of Policy Analysis and Management*, 30(3), 598-612.

Ringquist, E. J. (2011). Trading equity for efficiency in environmental protection? Environmental justice effects from the SO<sub>2</sub> allowance trading program. *Social Science Quarterly*, 92(2), 297-323.

Stavins, R. N. (1998). *Market-based Environmental Policies*. Belfer Center for Science and International Affairs, John F. Kennedy School of Government, Harvard University.

- **View Lecture Videos:**

V1: Origins of Market Based Mechanisms and Coase Theorem - Dr. Laura Bakkensen

V2: Pigouvian (Indirect) Tax - Dr. Laura Bakkensen

V3: Direct Pollution Tax and Subsidies - Dr. Laura Bakkensen

V4: Cap and Trade - Dr. Laura Bakkensen

V5: Effectiveness, efficiency, and equity of market based mechanisms - Dr. Laura Bakkensen

- **Discussion Question:** What are two strengths and weaknesses of market-based mechanisms relative to command and control pollution regulation? Provide examples in your argument.

- **D2L Reading Quiz 4**

**2nd Written Assignment:** Select and describe in detail one command and control policy and one market policy used to limit your chosen pollutant in the US. Evaluate the effectiveness, efficiency, and equity of each policy. In what dimensions do they seem strong? Weak? Why?

*Aug 2<sup>nd</sup> - Aug 8<sup>th</sup>, 2021* **Module 5: Information-based and Voluntary Programs**

**Description**

To make consumer and business decisions based on environmental concerns, information about the impacts of our behavior need to be understood. This section highlights the importance of information, informational campaigns, product labeling, and corporate responsibility as environmental policy.

**Assignments:**

- **Assigned Readings:**

Borck, J. C., & Coglianese, C. (2009). Voluntary environmental programs: assessing their effectiveness. *Annual Review of Environment and Resources*, 34, 305-324.

Kotchen, M. J. (2013). Voluntary-and information-based approaches to environmental

management: A public economics perspective. Review of Environmental Economics and Policy, 7(2), 276-295.

- **View Lecture Videos:**
  - V1: Voluntary Environmental Programs - Dr. Laura Bakkensen
  - V2: Information Transparency, Activism, Right to know - Dr. Liz Baldwin
  - V3: A Closer look at Ecolabels and Green Investment - Logan Blair
  - V4: Effectiveness, efficiency, and equity of information-based and voluntary programs - Dr. Laura Bakkensen
- **Discussion Question:** Compare and contrast the usefulness of voluntary environmental programs, market based mechanisms, and command and control policies for pollution control. In what contexts would you prefer voluntary programs, if any?
- **D2L Reading Quiz 5**

### **Aug 9<sup>th</sup> - Aug 15<sup>th</sup>, 2021 Module 6: Crossboundary Governance / Policy**

#### **Description**

Environmental problems often cross local, administrative, and political boundaries. This module investigates collaboration and mediation directly between and across multiple levels of stakeholders politically and geographically to balance environmental outcomes.

#### **Assignments:**

- **Assigned Readings:**
  - Daniels, Steven E., and Gregg B. Walker. "Working through environmental conflict: The collaborative learning approach." Chapter 3 Understanding Conflict Situations (2001) pp. 27-53.
  - Emerson, Kirk, Tina Nabatchi, and Rosemary O'Leary. "Environmental Collaboration and Conflict Resolution." *Environmental Governance Reconsidered* (2017): 263-296.
  - Council on Environmental Quality, *Collaboration in NEPA, A Handbook for NEPA Practitioners*, October 2007
- **Recommended (not mandatory) Readings**
  - Ulibarri, Nicola. "Tracing process to performance of collaborative governance: A comparative case study of federal hydropower licensing." *Policy Studies Journal* 43.2 (2015): 283-308.
  - U.S. Environmental Protection Agency, Environmental Collaboration and Conflict Resolution FY 2019 Annual Report
- **View Lecture Videos:**
  - V1: Introduction and Overview, Dr. Kirk Emerson

- V2: Environmental Mediation – Superfund case, Dr. Kirk Emerson
- V3: Permit Mediation & Negotiated Rulemaking – Washing Naval Yard NPDES case & CA Metal Plating case, Dr. Kirk Emerson
- V4: Public Engagement & Collaboration in NEPA – St. Croix River Crossing case, Dr. Kirk Emerson
- V5: Collaborative Governance – Newtok AK Relocation case, Dr. Kirk Emerson

- **Discussion Question:** Select a wicked environmental problem we currently face and consider which crossboundary governance tool (mediation, negotiated rulemaking, multi-party negotiation, or collaborative governance arrangement) would be best suited to addressing it and explain why.
- **D2L Reading Quiz 6**

**3rd Written Assignment:** Select and describe in detail one voluntary policy that affects your chosen pollutant--this would include certification schemes, ecolabels, unilateral initiatives, bilateral agreements, and public voluntary programs (review module 5 readings for additional detail). Evaluate the effectiveness, efficiency, and equity of this strategy. In what dimensions does it seem strong? Weak? Why?

*Aug 16<sup>th</sup>- Aug 21<sup>st</sup>, 2021* **Module 7: Climate Change, Challenges, and Policy Choice**

**Description**

**Assignments:**

- **Assigned Readings:**  
 IPCC AR6 Physical Climate Report  
 IPCC Ar6 Report on Climate Economics  
 Lenton 2019, Climate Tipping Points  
 Donahue et al. 2014 Ready or Not
- **View Lecture Videos:**  
 V1: Climate Change 101, Logan Blair  
 V2: Climate Change Mitigation Policy, Logan Blair  
 V3: Climate Change Adaptation Policy, Logan Blair
- **Discussion Question:** See D21
- **D2L Reading Quiz 7**

*Due Aug 21st, 2021* **Final (Fourth) Writing Assignment**

In our written assignments, you have so far introduced one major pollution issue and analyzed individual command and control, market, informational, and transparency-based policies. In the final paper, you should:

- 1.) Select and describe one collaborative or mediation effort that brings multiple stakeholders

together to address your chosen pollutant in the US. Evaluate the effectiveness, efficiency, and equity of this strategy. As with other policy types, discuss the dimensions where this effort seems strong? Weak? Why?

2.) Make a table summarizing the efficiency, effectiveness, and equity of the policy alternatives from your past written assignments and part A above (See the fishery analysis in Weimer 2017 as an example). Based on your table and what you know about each policy alternative, which policy(s) do you feel will have the highest chance for improving environmental conditions? Which policy(s) would you advise your client country to choose and why?

**Final Extra Credit:** Combine your first 3 written assignments and your final paper into one cohesive policy report on your chosen pollution topic. You will already have most of the elements you need for this. However, you should revise previous written assignments based on any feedback you received, add transitions between sections if needed, and add introduction and concluding language. In total the final project should introduce the paper, summarize the pollution problem, discuss one key policy from each policy type discussed in class, compare and contrast effectiveness, efficiency, and equity, and provide some discussion about which are advisable to pursue and why. The hope is that this document will serve as a writing sample or research introduction outside of this course.

### **Required Texts**

#### **Required:**

There is no textbook assigned to this course. Rather a series of articles, reports, and other outside material will be assigned. See the list of topics above for required and optional readings for each week.

#### **Grading Policy**

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

#### **Grade Distribution for this Course:**

**A: 90-100**

**B: 80-89.9**

**C: 70-79.9**

**D: 60-69.9**

**E: Below 60**

#### **Grading:**

<b>Grade Breakdown</b>
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Module Quizzes	25% of final grade (A total of seven quizzes)
Weekly Discussions	35% of final grade (A total of seven weekly discussions)
Written Assignments	30% of final grade (Three short essays)
Final Paper	10% of final grade (One essay)

### **Late Work Policy**

Late assignments will be accepted for 24 hours after the due date for a penalty of one letter grade. The late homework penalty may be waived under special circumstances and will be decided on a case by case basis by the instructor. Petitions to waive the late homework penalty must be sent to the instructor by e-mail BEFORE the homework deadline (beginning of class on the day the homework is due).

### **Assignments**

#### **Reading Quizzes**

For each of the class's 1-week modules you must complete a multiple-choice quiz based on the module's assigned readings. You can access the quizzes through D2L and complete them any time during the week for which they are assigned. Each quiz will become available to you at the beginning of the week (beginning on Monday morning) and must be completed by the end of the weekend (11:59PM on Sunday). The questions for each quiz will come from the week's assigned readings. Once you begin the quiz, you will have one hour to complete it. All questions for the module quizzes are multiple choice and are scored automatically through the D2L system, so you can see your score immediately after finishing them. The quizzes are open-notes assignments, but you may not discuss the questions or your answers with fellow classmates.

#### **Weekly Reading Discussions**

For each week of the class, all students must participate in the online class discussion board. To participate in the class discussions, first locate the class discussion in Voice Thread under the Readings heading each week. In this discussion board, you will need to make a weekly post articulating your points to answer the discussion question (by Friday 11:59PM) and respond to the posts of two classmates (by Sunday 11:59PM). Your communication should be well-articulated and professional in nature. In both a weekly post and the responses to the classmates, you should clearly and concisely deliver your points. You are also expected to apply concepts and theories you learned from the class and at least 1 of the readings for that week.

The satisfactory post will meet following qualifications:

- Thinking and insight are clear and concise, responding to all prompts,
- Clearly established link with the content for that week and at least 1 reading,
- Post demonstrates knowledge or insights beyond a summary of course content.

## Written Assignments

Many environmental concerns—water scarcity, species extinction, human ailments, and climate change broadly—are rooted in human caused pollution. Consider you work for an NGO recently hired by the government of a developing country to address three burgeoning pollution problems:

1. SO<sub>x</sub> Emissions (Sulfur oxides)
2. Agricultural Runoff (e.g. from pesticide use)
3. Ocean Plastics

Your client country has a similar governance structure to the US, but a limited history of environmental policy or expertise to draw from. You will use your knowledge of environmental history and mechanisms to write a short policy analysis informing your client about policy options for **one (1)** of the pollution issues above based on US evidence.

For your selected pollution issue, you will produce four (4) written assignments in total—three memos (See Module 2, 4, and 6) and a final paper (see Module 7). Each will incorporate the previous two weeks of class material focusing on the policy process or specific policy levers as they apply to your case. There will be an extra credit opportunity for those who combine all 4 memos into a final report.

Each memo should be no longer than two pages single spaced. Your case will not always be discussed or read about in class. Some case specific material has been provided (see supplementary case reading on D2L) to help you get started, but you will need to read independently to produce quality papers. Please properly cite all sources.

## Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

### **Incomplete (I) or Withdrawal (W):**

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

### **Classroom Behavior Policy**

The d2l is our classroom. Students shouldn't think the d2l as any other casual online web pages. In doing so, students required to take the syllabus quiz. You are required to behave properly in the d2l and have to show proper classroom behavior like any other in-person class.

### **Threatening Behavior Policy**

Students shouldn't show disruptive behaviors, attitudes and expressions in the d2l. Students also shouldn't demonstrate any kinds of physical and non-physical threatening behaviors to anyone in the classroom. The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

### **Accessibility and Accommodations**

Here is the policy on the Disability Resource Center website:  
<http://drc.arizona.edu/instructors/syllabus-statement>.

### **Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

You can also refer to the University Libraries to have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are

subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

### **UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination. Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

### **Additional Resources for Students**

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

### **University Policies**

All university policies related to a syllabus are available at:

<https://academicaffairs.arizona.edu/syllabus-policies>

### **Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.