ENST 367 – Environmental Politics and Policies
Tu/Th 11:10 am – 12:30 pm
Jeannette Rankin Hall 203

Instructor
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Course Description
In this course students learn how to analyze and debate environmental and natural resource policy issues. The goal is for students to develop an understanding of the complex dynamics of policy making as preparation for being active, engaged citizens and pursuing policy-related careers. The focus is on current domestic environmental policy issues. A fundamental objective is for students to understand the workings of governmental policy-making institutions, political processes by which government decisions are made and the ways that various policy actors attempt to influence those decisions.

In the beginning of the course, students are introduced to the Policy Process Framework, which describes the stages of moving from environmental problem to policy solution. Thus, we examine how environmental problems gain the attention of government and result in public policies being formulated, adopted, implemented, evaluated, and in some cases, changed or terminated. This year we devote a good deal of attention to climate and clean energy policy.

Later in the course, we will have a series of debates on current policy issues. Students will also use the Government Politics Model to analyze current environmental policy case. Models are tools that allow us to examine the various components of complex systems – in our case the political system – and understand the behavior of policy actors and relationships among them. Models help us explain current policy debates, predict their outcomes and identify ways that various policy actors can influence the outcomes in their favor.

In learning to apply the Government Politics Model to specific cases, students begin by identifying key stakeholders and decision makers. Students also examine decision making processes of governmental institutions, which we refer to as the Rules of the Game, such as those used by Congress, federal agencies, and the courts. Next, students identify the political interests and stakes of the policy actors, the actors’ underlying values, and their ability to influence the decision makers at different stages of the decision making process. In evaluating the relative power of these actors, we consider their access to decision makers and other policy actors, political resources, and tactics or strategies.
Learning Outcomes

By the end of the course students will:

• Understand the basic organization and interrelationships among federal and state governments.

• Understand the decision making processes of federal policy making institutions, including Congress, the president, executive branch agencies, and the courts.

• Understand and appreciate the influence of interest groups, political organizations, think tanks, scientists, the media, and other factors, such as national security, the economy and public opinion, in governmental decision making related natural resource and environmental policy, currently and historically.

• Be able to analyze current policy debates, predict outcomes, and strategically advise policy actors by using the Government Politics Model (i.e., by identifying decision makers, ascertaining the Rules of the Game, assessing the relative influence of policy actors by analyzing actors’ interests, resources, tactics, and access to decision makers).

• Have improved skills and confidence in analytic writing, public speaking, and civic debate.

• Attain knowledge of and interest in how to effectively participate in current environmental policy decisions, i.e., citizenship skills and sensibilities.

Writing Course Learning Outcomes

• Identify and pursue more sophisticated questions for academic inquiry

• Find, evaluate, analyze, and synthesize information effectively from diverse sources

• Manage multiple perspectives as appropriate

• Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice for the field or public policy analysis

• Use multiple drafts, revision, and editing in conducting inquiry and preparing written work

• Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline

• Develop competence in information technology and digital literacy

Class Structure

The class is highly interactive and will include a combination of lecture, discussion of cases, guest speakers, and debates. Class time will also be devoted analyzing and debating current policy issues, and improving writing skills.

Grades, Grading Policy, and Policy on Late Assignment

Course grades are based on total of 1000 possible points for the following components:

• Class Attendance and Participation – 100 points (10%)

• 2 Homework Assignments – 150 total points (15%)

• Quizzes – 100 total points (10%)

• Case Study Analysis – 150 points (15%)

• Case Study Analysis Revision – 100 points (10%)

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• Debate – 100 points (10%)
• Take Home Final Exam – 300 points (30%)

Course grades will be assigned as follows:

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<thead>
<tr>
<th>Points</th>
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<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>925-1000</td>
<td>A</td>
<td>800-824</td>
<td>B-</td>
<td>675-699</td>
<td>D+</td>
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<tr>
<td>900-924</td>
<td>A-</td>
<td>775-799</td>
<td>C+</td>
<td>625-674</td>
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<td>875-899</td>
<td>B+</td>
<td>725-774</td>
<td>C</td>
<td>0-624</td>
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<tr>
<td>825-874</td>
<td>B</td>
<td>700-724</td>
<td>C-</td>
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**In-Class Quizzes** will test your knowledge and understanding of reading and lecture materials, and will consist of multiple choice, fill-in-the-blank short-answer and short essay questions. The quizzes will be on Thursday, September 24, and Tuesday, October 20. Make-ups for missed quizzes will be allowed only if arranged in advance with the instructor.

Requests for reconsideration of grades you receive on an assignment must be put in writing with the reasons for the request explained. Such requests should be submitted to the instructor no later than one week after the graded assignment is returned to you.

Late assignments may not be accepted at all or after a certain amount of time past the due date. If accepted, late assignments will receive up to a letter grade reduction for each week day and each weekend they are late. If unforeseen or special circumstances prevent you from submitting an assignment on time are anticipated or known ahead of time, you should contact the instructor in advance of due date and request an extension and also offer an explanation of your reasons.

If you are unable to contact the instructor before the due date, it is recommended that you do so as soon as possible afterward. Being sick or stranded out of town and the like are generally not considered acceptable excuses for not emailing or calling to explain your situation before an assignment is due. Failure to contact the instructor in a timely manner about a late assignment will generally result in the assignment not being accepted.

**Attendance Policy**

Regular attendance is a requirement. Attendance will be taken each day of class. The instructor reserves the option to impose a full letter grade reduction in your course grade if you have five or more unexcused absences throughout the term. Students at risk of incurring a grade reduction due to poor attendance will be given advanced notification and an opportunity to improve.

**Excused Absences.** A limited number of excused absences may be allowed on a case-by-case basis. Students that want an excused absence generally must notify the instructor in advance of a class that they will miss and provide an acceptable reason such as illness or death in the family. They also may be required to provide verification.

Lateness to class is disruptive to the learning environment. Repeated lateness may also result in a course grade reduction.

**Missed Class.** Students who miss class are responsible for finding out from a fellow classmate, the TA or the instructor about information covered in class, including any changes to the course schedule or assignments.
Extra Credit

Opportunities will be provided to earn extra credit (for up to a maximum of 30 points or a 3% boost in your course grade). These will typically consist of attending relevant public lectures and events or volunteering and writing a short report relating the experience to the course. Students will also have the option of attending a public hearing convened by a government entity such as a legislative body, an agency, or a court, and completing a short report about it.

Attend a Public Hearing (20 points): Public hearings are an important component of democratic participation. Attending a hearing is a chance to see what goes on and perhaps participate yourself. Opportunities to attend public hearings will be announced in class. You must attend in person (not watch community access cable) and provide a two page Public Hearing Report. Reports should identify the date, location, presiding entity, level of government, the topic or decision under consideration, a rough timeline for the decision to be made, and the law or policy the hearing pertains to. For full credit, you should also summarize and assess the nature of the comments, identify some of the speakers by name and title, identify which arguments or testimony you found more and less compelling, explain why and provide your own opinion on the issue. Also summarize comments made the presiding officer(s) or member of the presiding body, and offer your comment about how the hearing was led. Finally, indicate if you provided testimony or could see yourself doing so at another such hearing.

To receive credit, extra credit reports must be turned in within seven (7) calendar days of the hearing or other event. Tuesday, Nov. 17 is the last day in the semester to turn in extra reports.

Academic Dishonesty and Plagiarism

Plagiarism is a serious violation of academic integrity. All work and ideas submitted are expected to be your own or must be fully and accurately attributed to verifiable sources.\(^1\) The Academic Policies and Procedures in the University Catalog states:

> Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion ... Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

If you have any doubts about plagiarism and citing of others’ work or ideas, especially web sources, please consult the instructor or TA.

Students with Disabilities

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your accommodations and/or modifications. For more information, visit the Disability Services website at http://life.umt.edu/dss.

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\(^1\) Quotes and citations should be used for exact phrases or passages used in work you submit. Likewise, citations should be used for all ideas paraphrase from the writing of others.
Reading Materials

There are no required textbooks. All readings will be available for downloading and printing through the ENST 367 Moodle course webpage. See: [https://moodle.umt.edu/](https://moodle.umt.edu/). Please note that printouts of some case study materials (readings) should be brought to class as indicated in the Class Schedule.

Class Schedule

Tues 9/1 Course Introduction

Thurs 9/3 Introduction to Environmental Politics and Policy


Tues. 9/8 Historical Periods of Natural Resource and Environmental Policy

**WILDERNESS POLICY HOMEWORK HANDED OUT**


Thurs. 9/10 Our Public Lands


Tues. 9/15 U.S. Forest Service Roadless Rule


Thurs 9/17 Roundtable on the Crown of the Continent, 6th Annual Conference: Connecting People to Sustain and Enhance Culture, Community and Conservation


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Tues 9/22 The Policy Process

**WILDERNESS POLICY HOMEWORK DUE**


Optional


Thurs 9/24 Environmental Quality Standards and Standard Setting

**Quiz 1**

**Policy Process Homework Handed Out**


Tues 9/29 Policy Process Case Study: The Clean Air Act and Clean Water Act

**Please bring today’s reading to class**


Thurs 10/1 Clean Air Act and Clean Water Act Cases Continued

**Please bring 9/29 reading to class**

Tues 10/6 The President and Policy

**POLICY PROCESS HOMEWORK DUE**


Patterson, B. (2015, Aug. 25). President Obama Launches an 11-Day 'Climate Tour' To Broaden Clean Energy Use. *ClimateWire*.


Thurs 10/8 Administrative Decision Making and the National Environmental Policy Act (NEPA)


Read webpages under “Learn about NEPA” at: http://www2.epa.gov/nepa.

Tues 10/13 Congress and the Policy Process


Thurs 10/15 The Government Politics Model
CASE STUDY ANALYSIS ASSIGNMENT HANDED OUT

Government Politics Model

Tues 10/20 Case Study – Topic to Be Announced
QUIZ 2
See Case Study Readings folder on Moodle

Thurs 10/22 Case Study Guest Speakers

Tues 10/27 Case Study Analysis In-Class Workday

Thurs 10/29 Energy and Climate Policy, Part 1
CASE STUDY ANALYSIS DUE

Tues 11/3 Energy and Climate Policy, Part 2

Thurs 11/5  Writing Workshop #1
Woods, G. 2010. Drawing Parallels (Without the Lines). In Grammar Essentials for Dummies (pp. 64-74).

Tues 11/10  Energy and Climate Policy, Part 3

Thurs 11/12  Endangered Species Act (ESA) Case Study
See ESA Case Study Readings folder on Moodle

Tues 11/17  Debate Research Workshop – Class Meets in Mansfield Library, Room 283
CASE STUDY ANALYSIS REVISION DUE
LAST DAY TO TURN IN EXTRA CREDIT ASSIGNMENTS

Thurs 11/19  Debate Prep Day

Tues 11/24  Debate Prep Day

Thurs 11/26  Thanksgiving - No Class

Tues 12/1  Debate – Topic 1

Thurs 12/3  Debate – Topic 2

Tues 12/8  Debate – Topic 3

Thurs 12/10  Debate – Topic 4

Thurs 12/17  Finals Week – Final Class Meeting is 10:10 A.M. – 12:10 P.M.
TAKE-HOME FINAL EXAM DUE
Debate – Topic 5

Important Dates

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<tr>
<td>Class Attends Roundtable on the Crown of the Continent Conference</td>
<td>Thurs., Sept. 17</td>
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Wilderness Policy Homework Due ................................................................. Tues., Sept. 22
Quiz 1 ........................................................................................................... Thurs., Sept. 24
Policy Process Homework Due ................................................................. Tues., Oct. 6
Quiz 2 ........................................................................................................... Tues., Oct. 20
Case Study Analysis Due ........................................................................... Thurs., Oct. 29
Writing Workshop - Class meets in Mansfield Lib., Rm. 283 ..................... Tues., Nov. 17
Case Study Analysis Revision Due .............................................................. Tues., Nov. 17
Last Day To Turn in Extra Credit Reports ................................................... Tues., Nov. 17
Take-home Final Exam Due ........................................................................ Thurs., Dec. 17