DRAFT SYLLABUS FOR ONLINE LEARNING

ENV212
US DOMESTIC ENVIRONMENTAL POLICY
Spring 2021
Monday and Wednesday, 12:00 – 1.15 pm

Professor Elizabeth A. Albright
elizabeth.albright@duke.edu
Phone: 252-655-1366
Office Hours: TBD

Course Summary

In this course we will examine the evolution of environmental policies and policymaking that address a broad range of environmental issues in the United States. In doing so, we will analyze policies that have been adopted to address both ‘brown’ (pollution) and ‘green’ (natural resource management) environmental issues, as well as issues at the intersection of environmental sectors (e.g., Food-Water-Energy Nexus). The course, divided into four sections, covers a range of topics and environmental issues. To provide background and an overall frame for the course, first the class will discuss how environmental problems are defined, who does the defining and who has been included/excluded in this discourse. In this first section (Section I), the class will investigate what motivates (and constrains) the formation of policies to address environmental dilemmas by thinking about issues of power, access, and the roles of the public, media, scientists and others in the policy process. Federal government actors and organizations, including Congress and the executive branch, are central in the development and implementation of federal environmental policies. As such, in this section, we will consider the roles of each in the policymaking process and how their agendas and actions have differed across administrations, as well as the economic, political and social forces that have driven these differences.

In Section II of the course, the class will learn about a variety of policy tools (policy instruments) to manage the environment, including command-and-control, market-based, information, voluntary and participation approaches. We will analyze these approaches across a diversity of criteria including economic efficiency, effectiveness, equity, political feasibility and others. In Section III of the course, we will center our discussion of natural resource policy on the history of property rights regimes and the challenges of collective action, thinking critically about federal, state management, common, and private management of natural resources. In addition to federal policymaking, states and municipalities often develop, adopt, implement and enforce environmental policies, either through their own initiative or as mandated by federal law. In Section IV, the class will investigate the strengths and limitations of environmental policymaking across levels of governance. In doing so, the course will cover topics such as state-level environmental regulation, environmental justice, community-level resilience, collaborative processes and multi-level ecosystem management (Section IV).
Course goals

- Increase understanding of (1) the processes through which environmental problems are defined and (2) the drivers of the development and adoption of environmental policies to address these problems.
- Improve knowledge of the evolution of the major environmental policies in the United States, including the role of governmental, non-governmental organizations and the public in their formation, adoption and implementation.
- Develop analytical skills to critically examine environmental policies through a variety of criteria (e.g., efficiency, effectiveness, equity, political feasibility, ease in implementation).
- Deepen understanding of the role of property rights regimes in the management of natural resources.
- Strengthen written communication skills through writing concise, evidenced and persuasive memos.

This course has a writing-in-the-discipline designation. Students will be required to write about the topics in the course for a wide range of audiences. As a result, writing assignments will include standard policy memos, but also policy analysis aimed at the public through new media including blogs and twitter.

Required Text


Course Requirements

Class Structure and Participation
Our class will meet on-line with Zoom during our twice weekly scheduled class time. During each Zoom synchronous meeting, I will offer a brief lecture to be followed by structured small-group discussions on the key ideas/concepts of the assigned readings. During these synchronous sessions, I will also answer any questions regarding assignments. Additional short videos on various environmental policy topics may also be posted and/or developed to support the material in the course. Students are expected to keep up with the readings that are posted on this syllabus and on Sakai.

Class participation for the course will be graded based on student engagement on the student-lead discussion boards (see below) and attendance and participation in the Zoom sessions. Students should actively engage on five discussion boards during the semester. Students must engage in the discussion during the week after posting.

Class Blog
A class blog will be established at https://blogs.nicholas.duke.edu/env212/about/
Each student is responsible for writing one blog post during the semester. For each blog post, a draft is due to Professor Albright by the date you are assigned. Professor Albright will provide feedback within 2-
3 weekdays and a final post is due prior to class one week after your draft due date. Students are required to comment on other students’ blog posts at least three times during the semester.

Policy Memos
Students will write two (2-3 pages each), policy memos analyzing current environmental policies. Drafts of the memos are due at least one week prior to the final deadline. Professor Albright or a teaching assistant will review and provide feedback on all draft memos within 2-3 days of receiving the draft.

Discussion Board Facilitation
Groups of 2-3 students will serve as leaders of the discussion board for each class session, starting February 1st. Sign-up for dates/topics will be on a shared google document linked on Sakai. The topics should elaborate and extend upon the material that we cover in class meetings or readings. The discussion board should be posted by midnight (ET) the night after the class session. Each group should write a brief, compelling summary of the issue (three paragraphs or so) and pose a question to the class on the discussion board. The discussion should include at least one link to a newspaper, blog or other online content (e.g., podcast, video) for students to review. All students in the course will be expected to engage intelligently in discussion on five of the ten discussion boards. Each discussion board will be “live” for a week (and must be commented on during that week for participation credit). Student leaders should help facilitate the discussion—such as responding to students if clarification is needed or providing further insights.

Midterm and Final Exams
The midterm and final exam will each be a three-question, open book/notes take-home exam that will ask students to integrate and synthesize knowledge across course material.

Summary of Graded Work

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Blog Post</td>
<td>10%</td>
</tr>
<tr>
<td>Blog Comments</td>
<td>5% (must comment on two blogs)</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Policy Memos</td>
<td>30% (2 @ 15% each)</td>
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<tr>
<td>Discussion Board Leadership</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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</tbody>
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(in class discussion and discussion board participation)

A Note on Late Assignments
As you all are well aware, we are living in unprecedented and challenging times—calling for a deeper level of empathy, flexibility, self-care and care for our classroom community this semester. If you are unable to complete an assignment or exam on time, please notify me so we can discuss at least 48 hours prior to the deadline. If assignments are late without prior notification and discussion, your grade will be adjusted downward 10% for each day late.
**Academic Resource Center**
The Academic Resource Center (ARC) offers free services to all students during their undergraduate careers at Duke. Services include Learning Consultations, Peer Tutoring and Study Groups, ADHD/LD Coaching, Outreach Workshops, and more. Because learning is a process unique to every individual, we work with each student to discover and develop their own academic strategy for success at Duke. Contact the ARC to schedule an appointment. Undergraduates in any year, studying any discipline can benefit! arc.duke.edu • theARC@duke.edu • 919-684-5917

**Writing Studio**
I encourage you to set up a synchronous online appointment with the Writing Studio, a place beyond our classroom to work collaboratively with an attentive, nonevaluative reader. You can schedule an appointment at any stage in your writing process, including before you have even started writing. This year, the Studio will be holding video-enabled, synchronous appointments. You’ll find friendly student consultants who are eager to talk with you about your writing and think with you about ways to make your processes even more effective. (Asynchronous appointments will also be available for students located outside North or South America.) Visit http://twp.duke.edu/twp-writing-studio

**Duke Community Standard**
Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself responsibly in all my endeavors; and
- I will act if the Standard is compromised.
Draft Course Schedule

** Denote dates/topics that will have a student-led discussion forum

**Wednesday, January 20\(^{th}\) (asynchronous)**

There will be NO synchronous session (due to the presidential inauguration).

**Asynchronous work to be completed prior to January 25\(^{th}\)**

1. Please look over the syllabus and Sakai site to become familiar with the course management system. The bulk of the course materials will be posted in Resources. Student discussions will occur on Forums.
2. Post an introduction to yourself, along with a photo, on Sakai/Forums/Introduction. In roughly 100-200 words, please introduce yourself and your core interests in taking the course.
3. Please fill out the ‘get to know you’ survey on Sakai (Tests & Quizzes). Your responses will only be seen by me, the instructor.
4. Read or watch President Biden’s inauguration speech, with focus on any mentions of environmental policy, energy, infrastructure, and environmental justice. Be prepared to discuss on Monday, January 25\(^{th}\).

**Monday, January 25\(^{th}\)**

**Introduction and History of U.S. Environmental Policy**

Readings:
- VK, Chapter 1 (Sakai)
- Looking ahead to 2021-Implications for a change in administration on environmental policy (National Law Review, December 2020). (Sakai)

**Wednesday, January 27\(^{th}\)**

**Policy Process and Problem Definition**

- Rochefort and Cobb, Chapter 1 (Sakai)

Optional: *Heikkila and Cairney, Chapter 8, Comparison of Theories of the Policy Process* in *Theories of the Policy Process, 4\(^{th}\) Edition*

**Monday, February 1\(^{st}\)**

**Federal Policymaking: Congress**

Readings: VK, Chapter 5
- *As the World Burns, The New Yorker, 2010*


Policy Memo #1 Assigned: Problem Definition
Wednesday, February 3rd
Federal Policymaking: The Executive
Readings: VK, Chapter 4
95 Environmental Rules Being Rolled Back Under Trump, NYTimes, December 2019
Trump Presidency: A Preliminary Assessment. Publius: The Journal of Federalism,
48(3), 345-371.

Monday, February 8th**
Federal Policymaking, USEPA and Interior
Readings: VK, Chapter 7
Links on Sakai

Section II: Policy Analysis and Instruments

Wednesday, February 10th
Policy Analysis Workshop (efficiency and effectiveness)
Readings: Excerpts Bardach/Weimar and Vining and posted on Sakai
Draft Policy Memo #1 Due

Monday, February 15th
Policy Analysis: justice, equity and distribution
Readings: Excerpts from Bullard readings (Sakai)
Teodoro et al., U.S. Environmental Policy Implementation on Tribal Lands: Trust,
Neglect, and Justice, 2018 (Sakai)

Wednesday, February 17th**
Introduction to Command and Control
Case—Clean Air Act/Clean Water Act
Readings: Layzer, Chapter 2 (Sakai)

Monday, February 22nd**
Command and Control Part II: National Environmental Policy Act
Readings: Links on Sakai

Wednesday, February 24th**
Command and Control Part III: Federal Environmental Justice Policy
Environmental Justice and National Environmental Policy Act
(USEPA link, Sakai)
Clinton Environmental Justice Executive Order 12898 (Sakai)
Mustafa Ali, Former head of Interagency Working Group on Environmental Justice
(Video on Sakai)
Monday, March 1st **

Market-Based Approaches to Environmental Policy
Readings: VK, Chapter 10
Case—Clean Air Act Amendments of 1990

Final Policy Memo #1 Due
Midterm exam released.

Wednesday, March 3rd **

Information-based Instruments/Flexible Regulatory Instruments
Case: Organic Food Labelling
Additional readings: Posted on Sakai

Section III: Natural Resource Policy, and the Food, Energy, Water, Climate Nexus

Monday, March 8th

Open Access and Property Rights Regimes
Readings: Ostrom reading (Sakai)
Tragedy of the commons (Sakai)
Mildenberger, Tragedy of the Tragedy of the Commons (2019)
Heirs property (Sakai)
Undermining Black land ownership (Sakai)

Due: Take-home midterm

Wednesday, March 10th: No class

Wednesday, March 15th **

Major Concepts in Natural Resource Policy
Readings: Rosenbaum, Chapter 9 (Sakai)
The Antiquities Act and Bears Ears (Links, Sakai)

Monday, March 17th **

Agriculture and Food Production
Readings: VK, Chapter 9
'Make Farmers Black Again': African Americans Fight Discrimination to Own Farmland
Additional links on Sakai
Policy Memo #2 Assigned: Policy Analysis
Monday, March 22nd **

**Overview of Energy Policy: Fracking, Coal and the Water-Energy Nexus**
Reading: VK, Chapter 8

Wednesday, March 24th **

**Overview to federal US Climate Change Policy**
Reading: VK, Chapter 13
Additional links online
Draft Due: Policy Memo #2: Policy Analysis

Section IV: State, Local and Community Governance

Monday, March 29th **

**State-level Environmental Policies**
Reading: VK, Chapter 2
Case: State-level plastic policies, comparison of state legislation
Readings: *National Conference of State Legislatures, State Plastic and Paper Bag Legislation, 2019*

Wednesday, March 31st (asynchronous session)

**State-level Environmental Regulation**
Readings: Crow and Albright (2019)
Video and links (Sakai)

Monday, April 5th **

**Local-level policies and resilience**
Readings: VK, Chapter 12
Albright and Crow, 2019
Boudet et al., 2019
Final Policy Memo #2 Due

Wednesday, April 7th **

**Environmental advocacy**
Readings: VK, Chapter 3
Additional links on Sakai

Monday, April 12th—Wellness Day, No Class

Wednesday, April 14th
Environmental Justice in the South
Readings/Videos Catherine Coleman Flowers, Center for Rural Enterprise and
Environmental Justice (Sakai)

Monday, April 19th
Flex day. overrun from previous classes or new topic proposed by students.

Wednesday, April 21st
Last day of class, Synthesis and Lessons Learned
Reading: VK, Chapter 15
Final exam released

Friday, April 30th, 5pm ET Final exam due.