ENR 3200: Environmental and Natural Resources Policy

(3 credit hours)

Spring 2019

Instructor:
Dr. Matt Hamilton (hamilton.1323)
Office hours: Fridays 10:00-11:00 and by appointment
Office: 320E Kottman Hall

Teaching Associates:
For students with family names A-K: Hugh Walpole (walpole.23)
Office hours: Mon. 2:30-4:00 & Thu. 9:30-11:00
Office hours location: 247 Kottman Hall

For students with family names L-Z: Priya Bhattacharya (bhattacharya.97)
Office hours: Tue. 9:30-11:00 & Wed. 9:30-11:00
Office hours location: 247 Kottman Hall

Class meeting time and place:
Tuesdays and Thursdays, 8:00am to 9:20am, 103 Kottman Hall

Course Description and Goals

ENR 3200 is designed to provide a broad introduction to the institutions and processes that shape environmental and natural resources policy. At its core, this course focuses on the relationships between societies and their biophysical environments. While you will learn about key environmental laws and the responsibilities of different federal institutions, we will also discuss how policy processes are shaped by values, science, history, and relationships among stakeholder groups. Though perhaps not a learning objective, a key goal of this course is that students appreciate the diverse and dynamic settings in which environmental and natural resources policy processes play out, and consequently understand how these processes are relevant to their daily lives as well as their future careers. More specifically, by the end of the semester, you will be familiar with key concepts in environmental and natural resources policy (and how those concepts relate to one another). You will also gain skills that will enable you to analyze and understand policy processes and outcomes (for example: How are the costs and benefits of an environmental policy distributed among different groups of people? Why were they distributed that way?).

GE Expected Learning Outcomes

This course fulfills GE category Social Science, subcategory Organizations and Polities, with the following expected outcomes:
1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and polities.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

Course Format and Expectations

This course will be divided into three parts. The first part will focus on the political context of environmental and natural resources policy, including historical background on environmental policy paradigms as well as an overview of the roles of different government institutions in policy-making. In the second part, students will be exposed to different perspectives for understanding policy processes, as well as overviews of key policies, such as the Endangered Species Act. The third part will be oriented around a case study, which will allow students to apply the knowledge and skills to a real and timely environmental policy dilemma.

Readings: There is no textbook for the course. All readings will be posted to Carmen unless otherwise specified.

Participation: Participation is important, and students are expected to contribute constructively to class activities and discussions. Your participation will contribute to our understanding of topics. Only rule: be courteous and tolerant of ideas that you don’t agree with.

Attendance: Attendance is not mandatory. However, exams will evaluate your understanding of concepts that are discussed in class but are not covered in the readings. More importantly, lectures will help you contextualize and more completely understand material, which will enable you to get the most out of this course.

Late assignments: The maximum grade of written assignments will decrease by 5% for each day late, including weekends.

Communications: Notifications and updates will be communicated through Carmen and/or in class. If you need to communicate with me or one of the TAs by email, please include “ENR 3200” in the subject. You may also communicate with me or the TAs at the beginning or end of class, or by scheduling a meeting.

Student Evaluation (Grading)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly reading questions (0.2% each)</td>
<td>10%</td>
</tr>
<tr>
<td>Written assignments (5% each)</td>
<td>20%</td>
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<tr>
<td>Policy brief</td>
<td>25%</td>
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<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>25%</td>
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### Grading scheme

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
<td>80-82</td>
<td>B-</td>
<td>66-69</td>
<td>D+</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>77-79</td>
<td>C+</td>
<td>60-65</td>
<td>D</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>73-76</td>
<td>C</td>
<td>&lt;60</td>
<td>E</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>70-72</td>
<td>C-</td>
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</table>

**Weekly reading questions (0.2% each; 10% collectively).** Every Friday, I will provide reading questions for the material to be covered in the following week. These questions will be posted in Carmen. There will be 3 or 4 questions each week that will be graded. Your answers to the reading questions will be due on the day the reading is assigned at 7:00 a.m.

**Written assignments (5% each; 20% collectively).** Students will also complete four written assignments. Assignments will pertain to an issue of the students choosing, but there are two topics that the assignments CANNOT BE ABOUT: climate change and fracking. Deadlines for assignments are as follows:
1. Assignment #1 due at 11:55 pm on Tuesday, January 29
2. Assignment #2 due at 11:55 pm on Thursday, February 21
3. Assignment #3 due at 11:55 pm on Thursday, March 7
4. Assignment #4 due at 11:55 pm on Thursday, March 28

**Policy brief (25%).** Students will write a policy brief on the topic of fracking in eastern Ohio. The deadline for the submission of the policy brief (to Carmen) is April 18th at 11:55pm.

**Exams (45%).** There will be two in-class examinations, but no final exam. The two exams will consist of a mix of multiple choice, true/false and essay questions designed to test understanding of the readings and class discussions. Make-up exams will be scheduled ONLY FOR MEDICAL REASONS THAT CAN BE PROPERLY DOCUMENTED.

### University Policies

**University Resources:** A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support and advocacy. This service is free and confidential.

**Academic integrity:** Students are expected to uphold the Code of Student Conduct ([http://studentaffairs.osu.edu/csc/](http://studentaffairs.osu.edu/csc/)). This class follows policies set by the OSU Committee on Academic Misconduct ([http://oaa.osu.edu/coam.html](http://oaa.osu.edu/coam.html)). Please see me if you have any questions about what constitutes academic misconduct.
**Accommodating students’ learning:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/).

**Career services:** I encourage you to take advantage of resources and opportunities offered by the School of Environment and Natural Resources Career Services Office ([https://senr.osu.edu/undergraduate/career-services](https://senr.osu.edu/undergraduate/career-services)) and to get engaged with the School of Environment and Natural Resources Environmental Professionals Network ([https://epn.osu.edu/](https://epn.osu.edu/)).

**Environmental and Social Sustainability Research Experience Program (ESSREP)**

The goal of ESSREP is to enhance student’s understanding of social scientific research methods and help apply class lessons to their lives. As a way to gain extra credit for this class you can get hands-on experience participating in research studies conducted by Faculty and Graduate Students in the Environmental and Social Sustainability (ESS) Lab in SENR. Research studies may take the form of online or in-person surveys, interviews, or focus groups and will be related to a current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.

- In order to sign up for research opportunities you will first need to create a Sona account using your .osu email address at [https://osu-essrep.sona-systems.com](https://osu-essrep.sona-systems.com). You will then be able to view and sign up for studies and monitor your credit accumulation through Sona Systems. Please see our website [https://ess.osu.edu/subject-pool/research-option](https://ess.osu.edu/subject-pool/research-option) for more detailed sign-up instructions, credit amounts, policies, and Frequently Asked Questions.
- If you do not wish to participate in research OR are under the age of 18, a written assignment alternative is also available. Papers will be based on approved research articles and due at set dates throughout the semester. See our website [https://ess.osu.edu/subject-pool/papers-option](https://ess.osu.edu/subject-pool/papers-option) for grading criteria and other information about the ESSREP paper option. If you wish to select the paper option, enroll by emailing the lab manager at walpole.31@osu.edu by January 18th.

A total of up to **2 research credits** will be possible as extra credit for this course, **2% of your final grade**. If you have any questions about the research or paper options, or encounter difficulties with Sona systems please contact the lab manager Emily H. Walpole at: walpole.31@osu.edu. **Your instructors and TAs do not have access to Sona systems and will not be managing the paper option; please direct all ESSREP-related questions to the lab manager.**
Schedule of Topics and Assignments

(May be updated throughout the semester)

Part 1: The Political Context of Environmental and Natural Resources Policy

January 8 | Introductions; overview of syllabus and course

January 10 | Environmental Problems Now and Then

January 15 | The Value of Institutions

January 17 | The U.S. Constitution

January 22 | The Dominant Social Paradigm and Some Environmental History

January 24 | Basics of the Policy Making Process in the U.S.

January 29 | Congress
- Klein, Ezra. 2016. The single most important fact about American Politics.

January 31 | Courts

February 5 | Agencies

February 7 | Review Exam #1

February 12 | Exam #1
Part 2: Regulating the Environment and Natural Resources in the U.S.

February 14 | Theories of the Policy Process (I)
- Cairney, Paul. The Policy Cycle and its Stages.
- Cairney, Paul. Rational Choice and the IAD.

February 19 | Theories of the Policy Process (II)
- Cairney, Paul. Multiple Streams Analysis.
- Cairney, Paul. The Advocacy Coalition Framework.

February 21 | NEPA

February 26 | Endangered Species Policy
- U.S. Fish & Wildlife Service. 40 Years of Conserving Endangered Species.

February 28 | Endangered Species Policy–Class Exercise

March 5 | Climate Change and Global Governance

March 7 | Climate Change and Obstacles to Political Action
- Environmental Protection Agency. 2015. “Overview of the Clean Power Plan.”
- Farrell, Justin. 2015. ”Network structure and influence of the climate change counter-movement.” Nature Climate Change.

March 12 and 14: No class – Spring Break

March 19 | Review Exam #2
March 21 | Exam #2

Part 3: Environmental Policy in Complex Social-Ecological Systems

March 26 | Introduction to fracking in Eastern Ohio

March 28 | Social-ecological perspectives on fracking: what factors are important?

Mental models of fracking: Students will create models to understand a range of social and biophysical dynamics associated with fracking, using the Mental Modeler software (accessible at http://www.mentalmodeler.org/). Make sure to bring your laptop to class.

April 2 | Trends and impacts
- https://shalegas.osu.edu/shale-library/environmental-impacts
- https://www.sciencedaily.com/releases/2018/05/180520090909.htm

April 4 | Stakeholders and fracking in Eastern Ohio
- http://radio.wosu.org/post/gearing-fracking-fight-ohio-residents-turn-pennsylvania-advice#stream/0

Fracking stakeholder policy networks: Students will document relationships among diverse groups of stakeholders involved in fracking in Ohio and will gain insight into how these relationships shape policy as well as environmental and social outcomes. Students will develop these networks using the Mental Modeler software (accessible at http://www.mentalmodeler.org/). Make sure to bring your laptop to class.

April 9 | Policy Instruments and Tools
- https://epa.ohio.gov/Portals/0/general%20pdfs/OhioRegsShaleGasWellDrilling.pdf
- https://epa.ohio.gov/Portals/0/general%20pdfs/generalshale711.pdf

April 11 | Designing a Policy Brief

April 16 | Policy Brief Workshop