

COURSE SYLLABUS

Spring 2024

ENR 3200 ENVIRONMENTAL AND NATURAL RESOURCES POLICY

Tuesdays and Thursdays 8:00 – 9:20 AM, Kottman Hall Room 103

Instructor:

Dr. Sayeed Mehmood

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Email: Mehmood.9

Office Hours: Tuesday 12:30 – 2:00 PM

Teaching Associate:

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Office hours: Tuesday 10:00 – 11:30 AM

Student Instructional Assistant:

Mads Spearing (Students with first letter of last name M through Z)

Office: None

Email: Spearing.4

Office Hours: Email to set up a zoom meeting

Textbook: None.

NOTE: My lecture will be based on a variety of material. If I am using slides, I will upload them to Carmen. However, slides are obviously not going to have much detail, so attending classes will be crucial. I will also assign frequent readings. Please complete the reading assignments **before** the designated class.

COURSE DESCRIPTION

Environmental and natural resource policy takes a multi-disciplinary approach to important issues involving humans and their impacts on the natural environment. It integrates natural and environmental sciences, agriculture, law, political science, business, and a multitude of social sciences such as economics and sociology. Add to that the ever-present influence of politics and many stakeholder groups with widely different views, strong emotions and

incentives, and we have all the ingredients for a highly interesting course dealing with some of the most complex issues of the past, present, and future.

The course will be roughly divided into three parts. The first of these will be the “theory” part of the course. We will discuss the context, components, and approaches to policy. We will talk about how policies are made and the principal players in the policy process. In the second part, we will take a closer look at several major legislations. Last but not least, we will discuss several relevant environmental and natural resource-related issues from a policy perspective.

STUDENT LEARNING OBJECTIVES

Students are expected to learn and will be required to demonstrate their understanding of the importance of environmental and natural resource policy, the process involved in policy development, major natural resource and environmental regulations, and important current environmental and natural resource issues. This course is designed to encourage and reward student participation and critical thinking. By the end of the semester, students are not only expected to understand the complex nature of environmental natural resource issues, but also to be tolerant and respectful of opinions that may not be in agreement with their own.

Specific learning objectives of this course are as follows:

Course Learning Outcomes:

The following learning outcomes have been identified as critical for this course.

1. Understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
2. Understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Ability to apply social sciences and other relevant concepts to important environmental and natural resource-related issues.

General Education Expected Learning Outcomes

As part of the **Sustainability Theme** of the General Education curriculum, this course addresses the following goals:

1. Successful students will analyze sustainability at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to sustainability by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will analyze and explain how social and natural systems function, interact and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors and institutions impact multifaceted potential solutions across time.

As part of the **Sustainability Theme** of the General Education curriculum, this course is designed to prepare students to:

- 1.1 Engage in critical and logical thinking about the topic or idea of sustainability
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability
- 2.1 Identify, describe, and synthesize approaches or experience as they apply to sustainability
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of those systems
- 3.2 Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future
Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

COURSE REQUIREMENTS

Reading Quizzes

Every Friday, I will provide reading questions for the material to be covered in the following week. The purpose of these reading questions is to help you engage with the readings in ways that enable you to develop theoretical and substantive expertise in core areas of environmental policy and sustainability. These questions will be posted in Carmen. There will be 4-6 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. There will be no reading questions for the first week of class. There will be a total of 10 quizzes, worth 10 points each, over the course of the semester. We will use Carmen for administering the quizzes. These will be timed, with no retakes. Please note that there will not be a quiz for certain weeks and those announcements will be made both in class and on Carmen.

Case Study Analysis

Students will be required to complete one case study analyses, worth 100 points, over the course of the semester. All necessary reading materials, along with the questions, will be uploaded to Carmen. Your written answers must be electronically submitted on Carmen by the due date and time. **Late submissions will be assessed a 20% grade reduction in the first 24 hours, and an additional 10% for every 24 hours after that.**

Due date for case study assignment:

Wednesday, March 6 by 11:59 PM

Policy Brief

You are required to write a policy brief on a relevant environmental and natural resources policy topic of your choosing, worth 100 points. I will provide more instructions on the structure of the brief and my expectations.

The due date for your policy brief is Monday, April 22 by 11:59 PM

Exams

There will be two exams, worth 100 points each. These exams will include a mix of multiple-choice, true-false, and short essay-type questions.

Dates for the exams are as follows:

Exam 1: Thursday, February 15

Exam 2: Thursday, April 11

Attendance

While I may or may not take attendance in every class, it will be extremely difficult for you to do well in this course if you habitually miss classes. **There will not be any make-up exams, except for documented medical reasons. Other than the opportunity to participate in ESS research subject pool (described below), no other opportunities for extra credit will be given in this course.**

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>. 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> 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> 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 eilers.14@osu.edu by January 22, 2024.

A total of **up to 2 research credits** will be possible as extra credit for this course, constituting 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 Ellen Eilers at: eilers.14@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.**

Your Responsibility as a Student

Students are expected to complete all reading assignments prior to class and come prepared to participate in discussions. I highly encourage you to participate in class discussions, but please be respectful of others' opinions. Any disparaging or derogatory statements based on someone's race, religion, ethnicity, national origin, gender, sexual orientation, or any other natural/biological/genetic/visual source(s) of difference, whether protected by law or not, will not be tolerated.

Any assignment you submit in this class must be your own. When you use others' work, you must use proper citations. Use of any AI software for writing assignments is strictly prohibited and will be treated as plagiarism.

The Instruction Team

As the instructor, I am available to help you. My office location, email, and office hours are clearly noted. Please do realize that I am often busy. Most of your issues can probably be easily solved by the TA. Please make good use of the TA and SIA. Typically, they should be your first point of contact. However, please do feel free to contact me if you should find it necessary.

COURSE/UNIVERSITY POLICIES

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Accommodation of Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Religious Accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements, or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Title IX and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic

information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>

- <http://mcc.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

GRADING

In this course, a student can earn a maximum of 500 points. The breakdown of the points is as follows:

10 reading quizzes, 10 points each	100 points
Case study	100 points
Policy brief	100 points
2 exams, 100 points each	200 points
TOTAL	500 points

Based on your earned points, your grade will be assigned based on the following scale:

A:	93 % or more of maximum points
A-:	90 to 92.9 % of maximum points
B+:	87 to 89.9 % of maximum points
B:	83 to 86.9 % of maximum points
B-:	80 to 82.9 % of maximum points
C+:	77 to 79.9 % of maximum points
C:	73 to 76.9 % of maximum points
C-:	70 to 72.9 % of maximum points
D+:	67 to 69.9 % of maximum points
D:	63 to 66.9 % of maximum points
D-:	60 to 62.9 % of maximum points
E:	less than 60 % of maximum points

CLASS SCHEDULE

Tuesday, January 9

Introduction to ENR 3200

We will discuss the syllabus, class rules and expectations.
Discussion on critical thinking.

Thursday, January 11

Introduction to Environmental and Natural Resource Policy

Definitions, policy instruments, policy statements
Sustainability: past present, and future

Tuesday, January 16

Policy and the Political Process

Policy objectives, political realities, approaches to policy, the policy process model
The commons and the role of institutions

Reading:

Dietz, Thomas, Elinor Ostrom, and Paul Stern. 2003. The Struggle to Govern the Commons.
Science 302 (5652):1907-12

Thursday January 18

Issues, Agendas, and Policy Formulation

Issue creation, agenda status and issue expansion, policy formulation and adoption

Policy Analysis and Decision Criteria

Criteria for policy analysis—biological, ecological, and economic.

Tuesday, January 23

The U.S. Constitution

Reading:

Squire et al. 2005. Dynamics of Democracy. Ch. 2 partial: pp. 22-27, 30-38, 40.

Thursday, January 25

The Legislature

Powers of the legislature, limitations of power, Legislative organization

Tuesday, January 30

The Executive Branch

Executive powers, limitation of powers

Thursday, February 1

The Judicial Branch

Judicial powers, judicial review, judicial structure, the concept of legal standing

Reading:

Duane, T. 2012. Courts, Legal Analysis, and Environmental Policy. In M. Kraft and S. Kamieniecki (eds.) The Oxford Handbook of U.S. Environmental Policy. Oxford University Press.

Discussion Topics: Supreme Court and the regulation of greenhouse gas; the sweet home case.

Tuesday, February 6

Interest Groups and the Media

Models of participation, types of interest groups, interest group strategies and tactics, mass media

Thursday, February 8

Role of Economics in Environmental and Natural Resource Policy

**Natural Resource Policy from a Historical Perspective
Forest and Wildlife management in the U.S.**

End of topics to be included in Exam 1.

Tuesday, February 13

Review for Exam 1

Thursday, February 15

Exam 1

Tuesday, February 20

National Environmental Policy Act (NEPA)

Thursday, February 22

National Environmental Policy Act (NEPA) *contd.***Readings:**

The National Environmental Policy Act: Background and Implementation. CRS Report for Congress. Will be uploaded to Carmen.

Hawkins, G. The National Environmental Policy Act (NEPA): A Two-page Primer. Will be uploaded to Carmen.

Tuesday, February 27

The Endangered Species Act**Political economy and recent developments****Readings:**

Mehmood, S.R. and D. Zhang. 2001. A Roll-call Analysis of Endangered Species Act

Amendments. Amer. J. Agricul. Econ. 83(3): 501-512.

The Endangered Species Act: A Primer. CRS Report for Congress. Will be uploaded to Carmen.

Final Rules Changing Endangered Species Act Regulations. CRS In Focus. Will be uploaded to Carmen

Thursday, February 29
Public Land Management

Reading:

The Federal Land Management Agencies. CRS In Focus. Will be uploaded to Carmen.

Tuesday, March 5
Water policy

Reading:

Hoekstra, A.Y. and Mekonnen, M.M. (2012). The water footprint of humanity. *Proceedings of the National Academy of Sciences*, 109(9): 3232– 3237.

Thursday, March 7
Clean Air Act

Tuesday, March 12
Spring Break, no class

Thursday, March 14
Spring Break, no class

Tuesday, March 19
Private Land Management and Policy Instruments

Reading:

Agricultural Conservation: A Guide to Programs. CRS Report. Will be uploaded to Carmen.

Thursday, March 21
Global Climate Change

The science, politics, public opinion, and the barriers

Reading: The Politics of Climate. Pew Research Center. Will be uploaded to Carmen.

Tuesday, March 26
The Thirst for Energy

Global energy data, U.S. energy production and consumption

Thursday, March 28
Energy Policy and Politics

Readings:

Jacquet, J.B., A.N. Junod, D. Bugden, G. Wildermuth, J.T. Fergen, K. Jalbert, B. Rahm, P. Hagley, K. Brasier, K. Schafft, L. Glenna, T. Kelsey, J. Fershee, D.L. Kay, R.C. Stedman, J. Ladlee. 2018. A Decade of Marcellus Shale: Impacts to People, Policy, and Culture from 2008 to 2018 in the Greater Mid-Atlantic Region of the United States. *The Extractive Industries and Society* 5(4): 596–609.

Tuesday, April 2
Natural resource management in Ohio

Thursday, April 4
Recent and upcoming policy issues

Tuesday, April 9
Review for Exam 2

Thursday, April 11
Exam 2

Tuesday, April 16
Day reserved for class activities or guest lectures

Work on Policy Brief

Thursday, April 18
Day reserved for class activities or guest lectures

Work on Policy Brief

Monday, April 22
Policy Brief due by 11:59 PM