

SYLLABUS

EVOLUTION AND DEVELOPMENT OF U.S. ENVIRONMENTAL POLICY EVPP-490

3 Credit Hours

Fall Semester 2021

Lecture: Thursdays, 7:20-10:00pm

Location: Fairfax Campus, Thompson Hall L004

INSTRUCTOR INFORMATION

Instructor: Paul Bubbosh
Office Hours: Fridays, 4-5pm (by appointment only)
Office Location: Fairfax Campus, David King Hall, Room 3026
Email: pbubbosh@gmu.edu (preferred form of contact)
Prerequisites: At least one course in environmental studies. Or permission of instructor.

COURSE DESCRIPTION:

In the 1970s, our country and its leaders came together, with broad public support, to enact some of the most progressive and sweeping environmental policies in the world. Five decades later, the environment and natural resources represent a visible and, at times, a controversial component of U.S. public policy in the U.S. We have never been more divided on environmental policies than we are today. How did we arrive at this point? Where do we go from here? Can we return to a time of broad public and political consensus on environmental issues? To answer these questions, we need to take a step back and examine our country's history as it relates to the environment and natural resources.

The purpose of this course is to evaluate our past—our country's past relationship with the environment and natural resources—to develop more effective policies for today and in the future. We will accomplish this by examining our country's history from its earliest settlers to the present, and our examination will look through multiple lenses, such as religion, geography, economics, science, infrastructure, technology, laws, gender, society, politics, and culture. Each of these topics offers a window into understanding environmental policy.

The value of this class is that it helps us understand why our country made certain choices regarding the environment, the impacts of those decisions at that time and on the future, and how the past may influence the decisions we make today. This course also equips future policy analysts with the means to navigate policy to arrive at informed decisions. As James Baldwin once said, “People are trapped in history and history is trapped in them.” History provides us with an identity—whether good or bad—it is about who we are as a country. When we can draw the picture of where we came from and how we navigate our world, we can begin to make better decisions, better policy, and live better lives for it.

COURSE OBJECTIVES

At the completion of this course, students should be able to gain:

Knowledge and Understanding of:

- Substantive information and understanding about the evolution and development of environmental policy in U.S. history.
- The key themes that have contributed to the historical milestones in specific environmental policy successes and failures (lessons learned).

Analytical Skills and Practical Abilities of:

- Applying historical themes, milestones, and lessons learned to actual real-world or hypothetical scenarios and evaluating potential policy pathways to resolve issues based on historical review and understanding.
- Critical thinking for processing information and exploring causal relationships.

Professional Development of:

- Effective oral and written communication.
- Policy-oriented research and analytical conclusions.
- Tools and approaches for delivering presentations to senior policymakers.

COURSE MATERIAL

- *Managing the Environment, Managing Ourselves: A History of American Environmental Policy* (3rd edition), Richard N.L. Andrews (2020)
- All other assigned material (e.g., articles, book chapters, and films) will be provided to you through the Blackboard course page.

CLASSES

1. General Policies for this Course:

Attendance: You are expected to attend every class session and arrive on time, but things happen in life which may cause you to miss class or arrive late. That is okay. If you know you will miss class or arrive late, please let me know in advance, if possible. For excused absences, to receive credit for the missed class, you should respond in writing to the discussion questions posed for that class and email your responses to me within two days after the missed class or by a deadline approved by me. For unexcused absences, the same timeline applies but you may incur a penalty. Main take-away: communicate with your instructor to receive maximum flexibility. If you fail to submit your answers by the two-day extension (or different approved deadline) you will receive a 0 score for that week's attendance.

Assigned Readings: The course will require about 60 pages of reading each week. The substance of the reading material, mainly the Andrews' book, is fairly easy reading. Students will be expected to participate in class discussions of assigned readings each week, so come prepared to talk. In fact, we will begin each class with a pre-assigned student leading a discussion on the week's assigned reading (or a part thereof).

Assignments: You will be tasked with writing one major case study. You will also be tasked with writing a series of policy memorandums after each weekly module, except when due dates coincide with case study due dates. The date and time for submitting assignments will be clearly stated in the syllabus and Blackboard course page. Unless you received approval from me in advance with a valid reason for delay, late submissions beyond the agreed upon deadline will be penalized.

Late Submission Penalty: The following applies to assignments only (e.g., policy memos and case study). Assignments submitted beyond the due date will be reduced by a fraction of a letter grade for every day it is late, including weekends (e.g., A to A-, A- to B+, etc.), unless you have received an agreed upon extension. For example, if your assignment is submitted 5 days after the submission date (including weekends), without an agreed upon extension, the grade is an F. Main take-away: communicate with your instructor to receive maximum flexibility. Communicating well and often is generally good practice in whatever you do.

2. Approach to Learning in this Course; Instructional Methods

Each weekly meeting will follow a similar pattern. First, a student (or students) will be assigned to lead class discussion on the week's assigned reading. The purpose of this is to get everyone in the mode of talking which is important in a lecture format. Then, your instructor will lecture on a topic or theme related to the week's work. Finally, the class will engage in a group activity on that week's theme with the purpose of developing environmental policy using lessons learned

from history. There will be a read-out of preliminary findings and thoughts from the group at the end of the class; and a short-written policy memorandum on the activity submitted individually by the next class. This serves as a more formal summation of your views on the week's theme or topic.

To be successful in this course, a student must use and demonstrate creative, critical, and analytical thinking in written work, presentations, and class participation. Students are expected to ask themselves (or the class or professor, as appropriate) critical questions about the topics discussed. Simply accepting and repeating what someone else has written or said is not critical thinking and it can lead to repeating past mistakes.

The other component of learning in this course is through effective oral and written communication. A person's success in almost any career is determined largely by that person's ability to communicate. Consequently, there will be strong emphasis in this class on effective oral and written communication. To be successful in this class students must -- or must quickly learn to -- communicate effectively.

3. Résumé:

We will draw upon the experiences and professional knowledge of the members of the class. Therefore, please upload your résumé to the Assignments tab on Blackboard. All students should review the résumés.

3. STUDENT EVALUATION/GRADES

Students will be evaluated in four areas: (1) attendance and class participation; (2) leading assigned class discussions; (3) weekly policy memos; and (4) case study paper. Note, undergraduate students have the option of selecting five out of the ten assigned policy memos, but all students in the class will engage in the in-class group activities on all assigned topics.

Activity	% Contribution to Total Grade
Attendance and class participation	20%
Leading assigned class discussions	20%
Weekly policy memos (5)	30%
Case Study Paper	30%
OTAL	100%

George Mason University
College of Science
Department of Environmental Science and Policy

OVERALL GRADING:

The final grade for students will be based on this scale: A = 100–93%, A- = 92–90%, B+ = 89–86%, B = 85–83, B- = 82–80%, C = 79–70%, D = 69–60%, F < 59%.

- 1. Class Participation:** The course subject matter will be explored and developed through active and effective class discussions. By “active” this means you should respond competently when called upon or when contributing to the discussions. You accomplish this by reading your assigned reading material and thinking about the information before class, and then trying your best to contribute and engage with others. By “effective class discussion,” this means contributing thoughtful and considered comments or questions. Avoid talking simply for the sake of talking. This is not genuine participation. You are expected to bring a higher-level of thoughtfulness, intellectual curiosity, and intelligence to the discussion. Lastly, in any group discussion there will be dominant speakers, which is okay. I will, however, make a concerted effort to try to get everyone to contribute.
- 2. Leading Class Discussions:** For each class, one or more students will be assigned to lead a discussion from the assigned reading. Students will prepare talking points on key issues and discussion questions for the class and lead the class in group discussion. Students can use PowerPoint slides if desired. The goal is to elicit critical analysis from participants. Therefore, the discussion leader should aim to build-off of student comments and move the discussion beyond the superficial and into a second or third degree of analysis. This means a deeper awareness and appreciation of the material. This means moving beyond the surface and exploring issues not necessarily identified in the reading and may include current events or other types of connections (personal or professional) to other material. Although an assigned student leads the discussion, every student is responsible for having read and being able to discuss the reading assignment as part of class participation grade (see above). Peer evaluations may also be used to evaluate student performance.
- 3. Weekly Policy Memos:** For most weeks, students will write and communicate a policy strategy. The objective here is to take the lessons learned from the past and apply them to current or hypothetical scenarios. The policy memos are designed as “authentic assessments.” This is a learning approach that uses creative learning experiences to test students’ skills and knowledge in realistic situations. Authentic assessments measure students’ success in a way that is relevant to the skills required of them once they have completed their degree program. Basically, you will implement the lessons learned in an in-class exercise, working individually or in a group (depending on size of class). You will present your initial findings at the end of the class. Then, within one week you will submit a 1 to 2-page policy memorandum elaborating and fine-tuning your recommendation. The number of required policy memos differs between undergraduate and graduate students. See section 3 (Student Evaluation/Grades) above.
- 4. Case Study Paper:** The purpose of the case study is to explore in detail the various dimensions of an environmental policy, as demonstrated throughout the semester. You can select any local, regional, or national U.S. environmental policy and/or its expression or implementation. You should select something you are passionate about. The goal is to

analyze this topic from various angles which involves explaining why our country made certain choices regarding the environment, the impacts of those decisions at that time and on the future, how the past may have influenced the decisions we make today, and what recommendations would you make to leaders based on your research. In sum, how can we learn from the past to improve the future. See “Components” section below for more detail.

- 5. Case Study Presentation:** The purpose of the presentation is to brief your peers and instructor on the main points of your case study paper. Not required of undergraduates but may serve as extra credit.

ASSIGNMENTS

- 1. Policy memos:** The policy memos represent individual student effort to articulate how you address current or hypothetical issues. Policy memos are assigned for most weeks, except when your case study paper draft and final are due. The policy memos are intended to be short (1 to 2 pages). Your audience is stated in the instructions and is usually your employer in a fictional scenario. Specific instructions and details are provided on each policy memo exercise.

- 2. Case Study Paper:**

Components: Your case study should include the following components:

- Discuss the historical antecedents, with particular emphasis on the influences on the policy (e.g., natural resources, religion, economics, science and technology, geography and infrastructure, culture and gender, politics and laws, or any other influence you identify), as well as key stakeholders, historical events, and anything else you find relevant.
- Evaluate the effectiveness of the environmental policy, with particular emphasis on the challenges and lessons learned throughout its implementation or development.
- Analyze how the lessons learned on the topic can be applied to other areas or future considerations of environmental policy. What guidance would you impart based on your research?

Audience: You have a dual audience. First, your instructor wants to read how you use the lessons in this course in your case study. Second, you should also consider as your audience the governmental entity responsible for the topic. Imagine you are writing to the head of this organization.

Assignments:

- By Week 3, you will identify a local, regional, or national environmental policy that is of high interest to you personally. Upon request, your instructor can provide you a list of past student topics. You are encouraged to pick a topic that you care about deeply. You must send this to me in writing, via email no later than the end of that day's class.
- By Week 6, you will submit an outline of your paper and references by the end of that day's class.
- By Week 10, you will submit a rough draft by the end of that day's class.
- By Week 13, you will submit the final paper by the end of that day's class.

Paper Requirements:

- A minimum of 15 pages, maximum 17 pages. Pages should be single-sided, double-spaced, and should be numbered. Please add your name to each page in a header or footer. The list of references should start on a separate page and can be in addition to the maximum text pages.
- Read and follow the guide to citations and references provided to you on the course Blackboard site. References indicate how thorough you have been in your research; and it shows that you know how to use and cite sources which is fundamental for professional research and writing. Your paper should be the type and quality for submission to a professional or scientific journal.

Grading: The major criteria for grading the papers include content (i.e., the substance), including adequacy of references, knowledge and understanding of the subject, quality of analysis and critical thinking applied, organization, presentation, and writing style.

3. Case Study Presentation:

Purpose: The purpose of the presentation is to brief your peers and instructor on the main points of your case study paper. Depending on number of students in class, the case presentations may take place during the last two classes or the last class only.

Audience: Your peers and instructor will represent the leaders of the organization responsible for the topic.

Format: The oral presentation should be 15-20 minutes, followed by a Q&A period among your peers and instructor. The presentation must be illustrated with slides, preferably Microsoft's PowerPoint program or something comparable.

Hand-Out: Your presentation should be accompanied by a one-page briefing paper. The purpose of this briefing paper is to encapsulate your main points on paper in case the time allotted for your presentation changes. For example, you are given 15 to 20 minutes for

your presentation, but as often happens in life your time allotment may be reduced. The briefing hand-out is your safety valve in these cases. As such, your briefing paper should include the following sections: (1) title. Your title should sum up your main point in one sentence. (2) BLUF (bottom line up front). Your BLUF is the main point you want to make. (3) Support. Identify your main supporting evidence that supports your BLUF. (4) Ramifications. This is your opportunity to express how the topic and your policy recommendation may change or influence our lives.

Grading: Criteria for grading the oral presentations include clarity and understanding of presentation, visuals that enhance the presentation’s understanding, handout’s compliance with format, time management skills, and adequately answering questions.

Here are some suggested references for preparing a briefing presentation:

- Harris, Grant T., “How to Brief a Senior Executive,” Harvard Business Review, Nov. 10, 2020 <https://hbr.org/2020/11/how-to-brief-a-senior-executive>
- <https://writingcenter.gmu.edu/guides/writing-a-powerpoint-presentation>
- <https://writingcenter.gmu.edu/guides/writing-effective-talking-points>

CLASS SCHEDULE—At A Glance

WEEK/DATE	TOPIC	READING	ASSIGNMENT DUE
Week 1: Aug. 26	Course introduction; review syllabus; Environment & Governance; Theme of Religion	Andrews, Ch. 1; White article; Bean, Teles article	Class discussion of lecture and assigned reading materials; assignment 1 in-class discussion; policy memo due by Sept. 2. Professor leads in-class discussion.
Week 2: Sep. 2	Colonial era; Theme of Geography and Land Use	Andrews, Ch. 2 & 4; Cronon article; Dust Bowl documentary.	Class discussion of lecture and assigned reading materials (student led discussion); assignment 2 in-class discussion; policy memo due by Sept. 9.
Week 3: Sep. 9	Constitutional framework; Theme of Law	Andrews, Ch. 3; Craig article	Identification of case study paper topic; class discussion of lecture and assigned reading materials (student led discussion); assignment 3 in-class

			discussion; policy memo due by Sept. 16.
Week 4: Sep. 16	Public Lands Management; Theme of Social Identity	Andrews, Ch. 5; Peffer article	Class discussion of lecture and assigned reading materials (student led discussion); assignment 4 in-class discussion; policy memo due by Sept. 23.
Week 5: Sep. 23	Public health; Theme of Science	Andrews, Ch. 6; White article; Regens article; recorded lecture.	Class discussion of lecture and assigned reading materials (student led discussion); assignment 5 in-class discussion; policy memo due by Sept. 30.
Week 6: Sep. 30	Progressive Era; Theme of Politics (Conservatism)	Andrews, Ch. 7; Bliese article; Skocpol report; McCright article	Case paper outline and references due; class discussion of lecture and assigned reading materials (student led discussion); assignment 6 in-class discussion; policy memo due by Oct. 7.
Week 7: Oct. 7	New Deal Conservation; Theme of Politics (Liberalism)	Andrews, Ch. 8; Nordhaus & Shellenberger article	Class discussion of lecture and assigned reading materials (student led discussion); assignment 7 in-class discussion; policy memo due by Oct. 14.
Week 8: Oct. 14	Rise of Modern Environmental Movement; Theme of Economics	Andrews, Ch. 9 & 10	Class discussion of lecture and assigned reading materials (student led discussion); assignment 8 in-class discussion; policy memo due by Oct. 21.
Week 9: Oct. 21	NEPA; Nationalizing Pollution Control; Theme of Culture of Regulations	Andrews, Ch. 11 & 12	Class discussion of lecture and assigned reading materials (student led discussion); assignment 9 in-class discussion. No policy memo due.
Week 10: Oct. 28	Public Lands, Wildlife & Conservation;	Andrews, Ch. 13 & 14	Rough draft due; class discussion of

	Agricultural & Urban Environmental Management; Theme of Political Campaigns		lecture and assigned reading materials (student led discussion); assignment 10 in-class discussion; policy memo due by Nov. 4.
Week 11: Nov. 4	Energy Policy & Climate Change; Theme of Federal/State v Local Leadership	Andrews, Ch. 15; Chapter 5 (Energy Policy in the U.S: Politics, Challenges, and Prospects for Change)	Class discussion of lecture and assigned reading materials (student led discussion); assignment 11 in-class discussion; policy memo due Nov. 11.
Week 12: Nov. 11	Environmental Policy in a Global Economy; Theme of Culture of Fear	Andrews, Ch. 16; Fiorino, Ch. 1; watch film <i>The China Syndrome</i> before class meets.	Class discussion of lecture and assigned reading materials (student led discussion); watch film <i>The China Syndrome</i> before class; assignment 12 in-class discussion; No policy memo due.
Week 13: Nov. 18	Environment & Managing Humans	Andrews, Ch. 18 Fiorino, Ch. 7	Case paper due; class discussion of lecture and assigned reading materials (student led discussion); assignment 13 in-class discussion; no policy memo due.
Week 14: Nov. 25	THANKSGIVING BREAK		
Week 15: Dec. 2	Class Presentations	None	None

CLASS SCHEDULE—Detailed

Week 1: August 26, 2021

Topics:

- Introductions
- What do you know activity?
- Review syllabus and course requirements
- Review key concepts from assigned reading
- Theme and Assignment 1 (Group Project): Understanding how religion influences environmental policy

Assigned readings:

- *Managing the Environment, Managing Ourselves: A History of American Environmental Policy*, Chapter 1: Environment and Governance (13 pages)
- “The Historical Roots of Our Ecological Crisis,” L. White, *Science*, 1967 (9 pages)
- “Spreading the Gospel of Climate Change: an Evangelical Battleground,” Lydia Bean, Steve Teles, *New America*, 2015 (20 pages)

Discussion Questions:

- What do we mean by “environmental policy?” Where can it be found? Who defines this policy? How is it developed and implemented?
- What is unique about U.S. environmental policy? What is the government’s role? What are the pros and cons of a federal role? How does environmental policy differ from other policy issues?
- How did the religious views of early Americans influence their relationship with nature and the environment? What do you agree or disagree with in Lynn White’s article? How is religion and the environment viewed today? What are the differences and similarities from the past and today?

Week 2: September 2, 2021

Topics:

- Colonial era—policies on land, water, forests, minerals, fish and wildlife
- Theme and Assignment 2: Geography of the U.S.

Assigned readings: (note: high reading load)

- *Managing the Environment, Managing Ourselves: A History of American Environmental Policy*, Chapter 2: Who Owns the Environment? Historical Context and Colonial Precedents (24 pages)
- *Managing the Environment, Managing Ourselves: A History of American Environmental Policy*, Chapter 4: Land and Transport: Commercial Development as Environmental Policy (18 pages)
- “The Trouble with Wilderness: Or, Getting Back to the Wrong Nature,” William Cronon, *Environmental History* (1996) (25 pages)

Assigned Documentary:

- *The Dust Bowl*, Ken Burns, Part 1 (1:53), <https://youtu.be/X2dPAd-SEuE>

Discussion Questions:

- What are the relevant themes that drive migration to America? What are people looking for?

- How is colonial-era America different than other countries and how does this influence the psyche of its earliest settlers?
- How does Britain retain control? How do early colonialists exert their independence?
- Who owns the rights to the environment and natural resources?
- What are the lessons learned from the Dust Bowl?

Week 3: September 9, 2021

Topics:

- Constitutional framework
- Theme and Assignment 3: U.S. Constitution & Laws

Assigned readings:

- *Managing the Environment, Managing Ourselves: A History of American Environmental Policy*, Chapter 3: Constitutional Framework (19 pages)
- “Constitutional Environmental Law, or the Constitutional Consequences of Insisting that the Environment Is Everybody’s Business,” *Environmental Law* (2019). (35 pages)

Discussion Questions:

- What was the purpose and impact of early U.S. Government land use policies and laws on the national government, states, and individuals?
- What is the significance of the Commerce Clause? Property Clause? Federal role with regard to states? Other foundational constitutional provisions?
- Explore how a current environmental policy is supported or not supported by U.S. Constitutional principles and authorities.

Week 4: September 16, 2021

Topics:

- Public lands management
- Theme and Assignment 4: Social Identity of Western Grazing

Assigned readings:

- *Managing the Environment, Managing Ourselves: A History of American Environmental Policy*, Chapter 5: Industrialization, Resource Differentiation, and Public Resource Management (14 pages)
- “The Family Farm and the Land Speculator: Reflections on a Much Worked Theme,” E. Louise Peffer, *Journal of Farm Economics*, 1958 (14 pages)

Discussion Questions:

- How does industrialization begin to change American views of natural resources?

- What is the Federal government's role during this period and how does it affect the environment? How does it manage (or not) the various natural resources? What important shift takes place in the Federal government during this period?

Week 5: September 23, 2021

Topics:

- Public health
- Theme and Assignment 5: Science

Assigned readings:

- *Managing the Environment, Managing Ourselves: A History of American Environmental Policy*, Chapter 6: Public Health and Urban Sanitation (19 pages)
- "Introduction: Environmental Regulation and Changing Science and Technology," Robert White, in *Keeping Pace with Science and Engineering: Case Studies in Environmental Regulation*, ed. Myron F. Ulman (National Academies Press, 1993). (7 pages)
- "Acid Deposition," James Regens, in *Keeping Pace with Science and Engineering: Case Studies in Environmental Regulation*, ed. Myron F. Ulman (National Academies Press, 1993). (27 pages)

Discussion Questions:

- What is the role of public health and its practitioners with regards to environmental policy?
- How has (the progress in) science aided in the development of environmental policies? How might this role be seen as controversial, misplaced, or unwarranted?
- What is (or should be) the government's role when faced with potential health and environmental dangers and scientific uncertainty? What risks do we face by moving ahead too quickly without scientific uncertainty? Or too slowly waiting for certainty?

Assigned Lecture Recording:

- "We are all Scientists," Rick Spinrad, PhD, accessible at <https://youtu.be/u5ow6hO7IFE> (45 min)

Week 6: September 30, 2021

Topics:

- Progressive Politics
- Theme and Assignment 6: Politics (Conservatism)

Assigned readings:

- *Managing the Environment, Managing Ourselves: A History of American Environmental Policy*, Chapter 7: The Progressive Era (20 pages)

- “Traditionalist Conservatism and Environmental Ethics, John R.E. Bliese, *Environmental Ethics* (skim first 13 pages, then focus on pages 14-17)
- “The Roots of GOP Opposition,” “Climate Change Denial,” “What Can Be Learned,” in *Naming the Problem: What It Will Take to Counter Extremism and Engage Americans in the Fight against Global Warming*, Theda Skocpol, Harvard University, January 2013 (pgs 60-66; 67-72, 99-107)
- “Political polarization on support for government spending on environmental protection in the USA, 1974-2012,” Aaron McCright, Chenyang Xiao, and Riley E. Dunlap, *Social Science Research*, 2014. (10 pages)

Discussion Questions:

- What conditions sparked the Progressive Era? How does this movement differ from pre-progressive views of the environment and natural resources?
- What did progressive policies entail with regards to the environment and natural resources?
- What were the major achievements and failures with the Progressive Era? How have these policies resonated today?

Week 7: October 7, 2021

Topics:

- FDR’s New Deal Programs
- Theme and Assignment 7: Politics (Liberalism)

Assigned readings:

- Managing the Environment, Managing Ourselves: A History of American Environmental Policy, Chapter 8: Conservative “Normalcy” and New Deal Conservation (25 pages)
- “The Long Death of Environmentalism,” Ted Nordhaus, Michael Shellenberger, The Breakthrough Institute (speech at Yale University) (2011); available [here](#). Browse around this website for further interesting content.

Discussion Questions:

- How and why do special interest groups ascend the hierarchy in environmental policy influence? How does this impact federal administrative agencies? What does decentralized government look like?
- Explain the rivalries between interest groups and the resulting consequences for the environment, natural resources, and wildlife.
- How does FDR’s New Deal interventionist policies change the environmental policy landscape?

Week 8: October 14, 2021

Topics:

- Rise of the Modern Environmental Movement
- Theme and Assignment 8: Economics & Environmental Policy

Assigned readings:

- Managing the Environment, Managing Ourselves: A History of American Environmental Policy, Chapter 9: Superpower and Supermarket; and Chapter 10: The Rise of Modern Environmental Movement. (40 pages)

Discussion Questions:

- Ch. 9: What happens to the environment and environmental policies during wartime planning, execution, and aftermath (particularly after the end of WWII)? What are the effects on natural resources, population/people, land, neighborhoods, natural parks and forests?
- Ch. 9: How do specific interest groups fare in this environment (e.g., preservationist, outdoors people and tourists, industry, and commercial interests)?
- Ch. 10: What are the contributing factors to the rise of modern environmentalism? How would you explain government environmental policies before and after this period? How does the role of states and local authorities change?
- Ch. 10: Describe the state of environmental laws before and after this period? Explain the tensions between Congressional leadership and administrative agency leadership? Describe the emergence of the public into environmental policies and regulations?

Week 9: October 21, 2021

Topics:

- National Environmental Policy Act; Nationalizing Pollution Control
- Theme and Assignment 9: Theme of Culture of Regulations

Assigned readings:

- Managing the Environment, Managing Ourselves: A History of American Environmental Policy, Chapter 11: A National Environmental Policy; and Chapter 12: EPA-Nationalizing Pollution Control (60 pages)

Discussion Questions:

- Ch. 11: Explore the movement to centralize administrative organization of environmental and natural resource policies. What are the challenges to large-scale national development goals and programs?
- Ch. 11: What are pros and cons of the National Environmental Policy Act?

- Ch. 12: What are the distinctive characteristics of modern American environmental policies?
- Ch. 12: Explain the similarities and differences in the various approaches to regulating air, water, toxics, and waste?

Week 10: October 28, 2021

Topics:

- Public Lands & Wildlife & Conservation; Agricultural & Urban Environmental Management
- Theme and Assignment 10: Political Campaigns

Assigned readings:

- Managing the Environment, Managing Ourselves: A History of American Environmental Policy, Chapter 13: Public Lands and Wildlife Conservation, and Chapter 14: Agricultural and Urban Environmental Management (51 pages)

Discussion Questions:

- Ch. 13: Explain how the different approaches to Federal government management—from a national ecosystem management philosophy to local and state control—gets implemented throughout the modern environmental era. What are the repercussions in each approach? How does federal management thinking evolve over time? Explain past and present (and potential future) approaches.
- Ch. 13: What is the relevance of the Anthropocene epoch designation for future conservation policy?
- Ch. 14: What are the environmental policy tools for the agricultural sector? How effective are these policy tools? Why is the agricultural sector such a challenge to implement environmental policies?
- Ch. 14: What are the challenges facing urban environmental policies?

Week 11: November 4, 2021

Topic:

- Energy Policy and Climate Change
- Theme and Assignment 11: Rural v Urban; Local/State v. Federal Regulations

Assigned readings:

- Managing the Environment, Managing Ourselves: A History of American Environmental Policy, Chapter 15: Energy Policy and Climate Change (25 pages)

- Energy Policy in the U.S: Politics, Challenges, and Prospects for Change, Laurance Geri, David McNabb; Chapter 5, Difficulties in Achieving a Balanced Energy Policy (pages 86-106)

Discussion Questions:

- What are the causes of some of the major shifts in U.S. energy policy over the past 50 years?
- The pursuit of U.S. energy independence has been a long-term political pursuit of many past U.S. presidents, but why is this goal so elusive to achieve?

Week 12: November 11, 2021

Topic:

- Environmental Policy in a Global Economy
- Theme and Assignment 12: Nuclear Power: Culture of Fear

Assigned readings:

- Managing the Environment, Managing Ourselves: A History of American Environmental Policy, Chapter 16: Environmental Policy in a Global Economy (33 pages)
- The New Environmental Regulation, Dan Fiorino. Chapter 1, Environmental Regulation—Past and Future (25 pages).

Assigned Film

- *The China Syndrome* (directed and written by James Bridges) (1979)
<https://digitalcampus.swankmp.net/gmu277629/watch/D3A3A898DC8F52AD?referrer=direct>

Discussion Questions:

- Why does the United States veer from nationalistic impulses to global cooperation on environmental issues? What are the consequences of shifting administration priorities? Why is global cooperation on environmental issues important?
- Describe the obstacles to effective international environmental agreements? How have some administrations tried to overcome these obstacles? Why is the U.S. Senate reluctant to ratify international environmental treaties?
- How have environmental issues been addressed in global trade treaties? How effective are the trade treaties in protecting environmental issues?

Week 13: November 18, 2021

Topic:

- The Future of Environmental Policy

Assigned readings:

- Managing the Environment, Managing Ourselves: A History of American Environmental Policy, Chapter 18: Managing the Environment, Managing Ourselves (12 pages)
- The New Environmental Regulation, Dan Fiorino. Chapter 7, Environmental Regulation—Past and Future (35 pages) (online at GMU Library)

Discussion Questions:

- (Andrews) What are the recommendations for a more effective and long-term strategy for environmental policy making? How realistic do you think this is? What will it take to make this happen?
- (Fiorino) What are the hallmarks of the “new” regulatory approach?

Week 14: THANKSGIVING BREAK (No Class)

Week 15: December 2, 2021

Topics:

- Student presentations
- Create a “mind map” of the course’s major concepts, important ideas, and a few significant supporting details.

Assigned Readings: none

Discussion questions:

- Students (individually or in groups), select a student learning objective and create a “mind map” that ties these objectives with key principles in the course.
- Working in pairs, one student asks the other student: “You’ve got an interview for your dream job. The interviewer, who may become your boss, is looking at your transcript and says, ‘Oh, I see you took a course in the evolution and development of U.S. environmental policy. Tell me what you learned in that course’”

GMU POLICIES

ACADEMIC INTEGRITY

GMU has an Honor Code with clear guidelines regarding academic integrity, which covers cheating and attempted cheating, plagiarism, lying, and stealing. Plagiarism includes using third-party information on an exam without attribution to the source. The principle of academic integrity is taken very seriously, and violations are treated gravely.

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GMU's honor code is available here:

<http://www.gmu.edu/academics/catalog/9798/honorcod.html>.

DISABILITY ACCOMMODATIONS

If you have a documented learning disability or other condition that may affect academic performance you should: (1) make sure this documentation is on file with Office of Disability Services, and (2) talk with me to discuss your accommodation needs at the beginning of the semester.

DIVERSITY/INCLUSIVITY

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, political affiliations, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

STUDENT PRIVACY

Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that governs the educational records of eligible students. It grants students continuous access to their educational records upon request, allows students to amend their records if they feel they're inaccurate, and restricts how and when their educational records can be disclosed.

When a student turns 18, or attends a postsecondary institution, FERPA rights belong to the student, not the parent. In general, Mason does not disclose non-directory information to third parties unless the student has provided consent, the release is to the parent of a dependent student, as required by § 23.1-1303.B.5 of the Code of Virginia, or the disclosure meets a qualified exception under FERPA. To find out more about FERPA see <https://registrar.gmu.edu/ferpa/>.

OTHER USEFUL CAMPUS RESOURCES

Writing Center: Robinson Hall B213; 703-993-1200; <http://writingcenter.gmu.edu>

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University Libraries: “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services: 703-993-2380; <http://caps.gmu.edu>

Learning Services: 703-993-2999; <http://caps.gmu.edu/learningservices/> ; offers many good study skills workshops!

Academic Counseling Program: 703-993-2380;
<http://caps.gmu.edu/learningservices/academiccounseling.php>

University Policies: The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.