

SYLLABUS

EVOLUTION AND DEVELOPMENT OF U.S. ENVIRONMENTAL POLICY EVPP-620

3 Credit Hours
Spring Semester 2023
Lecture: Mondays, 7:20-10:00pm
Location: VIRTUAL

INSTRUCTOR INFORMATION

Instructor: Paul Bubbosh
Office Hours: Fridays, 4-5pm (by virtual appointment only)
Office Location: Fairfax Campus, David King Hall, Room 3026
Email: pbubbosh@gmu.edu (preferred form of contact)

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 bi-partisan political consensus on environmental issues? To answer these questions, we need to take a step back and examine the road map of our country's history as it relates to the environment and natural resource policies.

The purpose of this course is to evaluate our past 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 politics, science, law, economics, infrastructure, 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 & Class Participation: You are expected to attend and participate in every class session. If you know you will miss class, 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 two-day timeline applies but you will incur a 10% penalty on your score after grading. If you fail to submit your responses by our next class (or 7 days late) you will receive a 0 score for that week's attendance.

Student Discussion Leadership: you will be assigned to lead class discussions. For the dates you are assigned, you should prepare to discuss issues related to the reading material. You are also expected to find an article for discussion and present the article's findings to class.

Assigned Readings: The course will require significant amounts of reading each week (60+ pages) so plan accordingly. Students will be expected to discuss, in depth, the assigned reading material.

Exams: there will be two exams throughout the course. The exams will consist of multiple choice and short essay questions. Exams will be given over a 1-week period.

Assignments: You will be tasked with writing one major case study and a series of iterative products comprising parts of the case study. The date and time for submitting assignments will be clearly stated in the syllabus and Blackboard course page.

Late Submission Penalty: Assignments submitted beyond the due date will be penalized 10% for each day late unless you have received an agreed upon extension. Any assignment submitted after 7 days from the due date will receive a grade of 0, unless there is an agreed upon due date that differs.

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 and an article selected by the student. 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 understanding

and critique environmental policy's historical lessons. There will be a read-out of preliminary findings and thoughts from the group at the end of the class.

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.

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. STUDENT EVALUATION/GRADES

Students will be evaluated in the following areas. A grading rubric will be provided to guide your work and explain evaluative criteria.

| Activity | % Contribution to Total Grade |
|--|--------------------------------------|
| Attendance and class participation (14 classes; 0-10pts per class or 140 pts max) | 10% |
| Leading assigned class discussions (2 classes per student; 0-10 pts per class or 20 pts max) | 10% |
| Exams (2 exams, 20 pts per exam or 40 pts maximum) | 30% |
| Case Study Paper (50 pts total), includes 3 pre-final products valued at 10 pts each) | 25% |
| Case Presentation (50 pts) | 25% |
| TOTAL | 100% |

OVERALL GRADING:

Grading Scale

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|----|------------|
| A | 94 - <100% |
| A- | 90 - <94% |
| B+ | 88 - <90% |
| B | 84 - <88% |
| B- | 80 - <84% |
| C | 70 - <80% |
| F | 0 - <70% |

- 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. See Grading Rubric for more information.
- 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 will also identify and explain a timely article of their choosing. The discussion leader should aim to move the discussion beyond the superficial and explore 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 engaging in the discussion. See Grading Rubric for more information.
- 3. Exams:** Two exams are offered throughout the semester. The exams test recall and understanding of key concepts, and analysis of issues in a short essay format.
- 4. Case Study Paper:** The purpose of the case study is to select a current environmental policy issue and explore the influences and dimensions of historical analyses surrounding this issue. The goal is to analyze the issue from various angles which involves explaining why our country made certain choices regarding the issue, 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.

- 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.

ASSIGNMENTS

1. Case Study Paper:

Components: Your case study and iterative products should include the following components.

- Select a timely environmental policy issue. Environmental issues can include, but are not limited to, the following: pollution control (prevention, safe management, remediation of air, water, natural resources, fish and wildlife, plants, toxics and pesticides, hazardous waste, and climate change); sustainable natural resource management (conserving and maintaining resources such as groundwater, forests, fish and wildlife, soils, minerals, strategic natural materials and substances); and preservation of natural and cultural heritage (areas of special beauty, historical and cultural significance, ecological functions, and landscape character).
- Identify the historical influences on your environmental policy issue. Influences can include, but are not limited to, the following: laws, economics, politics, policy, science, security, commerce, finance, infrastructure, technology, culture and society, religion, geography, and environmental justice.
- Identify the key stakeholders (past, current, and potential future), key historical events, and anything else you find relevant to the topic.
- Final paper should evaluate the effectiveness of the environmental policy, with particular emphasis on the challenges, lessons learned, and your recommendations to improve the policy.

Assignments:

- By Week 3, you will select a timely environmental policy (10pts).
- By Week 7, you will identify all the influences that affect your timely environmental policy issue (10 pts).
- By Week 10, you will identify the key stakeholders (past, current, and potential future), key historical events, and major issues relevant to your environmental policy issue (10 pts).
- At the end of Week 14, you will submit the final paper (20 pts)
- By Week 15 (exam week), you will present your final paper (50 pts)

Paper Requirements:

- A minimum of 15 pages, maximum 30 pages. Pages must be single-sided, double-spaced, Times New Roman 12-point font, 1-inch margins, 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 pages.

Grading: See Grading Rubric.

2. 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.

Format: The oral presentation should be 15-20 minutes, followed by a Q&A period among your peers and instructor. The presentation must use Microsoft PowerPoint software.

Grading: See Grading Rubric

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: Jan 23 | Course introduction; review syllabus; Environment & Governance; Theme of Religion | Andrews, Introduction and Ch. 1; White article; Bean, Teles article | |
| Week 2: Jan 30 | Colonial era; Theme of Geography and Land Use | Andrews, Ch. 2 & 4; Cronon article; Dust Bowl documentary. | |

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| Week 3: Feb 6 | Constitutional framework; Theme of Law | Andrews, Ch. 3; Craig article | Identification of case study paper topic due by Feb 6 (upload to BB page) (10 pts) |
| Week 4: Feb 13 | Public Lands Management; Theme of Social Identity | Andrews, Ch. 5; Peffer article | |
| Week 5: Feb 20 | Public health; Theme of Science | Andrews, Ch. 6; White article; Regens article; recorded lecture. | |
| Week 6: Feb 27 | Progressive Era; Theme of Politics (Conservatism) | Andrews, Ch. 7; Bliese article; Skocpol report; McCright article | |
| Week 7: March 6 | New Deal Conservation; Theme of Politics (Liberalism) | Andrews, Ch. 8; Nordhaus & Shellenberger article | Identify all the influences on your case study topic due by March 6 (upload to BB page) (10 pts) |
| Week 8: March 20 | Rise of Modern Environmental Movement; Theme of Economics | Andrews, Ch. 9 & 10 | Exam 1 (due by March 26) (20 pts) |
| Week 9: March 27 | NEPA; Nationalizing Pollution Control; Theme of Culture of Regulations | Andrews, Ch. 11 & 12 | |
| Week 10: April 3 | Public Lands, Wildlife & Conservation; Agricultural & Urban Environmental Management; Theme of Political Campaigns | Andrews, Ch. 13 & 14 | Identify the key stakeholders (past, current, and potential future), key historical events, and major issues relevant to your environmental policy issue (due by April 3) (upload to BB page) (10 pts). |
| Week 11: April 10 | 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) | |
| Week 12: April 17 | 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. | |
| Week 13: April 24 | Environment & Managing Humans | Andrews, Ch. 18 Fiorino, Ch. 7 | Exam 2 (due by May 1) (20 pts) |

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| Week 14: May 1 | Final Paper -NO CLASS | None | Submit final paper (due by May 8) (upload to BB page) |
| Week 15: May 15 | Class Presentations | None | Present final paper |

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.

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

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

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>

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.

APPENDIX A GRADING RUBRICS

Exams

The exams include multiple choice and short essay questions.

Participation

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| The objective in grading participation is to ensure students engage, share, problem solve, and collaborate on issues presented in class. You learn and retain knowledge by applying knowledge in exercises. | | |
| Unsatisfactory Participation (0-3 pts) | Satisfactory Participation (4-7 pts) | Exemplary Participation (8-10 pts) |
| Student did not attend class (0 pts) or did not contribute satisfactorily to class discussion or group activities, or student did not come prepared to class. | Student attended class, came prepared (read material), and contributed to classroom discussions. | Includes criteria in satisfactory participation, and student offered insights that furthered the discussion, commented well on other student's comments, led discussions, and posed thoughtful comments. |

Leading Assigned Group Discussion

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| The objective of leading group discussion is for the student to take a leadership role in the class by reading and understanding the material and then posing questions to the class that elicit their views and advance the topics in the assigned reading. Students should bring an article that they found that furthers the discussion. | | |
| Unsatisfactory (0-3 pts) | Satisfactory (4-7 pts) | Exemplary (8-10 pts) |
| Student fails to lead discussion or fails to prepare well for discussion. | Student poses good questions and makes valuable contributions to the topic. | In addition to satisfactory performance, student presents additional insights from an article not assigned. |

Research Paper

The final research paper is evaluated on how well you respond to the following three areas:

- A. Analysis
- B. Format
- C. Grammar

Note: there are 3 preliminary items required as part of the iterative process of completing the final research paper. These three items are not accounted for in the grading below.

| | Unsatisfactory | Satisfactory | Exemplary |
|--------------------|---|---|---|
| Analysis (25 pts) | The paper examines only a few of the potential issues, influences, angles on the question posed (leaving much unanalyzed). The analysis is surface-only and lacks depth in thinking. The analysis is one-sided and fails to consider other angles. The analysis is obvious and apparent, which reflects a lack of analytic rigor. (0-8 points) | The paper examines several issues, influences, and angles on the question posed (leaving only a few unanalyzed). The analysis is deep and reflects careful consideration of the issues. (9-17 points) | The paper examines all the various possible issues, influences, and angles on the question posed. The analysis reflects deep and comprehensive research (e.g., includes interviews with experts). The analysis discusses the “3 rd order” implications, effects, and consequences of the findings (i.e., the future implications of your findings). (18-25 points) |
| Format (12.5 pts) | The paper does not contain the required sections and formatting; is poorly organized; or contains many errors in APA reference style. (0-3) points) | The paper contains the proper formatting, plus includes a title page, executive summary, body with appropriate sub-headings, conclusion or recommendations, and few errors in APA reference style. (4-7 points) | Meets the requirements of satisfactory, and has no errors or omissions in formatting and APA reference style (8-12.5 points) |
| Grammar (12.5 pts) | The paper is poorly written with several grammatical and punctuation errors; poor word choices; weak transitions, awkward sentences, and generally difficult to follow. (0-3 points) | The paper is well written with only a few grammatical and punctuation errors. The paper has an easy-to-read flow. (4-7 points) | The paper has no errors in grammar and punctuation. The sentence structure is strong (noun + verb), word choices are precise, section transition is smooth. The paper is easy to read. (8-12.5 points) |
| Plagiarism | Mason requires that papers be submitted through a plagiarism checker (SafeAssign). Under no circumstance should you copy material from any other source (not yours) without proper attribution. If you copy material verbatim, put it in quotes and include a reference to the source. If you decide to synthesize another person’s findings in your own words, you must reference the source. Plagiarism will result in disciplinary action. | | |

Research Paper Presentation

| The purpose of the presentation is to convey the findings from your final paper in a professional and concise manner. | | |
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| Unsatisfactory | Satisfactory | Exemplary |
| Student presentation lacks cohesion, is delivered poorly, is not well rehearsed, exceeds time limit, or does not respond to questions. (0-20 pts) | Student presentation is concise, well-rehearsed, contains images, within the time limit, and responds to questions adequately. (21-40 pts) | In addition to satisfactory, student presentation is very professional looking and expertly delivered. (41-50 pts) |