



## GVPT 417-Seminar in Advanced Topics in Environmental Policy Analysis

Fall, 2023 semester.

### Instructor:

Dr. Conny Kazungu Sigel  
E-mail: ckazungu@umd.edu  
Class Meeting Location: Le Frak 2166  
Class Meeting Times: Tu-Th 12.30-1.45p  
Office Hours: Zoom by appointment.

### Graduate Teaching Assistant:

Kainan Gao  
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Office Hours : (from November 28<sup>th</sup>) on Zoom by appointment

### Course Description

This course provides an in-depth analysis of environmental policymaking in the United States using a series of historical, and contemporary case studies. Students will also have an understanding of various analytical techniques used in the making, implementation, and evaluation of environmental policies nationally. This is an advanced course requiring comprehensive knowledge in environmental policy, and students must have previously completed ENSP 102 or GVPT 273. It resembles a graduate seminar in which students come to class well-prepared and have completed the assigned readings for the week beforehand.

This is a project-based course which includes working in groups for weekly presentations, and student-led discussions. Therefore, students must be ready to participate, and work in teams throughout the semester. This course should be of interest to students who are seeking graduate studies or a career in the field.

### **Learning Outcomes:**

At the end of this course, students should:

1. Understand efforts to address environmental problems at the international level.
2. Understand the complexity of rights and policy with respect to the environment.
3. Develop an understanding of arguments around environmental challenges, including the different actors and interests involved.

### Textbooks

- **The Environmental Case: Translating Values into Policy by Judith Layzer and Sara Rinfret. Fifth Edition (2019)**
- We will also use a variety of sources for our class readings, including research articles and policy reports from organizations, as well as film studies.
  - All these sources will be available to you on ELMS under **pages or modules or course reserves**.

## Grades

In this class you will be assessed based on the following:

1. Participation	10%
2. Teamwork	25%
3. Film Studies Reflection Papers	15%
4. Mid Term Exam	25%
5. Final Exam	25%

**Total 100%**

## Grading Scale

Final grades will be assigned on the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% or lower

### 1. Mid Term Exam

You will have a mid-term exam which covers topics from the first half of the semester. The exam will be in-person on **Thursday, October 12<sup>th</sup> from 12.30p-1.45p.**

### 2. Final Exam

You will have a final exam which covers topics from the second half of the semester. The exam will be in-person on **Monday, December 18<sup>th</sup> from 1.30p-3.30p**

## Film Studies:

Understanding historical and contemporary environmental issues in the United States using films and documentaries is an interactive and informative way students can process the complexity of Environmental Policy. As such, students will be required to watch three short films during the semester.

### ***Film I: Damnation by Matt Stoecker & Travis Rummel (2014).***

In this film, Patagonia explores the evolution of our national attitude from pride in big dams as engineering wonders to the growing awareness that our future is bound to the life and health of wild rivers.

### ***Film II: Fixing Food by Sue Williams (2022)***

One of the key conversations amongst environmentalists is the significant carbon footprint we have based on food waste, and consumption, and exploring solutions for climate change is how we eat.

This film explores creative ways on how to lower the cost of food, and is beneficial for students who wish to understand, and change the way the food system works in the United States.

### ***Film III: The Politics of Beauty by John De Graaf (2023).***

This film analyzes the impact of community-based responses to environmental issues, and the positive change which occurs when we come together as a nation to explore solutions to environmental issues.

It follows the life and legacy of Stewart Udall (former Secretary of the Interior)—one of America's most effective environmentalists in his role of protecting the natural heritage and beauty of the United States.

## **Teamwork**

This is an interactive, project-based course with *significant* group work. You must be prepared to work in a team during the semester. You will have a total of *three* presentations during the semester. Each presentation will be based on teams, and you will be divided into your groups during the first week of classes.

### *Team Leaders.*

Once you are divided into your teams for the semester, I will allow you time to meet, exchange contact information, and assign a team leader. The team leaders will contact me with any questions or concerns as you work on your projects. They will also be very useful in getting everyone together to work on the project. In addition, the team leader will gather feedback for each project/presentation (including how each team member contributed to be project).

### **Team Project 1: Restoring the Bay: An Analysis of State Policies on the Chesapeake Bay**

The purpose of this assignment is to ensure you not only have an in-depth understanding of the challenges facing Chesapeake Bay, but also the complexities involved with the passage of effective policies to solve the problem, including the important role of the Chesapeake Bay Foundation (CBF).

In 2022, the CBF released a report indicating Chesapeake Bay states and the federal government have spent billions of dollars working to clean up the polluted estuary but won't meet a 2025 deadline for restoring the bay. You will assume the role of a state advisory board, where each team will be assigned different positions, reflecting the states around the Bay area.

You will assume the role of a state advisory board, where each team will be assigned different positions, reflecting the states around the Bay area. Policy memos are due on **Thursday, September 21<sup>st</sup>** before midnight. Presentations will be on **Thursday, September 21<sup>st</sup> and Tuesday, September 26<sup>th</sup>**. Additional details will be provided in a separate assignment sheet on ELMS.

### **Team Project 2: Deliberative Polling**

The purpose of this exercise is to understand the importance of participation and environmental policymaking at the local level. As we will discuss during the semester, environmental policymaking includes government and non-government actors, such as advocacy groups, experts, the media etc.

Using this exercise, students will select a pressing environmental issue and be assigned a position to represent during the exercise.

The exercise will be on **Tuesday, October 24<sup>th</sup> and Thursday, October 26<sup>th</sup>**. More details will be posted on ELMS.

### **Team Project 3: Analyzing the Inflation Reduction Act (IRA)**

On July 27<sup>th</sup>, 2022, the Biden-Harris administration passed the Inflation Reduction Act (IRA) with the aim of creating employment opportunities and lower the cost of energy, especially in underserved areas in the United States. This initiative follows months of negotiations across party lines to reach a carbon-free electricity sector by 2035.

The purpose of this assignment is to comprehend, analyze, and dissect the recent initiatives by the U.S. government to address climate change. You will be divided into teams, assigned to analyze a specific energy initiative in detail. You will present your findings in a 20-minute presentation on **Tuesday, November 14<sup>th</sup> and Thursday, November 16<sup>th</sup>**.

***\*\*Note that missed attendance without documentation during in-class presentations will result in a non-negotiable 10% impact on your final grade.***

## Course Policies:

### 1. Participation

I expect students to be engaged during each class session, meaning being attentive to lectures with ideas, comments, and questions so that you may actively participate in the discussions.

It also means respectfully responding to the ideas and perspectives of your classmates, even if you may disagree with them.

This course includes collaborative practices, such as teamwork on certain projects involving group engagement and preparation. **\*\*Note that missed attendance without documentation during in-class presentations will result in a non-negotiable 10% impact on your final grade.**

### 2. Make-up Policy

This applies to presentations, reflection papers and exams. If a student has a **university-approved** excuse, you must notify me in **writing** prior. The allowance of such arrangements remains at the discretion of your instructor.

### 3. Academic Integrity

Plagiarism, cheating, and/or not citing another person's ideas or work will be subject to the university's policy on **academic integrity** to include but not limited to the following:

- **Cheating:** fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.
- **Fabrication:** unauthorized falsification or invention of any information or citation in any academic course or exercise.
- **Facilitating Academic Dishonesty:** knowingly helping or attempting to help another to violate any provision of this Code.
- **Plagiarism:** representing the words or ideas of another as one's own in any academic course or exercise. In all of your assignments, presentations, drafts of papers, you may use words or ideas written by someone else in publications, news sources, reports etc. but properly cite them. Always refer to **UMDs citation** help tools when in doubt.
- **Self-Plagiarism:** the reuse of substantial identical or nearly identical portions of one's own work in multiple courses without prior permission from the current instructor or from each of the instructors if the work is being submitted for multiple courses in the same semester.

### 4. Technology in the Classroom

Cell phones are prohibited in class. Students will be required to turn off their phones or put their phone on silent. Students who are caught texting, looking at their phones during class will be penalized against their attendance grade.

Note taking devices including laptops are allowed in class for in-class purposes. Students using laptops/iPads for browsing the web and non-class related purposes will be penalized against their attendance grade.

### 5. UMD Resources

For COVID related illnesses, please follow the guidelines stipulated by the university [here](#). For a comprehensive list of UMD resources including COVID-19 click [here](#).

**6. UMD Access to Newspaper databases:**

a) Access to older newspapers through the Historical Newspapers database:

[Advanced Search - ProQuest](#)

b) Access to current, and national newspapers:

- [Basic Search - ProQuest](#)
- [Nexis Uni® Home \(umd.edu\)](#)

\*Please note that Nexis Uni does not provide access to the Washington Post, Baltimore Sun, and the WSJ.

c) Access to databases by subject or type:

- <https://lib.guides.umd.edu/az.php>
- [Database Finder \(umd.edu\)](#)

**Assignment Guidelines:**

**All written assignments should follow the following format:**

- Calibri Body 10-pt font with 1-inch margins, double-spaced.
- 1" margins (NOTE: Microsoft defaults to 1.25" margins, so you will need to adjust them).
- Utilizes a minimum of 5 varied, scholarly sources, government reports, etc. If you are doubtful about whether a source is scholarly (i.e., "peer reviewed") review Cornell University Library's YouTube video: <http://www.youtube.com/watch?v=uDGJ2CYfy9A>
- Use of maps and/or images is encouraged, especially when used to help readers understand your subject matter. Remember to cite them (usually right next to the map/image, rather than in the bibliography).
- APA Citation and references (cite images, too).
- A bibliography
- **UMD Citation assistance available here**

[Citation Tools | University Libraries \(umd.edu\)](#)

**Alteration of the Syllabus**

The instructor reserves the right to revise or amend this syllabus. Should any alterations be made, students will be notified via e-mail and in-class.

<u>Date</u>	<u>Topic and Assignments Due.</u>
Tuesday, August 29 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Syllabus overview.</li> </ul>
Thursday, August 31 <sup>st</sup>	<p><b>Asynchronous Class.</b>            Watch video: The Problem with Hydropower: "Damnation"  <a href="#">DamNation - Patagonia</a></p> <p>"Damnation" Film Study Reflection paper is due before midnight.</p>
Tuesday, September 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Politics.            Read: Layzer Chapter 1</li> </ul> <p><b>*Teams released for the team projects</b></p>
Thursday, September 7 <sup>th</sup>	<p><b>REGULATING POLLUTERS:</b></p> <p>The Nation Tackles Air and Water Pollution: The Environmental Protection Agency and the Clean Air and Clean Water Acts.</p>

	Read: Layzer Chapter 2
Tuesday, September 12 <sup>th</sup>	Love Canal: Hazardous Waste and the Politics of Fear. Read : Layzer Chapter 3.
Thursday, September 14 <sup>th</sup>	Ecosystem Based Management at Chesapeake Bay. Read : Layzer Chapter 4.
Tuesday, September 19 <sup>th</sup>	<b><u>HISTORY, CHANGING VALUES, And NATURAL RESOURCE MANAGEMENT:</u></b>  Jobs Versus the Environment: Saving the Norther Spotted Owl. Read :Layzer Chapter 8.
Thursday, September 21 <sup>st</sup>	Presentations: An Analysis of State Policies on Chesapeake Bay I.
Tuesday, September 26 <sup>th</sup>	Presentations: An Analysis of State Policies on Chesapeake Bay II.
Thursday, September 28 <sup>th</sup>	Playground or Paradise? Snowmobiles in Yellowstone National Park. Read :Layzer Chapter 9
Tuesday, October 3 <sup>rd</sup>	Asynchronous Class: <b><i>Watch Film: Fixing Food by Sue Williams (2022)</i></b>  <ul style="list-style-type: none"> <li>• Complete reflection paper before midnight</li> </ul>
Thursday, October 5 <sup>th</sup>	Asynchronous Class: <b><i>Watch Film: Film III: The Politics of Beauty by John De Graaf (2023).</i></b>  <ul style="list-style-type: none"> <li>• Complete Reflection Paper by midnight</li> </ul>
Tuesday, October 10 <sup>th</sup>	Participation & Involvement in Environmental Policymaking: Deliberative Polling in Texas  United States. Department of Energy, National Renewable Energy Laboratory (U.S.), Thomas, D. L., Guild, W., Swezey, B. G., Lehr, R. L., & National, R. E. L. (N. R. E. L. G. C. O. (2003). Listening to customers : how deliberative polling helped build 1,000 mw of new renewable energy projects in texas. United States. Dept. of Energy.  * Groups Meet to Brainstorm Ideas on the Deliberative Polling Exercise.
Thursday, October 12 <sup>th</sup>	<b>Mid-Term exam in -person.</b>
Tuesday, October 17 <sup>th</sup>	Crisis and Recovery in the New England Fisheries. Read :Layzer Chapter 10
Thursday, October 19 <sup>th</sup>	The Deepwater Horizon Disaster: The High Cost of Offshore Oil. Read :Layzer Chapter 11.
Tuesday, October 24 <sup>th</sup>	Deliberative Polling Exercise I.
Thursday, October 26 <sup>th</sup>	Deliberative Polling Exercise II.

Tuesday, October 31 <sup>st</sup>	<b>NEW ISSUES, NEW POLITICS:</b> Climate Change: The Crisis of our Time. Read : Layzer Chapter 12
Thursday, November 2 <sup>nd</sup>	Making the Trade-Offs: Urban Sprawl and the Evolving System of Growth Management in Portland, Oregon. Read :Layzer Chapter 15
Tuesday, November 7 <sup>th</sup>	Post-Katrina: Lessons From a Disaster. Read :Layzer Chapter 16.
Thursday, November 9 <sup>th</sup>	Contemporary Energy Initiatives in the United States. An Analysis Read articles:  <a href="#">Biden-Harris Administration Launches New Solar Initiatives to Lower Electricity Bills and Create Clean Energy Jobs   Department of Energy</a>  <a href="#">Biden announces new funding to make homes more energy efficient (cnbc.com)</a>  <a href="#">Watch Short Video : How Porsche Intends to Keep Its Cars : https://youtu.be/a7z3NF7dldw</a>
Tuesday, November 14 <sup>th</sup>	Inflation Reduction Act Analysis Presentations I.
Thursday, November 16 <sup>th</sup>	Inflation Reduction Act Analysis Presentations II.
Tuesday, November 21 <sup>st</sup>	<b>Asynchronous Class.</b> Teams meet to finalize feedback from presentations into final reports.
Thursday, November 23 <sup>rd</sup>	Thanksgiving Break
Tuesday, November 28 <sup>th</sup>	Politics, Values, and Environmental Policy Change.
Thursday, November 30 <sup>th</sup>	Fracking Wars: Local and State Responses to Unconventional Shale Gas Development. Read :Layzer Chapter 14
Tuesday, December 5 <sup>th</sup>	Cape Wind: If Not Here, Where? If Not Now, When. Read : Layzer Chapter 13
Thursday, December 7 <sup>th</sup>	Conclusions: Politics, Values, and Environmental Policy Change. Read: Layzer Chapter 17
Monday, December 18 <sup>th</sup>	<b>Final Exam from 1.30p-3.30p.</b>