Furman University
PSC 213 Environmental Policy
Dr. Angela Halfacre
Spring 2016

Professor: 
Dr. Angela Halfacre
Department of Political Science and
Department of Earth and Environmental Sciences

Lecture/Seminar Times: 
Tuesday and Thursday 1:00-2:15

Class Location: 
Johns Hall 109

Office: 
David E. Shi Center for Sustainability Cottage

Office Hours: 
Mondays 4:15-5:00, Thursdays 3:00-4:00 and by other appointment.

Phone: 
864.294.3655

EMAIL: 
angela.halfacre@furman.edu
(please include your best phone number if you email me)

Course Description
This course examines the cultural, historical, and political dimensions of environmentalism in the United States. It focuses on how environmental policy addresses issues related to consumer behavior, commercial and industrial development, environmental risks, and social justice. The course begins by surveying the historical development of American environmentalism. Next, we will discuss the contexts (local, state, and federal) within which environmental policy is formulated. During the remainder of the course, readings and lectures will explore the most pressing issues facing environmental policymakers today.

Topics of discussion include styles of regulation, uncertainties in risk assessment, cost-benefit analysis, best management practices, and the role of scientific and technological innovations. The course emphasizes the relationship between environmental policy and issues related to land preservation, resource conservation, environmental protection and sustainability. The course examines the policies and political implications of sustainability and public health strategies. We will explore various systems—including energy, water, waste, habitat management, transportation, and food—as well as the policy implications of each. We will use real world—and often controversial—examples of significant environmental policy issues that have insights for public policy, sustainability science, and public health.

This course will feature lectures and seminar discussions. Students are expected to engage the material: doing assigned reading, participating in lively class discussions, and drafting interesting papers. You will perform substantial research projects. Our overarching theme this year is the role of social movements in environmental and, related, health policy involving different levels of governmental involvement. We will explore numerous case studies, take field trips, and conduct a community-based research project to help students connect academic study to the real world of politics and policy.
Required Readings

Students are encouraged to RENT these books (especially Layzer and Vaughn which are relatively expensive to buy) at our Furman bookstore —


Several additional readings and reviews of Internet resources will be distributed on moodle or in class. Students will identify their own additional readings to inform their own individual and team research interests as part of their course assignments.

Classroom Policies and Procedures

Class attendance is *expected*. You are responsible for all material presented in lectures, assigned reading, any supplemental material, class discussion, video, in-class and field trip activities. Participation in class is also expected.

Class attendance will be taken. Do not arrive late to class. Arrival 10 minutes after class starts constitutes an unexcused absence. More than three unexcused absences from class will affect your final grade. One point for every additional unexcused absence (beyond three) from a class will result in one point deducted from your final grade point average.

Generally, an absence is excused if the student has a note from the infirmary or a doctor or if the student is representing the University in some documented and excused capacity. Students who know that they are going to be absent when assignments are due are expected to turn in papers and schedule their make up test in advance of their absence. In the case of unexpected absences due to illness, students are expected to make up the work they missed.

Please place Personal Data/Digital Assistants (PDAs) and cell phones in their silent mode and *do not use* these devices during class. Use of laptop computers, and similar devices (including tablets), is also *prohibited*. Class lectures and discussions cannot be recorded.

Student use of PDAs, cell phones, or laptops during class or lab without instructor permission will result in dismissal from the class or lab (and be counted as an unexcused absence).

If you require classroom accommodations or modifications because of a documented learning disability or other special needs (visual, hearing, psychological, etc.), please inform me at the beginning of the semester. Also make sure to contact the university’s Coordinator of Disability Services (294-2322) during the first week of the semester. Please feel free to see me privately if you have any concern. I will work with you to make your experience in this course a positive one.
Evaluations

Students will be evaluated on:

Policy Position Paper One 10%
Policy Position Paper Two 10%
Community-Based Case Study White Paper (Team) 35%
Midterm (short answer and essay) 20%
Final Exam (short answer and essay) 25%

A Note about Deadlines: Late assignments will not be accepted.

Policy Position Papers. Each paper should be no longer than 2 single-spaced pages; you should take a position regarding an environmental policy issue. Questions to guide the papers are listed on the syllabus (with their due dates). These topics, focused on sustainable development and agriculture, are designed to assist your critical thinking about the tradeoffs involved with policymaking and its outcomes. Your papers should be organized in essay format. The papers will be evaluated on clarity of main point/thesis, use of evidence to argue your points supporting your thesis, depth of analysis, integration of course material, and style/grammar. Submit an electronic copy via email before the class of the due date, and bring a hard copy to class that day to turn in to me.

Community Case “White Paper” Policy Analysis. We also will be looking at the scales (or levels – community association, local, state, federal, international) in which environmental policy is enacted. Important to our understanding of the ways environmental policy is created and implemented is awareness of the perspectives and roles of key policymakers (or actors) and issues in our region. For this project, in teams, you will address a policy question assigned by me. You will gather data and information to help inform a “white paper” overviewing the policy issue, current policy alternatives (challenges and opportunities), and strategic recommendations. Your paper must be supported by evidence collected by your team (this can include primary or secondary sources -- we will discuss in class). The team paper should be no longer than 8-10 single spaced pages (not including appendices). Beyond assisting you and your team in understanding the complexities and tradeoffs of environmental policy, this assignment will enable you to “network” with leaders and organizations in the Greenville area, South Carolina, and the American South more broadly as well as provide an opportunity for you to ask questions of professionals to better inform your career path. Your team will be evaluated on demonstrated understanding of the nuances of the policy issue, use of evidence to argue your points, depth of analysis (including analysis policy alternatives' tradeoffs), thoughtfulness of strategic recommendations, and style/grammar.

The "white paper" should be organized with the following topic headings: Executive Summary, Policy Issue Overview, Policy Alternatives and Analysis of Challenges and Opportunities, and Strategic Recommendations. In the Policy Issue Overview section, define the problem. For the Policy Alternatives and Analysis of Challenges and Opportunities, your team will assemble evidence,
construct alternatives, project outcomes, and confront the trade-offs. In the Strategic Recommendations section, you will “decide” on a best course of action/understanding of the policy problem with a discussion about your “decision.” It may be that including subheadings relevant to your topic area may also help with creating a stronger paper.

In particular, Eugene Bardach has perfected the approach that we are basing our assignment upon, and you will have access to an overview of his model (see Part I of Bardach, Eugene. 2012. A Practical Guide for Policy Analysis: the Eightfold Path to More Effective Problem Solving. Los Angeles, CA: Sage/Congressional Quarterly Press). This process of crafting a “white paper” will be an experience that will tie the course themes together as well as provide you and your team with new sets of skills and an example of your work that can be referenced on your resume and/or for graduate/law school applications. Submit an electronic copy via email before the class of the due date, and bring a hard copy to class that day to turn in to me. Your team will present your work to garner feedback from your colleagues before you finalize the paper “deliverable”.

I will assign one of the follow the topics to teams of approximately four-five students. I will try to take into account your preferences, but all these topics are ones that have pressing real-world interest in our region and help to ensure that you are well-informed as a student and citizen. These topics are organized by system (e.g., food/farming) and community partner (e.g., Feed and Seed). For each topic area, we will have a guest or guests joining us to share their insights. Each team will be taking the lead in asking questions for class discussion with these guests. In other words, your teams can treat these sessions as “interviews” to help inform your white paper topic area as well as learn more about the policies associated with each of these environmental systems.

Topics

FOOD/FARMING. Feed and Seed and Live Well-- How can we garner local resources or build a sustainable infrastructure to increase access to locally grown foods at a reasonable costs (at or slightly below market rate)? [examination of the landscape of the food movement in South Carolina] [Scale – State/connection to Federal, State, and Local]

HABITAT/WILDLIFE. Clemson University Cooperative Extension -- How should South Carolina address the management of wild hog populations in the state? [examination of the challenges emerging from population size, hunting, agricultural damage, and transport] [Scale – State/Regional]

WATER. – McCall Environmental and Goodwyn Mills Cawood. What are the best practices for municipalities (as well as the Environmental Protection Agency and South Carolina Department of Health and Environmental Control) to effectively regulate the pharmaceuticals and personal care products (PPCPs) in wastewater [not clearly included in the Small MS4 General Stormwater National Pollutant Discharge Elimination System (NPDES) Permit]? [analysis of best management practices with comparative case insight for the Upcountry South Carolina] [Scale – Municipal/State/Federal]

TRANSPORTATION. Live Well, Piedmont Health Foundation, County of Greenville Planning Department, and City of Greenville Green Ribbon Advisory Council Mobility Committee – What
are solutions to increase access to active transportation in Greenville County? This team may examine this topic more broadly or focus specifically on transportation access among special needs populations (e.g., disabled, older adult, sick) that maximizes existing resources without jeopardizing funding for each provider. [exploration of active transportation access in County of Greenville] [Scale – City and County]

MITIGATION. South Carolina Department of Health and Environmental Control (SC DHEC) -- What are the costs and benefits of significant increases in funding to address safety and management through impoundments (dams) for South Carolina in the aftermath of record floods? [risk management, vulnerability and resilience] [Scale – State]

ENERGY/LAND MANAGEMENT. Piedmont Natural Gas – From environmental and policymaker perspectives, what are the key issues that should be addressed when a regulated utility is choosing to build or operate a power plant fueled by coal versus natural gas? [energy tradeoffs] [Scale – Regional/Federal]

A Note about Tests. Students will take two in-class short answer and essay exams, the midterm is 20 percent of your final grade, the final exam is 25 percent. The exams will cover the material presented throughout the course. A study guide will be distributed prior to each test.

Exam Policy
Absences on exam days will not be excused unless the student provides verifiable documentation of accident, illness, or college or legal obligation. Unexcused absences will result in a score of zero for that exam. A make-up exam for excused absences will be by arrangement with the instructor within one week of the test date.

COURSE GRADE: The grading scale is: 100-98=A+; 97-92=A; 91-90=A-; 89-88=B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-68=D+; 67-62=D; 61-60=D-; 59 and below=F.

Office Hours
In addition to my professorial duties, I also serve as the Director of the David E. Shi Center for Sustainability. Because of my administrative responsibilities, my office hour schedule (noted at the top of this syllabus) may be altered during some weeks of the semester. I will let you know in class or via email any alterations. Other times are also available by appointment. As possible, please plan ahead to meet during the scheduled office hour times. Look forward to seeing you!

Integrity
Integrity gives the educational enterprise its legitimacy. Honesty, respect, and personal responsibility are crucial principles that guide academic life at Furman, in and out of the classroom. Academic misconduct in any form (plagiarism, cheating, inappropriate collaboration, and any other efforts to gain an unfair academic advantage) threatens the core values of the campus community and will have severe consequences, including failing the course, and/or suspension or dismissal from the university. Academic misconduct will not be tolerated in this course. Plagiarism involves the presentation of someone else’s ideas or language as your own. Cheating is giving or receiving unauthorized assistance on any graded assignment. If you are uncertain about such academic protocols, meet with me to discuss the issues. If you have any
doubts about issues related to academic integrity, tell me. You should also be familiar with the
information available at www.furman.edu/main/integrity.htm.

Course Outline*
Please note readings and other reviews of Internet sources listed are to be completed by the date indicated throughout the syllabus.

As with the field of Environmental Policy, this course is problem-based and solution-driven. Accordingly, we will grapple with a series of practical questions throughout the course as a means of employing and the basic methodological approaches associated with the field. Since environmental policy is inherently multi-disciplinary, we will also benefit from several the sharing of different disciplinary perspectives from other faculty and community leaders in and out of class.

Please note that all reading assignments are DUE ON the DATE where each is listed; for example, if an assignment is listed on February 4, it is due on that date; if readings are listed under January 21, these readings should be completed so you can participate in class discussion January 21.

Classes are seminar and lecture formats, and these meet 1-2:15 on Tuesdays and Thursdays.

January 12


January 14


Readings: Vaughan, Chapter One – “A Historical Framework for Environmental Protection” (Read Chapter); Appendix A – “Major Environmental Legislation” (Review Appendix)

January 19

Comparative Histories and Scale. Comparison of different environmental histories.

Readings: Halfacre, “Introduction” (Read); Chapter One-- “The Lowcountry Environment Past and Present” (Read); “Timeline of Key Conservation Events and Legislation” (XVII) (Review)
January 21

**Environmental Policy Analysis.** Exploration of the primary course themes – including complexity, scale, systems, values, and tradeoffs.


Layzer, Chapter One—“A Policymaking Framework”, “Conclusion”

January 26

**Administrative Actors.** Examination of the various individuals and organizations that shape environmental policy, including government, private, and nonprofit sector participants. Analysis of the politics of environmental policymaking.

**Readings:** Vaughan, Chapter Two – “Participants in the Environmental Debate”, Chapter Three – “The Political Process”

January 28

**Administrative Politics.** Review of the art and science behind bureaucracy and politics regarding the environment. Exploration of the role of leadership and social movement theory and practice. Discussion of (residential, commercial) development processes.

**Readings:** Halfacre, Chapter Two – “The Emergence of a Conservation Culture”

Layzer, Chapter 12 – “Climate Change: The Challenges of International Policymaking”

February 2

**Environmental Leadership and Transportation [TRANSPORTATION].** Discussion of Greenville County’s need for and exploration of access improvements to transportation; focus on complexity and tradeoffs.

**Readings:** Halfacre, Chapter Three – “Leveraged Leadership”

**Guests:**

Sally Wills, Executive Director, Live Well Greenville [swills@livewellgreenville.org]
Yancey Fouche, Associate Director, David E. Shi Center for Sustainability, Furman University; Member, Mobility Subcommittee of the City of Greenville’s Green Ribbon Advisory Committee [yancey.fouche@furman.edu]

February 4

Risk, Vulnerability, Resilience, and Adaptation. Coastal zoning and hazard mitigation planning discussion; focus on scale and systems.

Readings: Layzer, Chapter 16 – “Hurricane Katrina Hits New Orleans: Disaster, Restoration, and Resilience”

ASSIGNMENT DUE IN CLASS -- Policy Position Paper One – Where should residential development be permitted on the East Coast of the United States?

February 9


Guest: Catherine Heigel, Director, South Carolina Department of Health and Environmental Control (SCDHEC) [heigelce@dhec.sc.gov]

February 11


Readings: Vaughan, Chapter Five – “Waste and Toxics”

February 16

Energy and Sustainability Without “Hot Air”. Overview of the key legislation and actors engaged with energy policy in the United States. Discussion of the tradeoffs involved with renewable energy platforms, and the current regulatory environment by state and nationally. Analysis of the pros and cons of making the “energy pie”. Review of CERCLA and other key legislation.
Readings: Vaughan, Chapter Six – “The Politics of Energy”; Pages 216-219 (Introduction to Chapter 8 – “Air Quality: Pollution and Solutions”)

February 18

Energy Development. Overview of renewable energy options. Discussion of the fracking of natural gas and coal fire production electricity.

Readings: Layzer, Chapter 13 – “Cape Wind: If Not Here, Where? If Not Now, When?”

February 23


Readings: Layzer, Chapter 14 – “Fracking Wars: Local and State Responses to Unconventional Shale Gas Development”

Guest: Frank Yoho, Senior Vice President, Piedmont Natural Gas [frank.yoho@piedmontng.com]

February 25 MIDTERM

March 1

Regulating Water Polluters [WATER]. Case examination of stormwater runoff permitting at the municipal level, and intergovernmental relations involved.

Readings: Layzer, Chapter 2 -- “The Nation Tackles Air and Water Pollution: The Environmental Protection Agency and the Clean Air and Clean Water Acts”

Guests:

Eugene C. (“Gene”) McCall, Jr., President, McCall Environmental, PA [gene@mccallenv.com]

Jof Mehaffey, Regional Vice President, Goodwyn Mills and Caywood [jof.mehaffey@gmcnetwork.com]
March 3

**Waterlogged.** Exploration of the supply and demand of water resources in the United States. Overview of key organizations, committees, and actors engaged with water policy. Review of Clean Water Act, and coverage of wetlands policy in the United States.

**Readings:** Vaughan, Chapter Seven – “The Politics of Water”

March 8 and March 10 SPRING BREAK

March 15

**Planning Ahead and Land Lovers.** Review of planning as a field, research area, and career option. Exploration of grazing and the agencies engaged with land management in the United States. Overview of public and private approaches to conservation including easements, land preservation, and wetlands mitigation banking. Discussion of land-based conservation and conservation development.

**Readings:** Vaughan, Chapter Four – “The Lands Debate”

Layzer, Chapter Seven – “Federal Grazing Policy: Some Things Never Change”

March 17

**Private and Public Conservation.** Overview of public and private approaches to conservation including easements, land preservation, and wetlands mitigation banking.

**Readings:** Halfacre, Chapter Four – “The Primacy of Land and Partnerships”

Layzer, Chapter Five – “Market-Based Solutions: Acid Rain and the Clean Air Act Amendments of 1990”

March 22

**“Traditional” and Conservation Development.** Exploration of contemporary approaches to residential development.

**Readings:** Layzer, “Making Trade-Offs: Urban Sprawl and the Evolving System of Growth Management in Portland, Oregon”

Halfacre, Chapter Six – “Conservation Communities”
March 24

**White Paper Team Meetings.** Three weeks until presentations; just over one month until white papers are due. Planning session for each team. Format to be discussed in class.

March 29

**Food and Farming.** Examination of the food and farming system in the United States, regional, state and local levels comparative case studies. Exploration of the intersections and dynamics of social justice, conservation, and culture in the food system in the United States. Review of key agricultural policy, and discussion of the nature of sustainable agriculture versus conventional agriculture.

**Readings:** Halfacre, Chapter Nine – “Conserving Agri-CULTURE”

March 31

**Southern Sustainable Agriculture? [FOOD/FARMING]** An exploration of how nonprofit Feed and Seed and others are promoting sustainable agriculture in our region.

**Guest:** Mike McGirr, Co-Founder and Executive Director, Feed and Seed [mike_mcgirr@mac.com]

**ASSIGNMENT** Policy Paper Two: Are state-level (or smaller or larger scale) approaches to sustainable agriculture the best approach?

April 5

**Conservation Biology and Policy.** Overview of the history and current approach to endangered species management in the United States including review of the Endangered Species Act and the agencies involved with its implementation. Review of conservation biology and discussion of what it means to “think like a mountain.”

**Readings:** Vaughan, Chapter Nine – “Endangered Species and Biodiversity”

Layzer, Chapter Eight -- “Jobs Versus the Environment: Saving the Northern Spotted Owl”

April 7

Guest: Dr. Greg Yarrow, Chair and Professor of Wildlife Ecology, Department of Forestry and Environmental Conservation, Clemson University [GYARROW@clemson.edu]

April 12 FURMAN ENGAGED!

April 14

Environmental Justice. Examination of the conceptualization of Environmental Justice and Environmental Racism. Overview of key studies on the relationship between demographic variables and trends in hazard exposure in the United States. Discussion of the implications of epidemiological research. Exploration of the relationships among race and ethnicity, culture, food/farming, heritage and justice. Review of the risk perception, communication, and management fields.

Readings: Vaughan, Chapter 12 – “Emerging Issues in Environmental Politics”
Halfacre, Chapter Eight – “Weaving Tensions into a Cultural Heritage”; “Conclusion”

April 19

White Paper Presentations. Teams present their white papers, and class provides feedback for each team to assist in improving “deliverables”. Format discussed in class.

April 21

White Paper Presentations. Teams present their white papers, and class provides feedback for each team to assist in improving “deliverables”. Format discussed in class.

April 26

Career Conversations and Wrapping Up. Revisiting the primary course themes. Exploring research and career opportunities in environmental policy, public health and sustainability science.

ASSIGNMENT -- White Papers Due

FINAL EXAM -- Time –12:00-2:30 , Location – Johns Hall 109 , Date – May 3 2016

*The instructor reserves the right to alter the course outline as necessary.