Syllabus: DRAFT 03-30-2019
U25 Pol Sci 3312 31: Environmental & Energy Issues
University College Summer School
Department of Political Science
Washington University in St. Louis
3 credit hours
Summer Session 3, June 10 to August 2, 2019

Instructor: Joseph G. Frank, PhD
(email: jgfrank@wustl.edu phone: 314-935-8680)
Office Hours: 8:30 AM to 4:30 PM, Monday to Friday, by appointment only.
Washington University in St. Louis West Campus, West Building; 7509 Forsyth Blvd., Suite 150 (HR Benefits Department); St. Louis, MO 63105. Access to Suite 150 is limited; please call me to let me know you are there. I will also plan to be in the classroom for a few minutes right before class to answer questions.

Course Information: Location: Mallinckrodt Center Room #303
Time/Day: Tuesdays and Thursdays, 6:00 PM to 8:45 PM
Meeting Dates: June 11th through August 1st (excluding July 4th Holiday)

Course Description:
This course considers the major issues in these increasingly important areas of public policy. We discuss the importance of political processes and actors on such phenomena as global warming, endangered species, and public lands. This course emphasizes the American experience but also considers international implications.

Required Textbook:
Vig, Norman and Michael Kraft, editors. Environmental Policy: New Directions for the 21st Century.
Info about additional readings will be made available as the dates approach. More details on Canvas.

Grading:
10% Participation/Attendance in-class.
15% Participation in Canvas discussion boards (A new board for almost every week)
15% Short Essays (1 pp. each) for most weeks about a topic related to the readings.
15% Brief Presentation (7-10 min., due 6/20) & Report (3-5 pp., due 6/23) on a Current Events Topic.
15% In-Class Presentation (about 15 min., on final research paper topic, given on 8/01)
30% Final Research Paper (7-10 pp.) as well as topic (6/27), outline (7/11), draft (7/25). Final due 8/04.

Course Learning Goals and Overall Framework:
- Environmental Policy…
  - How elected and non-elected decision-makers decide
  - What natural resources get protected, and how
  - What natural resources are consumed by humans, and how
  - How the products of modern human life are disposed
- Energy Policy…
  - How elected and non-elected decision-makers decide
  - What resources we use to create energy & power for daily life
  - How and whether impacts on other species are considered
  - How and whether human quality of life is degraded as a result
Why Study Environmental Policy

Decisions made locally, have global impacts
Some positive, some negative, rarely neutral
Environmental policy emphasizes relationships and inter-dependency between people & process
An understanding of how US government decision-making about the environment and ecology, is constrained by the interests of various players in the decision-making process
Helps you be an informed consumer of political information, and an informed voter

Why Study Energy Policy

Our daily lives are impacted in significant ways by US government and foreign governments’ decision-making about who gets access to what energy resources
Some of it has to do with market forces and engineering limitations
But a lot of it has to do with policy decisions made by dozens of different players far away from the point of energy consumption

The policy process
- Decision-makers are constrained by own and others’ preferences

Elections matter! Not just Presidential....
- President and the Cabinet, House, Senate, judicial appointments
- Governors, State legislatures
- To some extent local mayors and city councils

Non-elected players have huge influence in this field
- Government agencies (regulatory as well as stewardship)
- Corporations (both energy-extractors and energy-consumers)
- Interest groups (environmental advocates and “wise use” advocates)
- Universities and “think tanks”, others with technical know-how

For Sustainability Majors:

These Are the Degree Program Learning Objectives This Course Emphasizes

• Explain environmental history, laws and policies that contribute to today’s current environmental and social conditions.
• Demonstrate a fundamental knowledge of basic financing and accounting principles and an effective use of quantitative skill sets (e.g. risk analysis, life cycle analysis, cost benefit analysis) necessary to understand and communicate sustainability cost impacts.
• Demonstrate the ability to understand and apply sustainability impacts at different scales (local to global) in differing areas of interest.
• Be able to identify and assess ethical issues and controversies (related to sustainability), and to discuss, respond to, and reconcile them, applying personal and societal values and goals.

And One More Goal:

• How can you use the policy analysis tools and frameworks we discuss in this course, to help you advocate for the policy changes that would make your work in sustainability more effective, whether your path is environmental science, facilities management, architecture/engineering, or some other career in which sustainability is a primary or secondary area of focus.

Ground Rules:
This class will involve some lecture and some discussion. Please arrive by 6:10 PM. I realize campus construction and nearby traffic may delay your arrival at times, try to allow extra time if possible.

We will take a 10-minute break at 7:30 PM, and end on time at 8:45 PM. Please make sure all cell phones, tablets, laptops and other electronic devices are inaudible or (preferably) turned off completely
during class. It’s ok to eat during class, but please be respectful of your classmates and please clean up after yourself. In class discussions and on Canvas, please treat your classmates with respect. Also, don’t forget at the end of the summer session to complete online course evaluations. https://registrar.wustl.edu/washu-course-evaluations/

Please refer to the Washington University undergraduate student academic integrity policy at: https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/; and to the University College undergraduate student academic integrity policy at: https://ucollege.wustl.edu/resources/student/academic-integrity-policy for additional guidance.

**Attendance/Participation Policy**

- Attendance and participation for this course consists of the following:
  - Attendance at each in-person meeting on Thursdays from 6:10 PM to 8:45 PM.
  - Active participation through small group discussions and/or class discussions each week;
  - Posting on Canvas discussion boards for most weeks, as detailed on Canvas.
  - Additional postings on the Canvas discussion boards may substitute for up to 2 absences during the summer session.
- If you do not participate during any given week, you will be marked as absent for that week.
- Up to two (2) absences in the summer session will not impact your grade, if you contribute 1 additional posting to the Canvas discussion board for that week. More than two absences will decrease your participation grade and your overall course grade.
- Washington University rarely cancels classes due to inclement / severe weather conditions. Check https://emergency.wustl.edu/ if you have questions about class cancellations due to weather. Also, make sure you are signed up to receive text messaging alerts or use the WUSTL mobile application.
- Please notify me as soon as possible when you know you will have any absence(s).
  - If you have recurring travel requirements (work, military service, family illness, etc.) please notify me as early as possible so we can make alternative arrangements to complete work.

**Inclusive Learning Environment**

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

**Subject to Change**

This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the student’s responsibility to keep abreast of such changes.
Weekly Course Schedule Subject to change as deemed necessary by the instructor. Updated versions of the syllabus will be posted on the Canvas site and announced as necessary.

All references to Chapter numbers are from the Vig & Kraft textbook.

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading / Assignments</th>
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<tbody>
<tr>
<td>American Environmental Policy: Evolution over the past 50+ years</td>
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<tr>
<td>06/11/2019</td>
<td>Introduction to environmental &amp; energy policy.</td>
<td>No reading.</td>
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<tr>
<td>Different Players, Different Interests: How Each Branch of Government Impacts the Environment</td>
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<td>06/20/2019</td>
<td>Roles of environmental advocacy groups.</td>
<td>Ch 3. Current events presentation.</td>
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<td>06/23/2019</td>
<td>CURRENT EVENTS REPORT DUE by 11:59 PM</td>
<td>(Canvas submission required.)</td>
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<tr>
<td>06/25/2019</td>
<td>Presidents, Congress &amp; the environment.</td>
<td>Ch 4 &amp; 5. Short essay due.</td>
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<tr>
<td>07/02/2019</td>
<td>Agriculture Policy, Cost-Benefit Approaches.</td>
<td>Ch 9 &amp; 10. Short essay due.</td>
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<td>07/04/2019</td>
<td>Independence Day Holiday.</td>
<td>No class.</td>
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<td>Global Impacts</td>
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<td>Energy Strategies</td>
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<td>07/18/2019</td>
<td>Nuclear power, energy efficiency.</td>
<td>See Canvas for readings Short essay due.</td>
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<tr>
<td>07/25/2019</td>
<td>Other renewable energy sources; energy wrap-up.</td>
<td>See Canvas for readings Final Paper Draft due.</td>
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<td>08/01/2019</td>
<td>LAST CLASS. Student presentations (15 min. each)</td>
<td>Ch 16.</td>
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<tr>
<td>08/04/2019</td>
<td>FINAL PAPER DUE by 11:59 PM. No class held.</td>
<td>(Canvas submission required.)</td>
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Netiquette Statement
We will supplement class discussions with online discussions. It is important to respect classmates and the instructor in all interactions, including online and e-mail conversation, as well as discussions in class.
- Remember: It is often difficult to read tone online. For example, ALL CAPS is considered “yelling.”
- Please use proper grammar, punctuation and spelling when writing e-mails.
- Always take time to re-read an email through the eyes of its potential recipients before you send it so that you can make sure it is neither confrontational nor potentially offensive.
- Please refer to the student conduct guidelines in the University Student Conduct Code and the Computer Use Policy for further guidance.