



ENVST-UA 423

History of United States Environmental Policy

Spring 2021

Course Information

- Class Hours: Tuesdays & Thursdays, 3:30-4:45 pm
- Class Location: Class meets via Zoom. Please log in via [Brightspace](#).

Instructor Information

- Professor: Kimberly Carlson
 - Email: kimberly.carlson@nyu.edu
 - Office Address: Department of Environmental Studies, 285 Mercer Street
 - Office Hours: Variable. Please [sign up here](#). If none of these times work, please [email me](#).

Course Overview

Bulletin description: Introduces key terminology and concepts and examines how historical precedents and developments have shaped contemporary U.S. environmental policies and programs.

This course will focus on the historical development of US environmental policies regarding public lands and resources, including the expansion of a coherent public interest in air, water, biodiversity, fisheries, and other environmental issues. Using an interdisciplinary lens, the course examines how diverse actors define problems and develop and implement approaches to address environmental problems. Students are asked to engage with intersectional issues such as evidence, policy evaluation, and justice, as well as specific environmental policies and legislation. The class focuses on the US national level, but also engages with local, and international scales. For the most part, case studies are used to teach key concepts.

The course is taught online in Spring 2021. This means that students have the option of attending synchronous sessions or not. If they do not attend synchronous sessions, they are responsible for watching these sessions on their own time, and completing any activities associated with these sessions that will contribute to class participation credit.

This course fulfills the Environmental Studies “Governance” requirement.

Learning Objectives

Through class lectures, readings, and policy analysis, participants should be able to:

1. Describe the recent history and current dynamics of environmental policy in the United States.
2. Comprehend the theory of environmental policy development across various temporal and spatial scales.
3. Identify and evaluate specific, measurable, attainable, realistic, and time-bound strategies to address an environmental issue.
4. Articulate in a clear, logical, and concise manner important environmental policy issues to diverse stakeholders.
5. Demonstrate the communication skills necessary to influence environmental and natural resource policy.

Course Materials

Reading

One book is required for this course:

- Layzer, J. 2019. [The Environmental Case: Translating Values into Policy – 5th Edition](#). Washington, DC: CQ Press. ISBN 978-1506396965

This book can be purchased or rented in e-book or print format from Amazon and other online sellers, or from the NYU bookstore. Additional required course materials will be distributed in class or made available via Brightspace. Class participants will be advised at least one week in advance on such materials.

Polling

We use an in-class polling system (Poll Everywhere) throughout the semester for games and learning. To use the polling system, just go to <https://pollev.com/kimberlycarl548> on your phone or laptop.

Assessment and Grading

Each assignment, including expected content, style, length, medium, and submission format will be fully explained to students before the due date. Assignments will be accompanied by rubrics used for grading. The following weights will be given to each of the course requirements in the determination of final grades.

Component	Description	Points
Participation	Students should actively engage with class throughout the semester. This includes asking questions and engaging in discourse during synchronous class discussions and contributing to online discourse. For students who are unable to attend the synchronous classes, a full participation grade will require substantive weekly online engagement.	100
Weekly responses	Each week, students will write responses based on the readings and lecture material. These responses will be based on specific queries posted by the instructor each week. They are meant to ensure that students read, watch lectures, and critically interact with class content.	300
Policy Development Project	Students will examine a single environmental issue or problem in an in-depth manner and advocate for a specific policy response. It will be executed in four parts: 1) a research paper (200 points); 2) an interview with a policy actor (100 points); 3) a policy brief (200 points); and 4) a presentation aimed at peers that will be given during the final class meetings (100 points).	600
<i>TOTAL</i>		<i>1000</i>

Deadlines

Due dates are strictly imposed. Late work will be accepted with a 5% penalty for each day of delay EXCEPT WEEKLY RESPONSES. After ten days, and until the final day of classes in the semester, 50% will be awarded for the assignment.

Revise and Resubmit

Students can improve a grade they received on an assignment by revising their work. To do so, they should send an email to the instructor within 7 days of receiving the assignment grade. The email should include the revised assignment WITH TRACK CHANGES ON so that the instructor

can see how the revision compares to the original submission. The entire assignment will be re-graded potentially leading to an increase or decrease in the overall score.

Grading Scale

Final letter grades will be assigned according to the schedule below.

A	$100 > x \geq 94$
A-	$94 > x \geq 90$
B+	$90 > x \geq 87$
B	$87 > x \geq 83$
B-	$83 > x \geq 80$
C+	$80 > x \geq 77$
C	$77 > x \geq 73$
C-	$73 > x \geq 70$
D+	$70 > x \geq 67$
D	$67 > x \geq 65$
F	$x < 65$

Format

Participants will submit all assignments electronically on Brightspace. Feedback will be provided electronically. Google Docs/Google Slides or Word/PowerPoint files or links are preferred because they are easiest to comment on, but PDFs are also acceptable. Please DO NOT submit Pages docs.

Brightspace

All announcements, resources, and assignments will be delivered through the Brightspace site: brightspace.nyu.edu

Expectations from Participants

- For synchronous sessions, attend class, arrive on time, and stay the entire length of the class.
- Avoid using mobile phones during class.
- Exhibit professional conduct and attitude, including appreciation for all types of diversity, respect for the instructor, guest speakers, and fellow class participants, and acknowledgement and acceptance of differing ideas and opinions.
- Practice and honor the [College of Arts & Science Honor Code](#) and the [University Student Conduct Policy](#).

Course Reminders

Respect for Diversity

I intend that students from diverse backgrounds and perspectives are well served by this course, that your learning needs are addressed, and that the diversity that you bring to class is viewed as a resource, strength, and benefit. I aim to present materials and activities that respect diversity. I encourage your suggestions around course materials and approaches that will better support all people and species. I am continuously learning about diverse perspectives and identities. If something communicated in class (by anyone) made you feel uncomfortable, please reach out to me (either in person or electronically) or provide anonymous feedback. Also reach out to me and let me know ways to improve the effectiveness of the course for you or for other students or student groups.

Class Attendance and Participation

Because this class is taught online, participation in synchronous sessions is recommended but not mandatory. All synchronous sessions will be recorded and posted to Brightspace. Students who do not join the synchronous sessions are expected to watch these sessions during the week in which they are recorded.

Political Risk & Remote Work

NYU is committed to helping students who may be facing political risk to participate in their classes in ways that are as safe as possible. I encourage students based in any place that monitors internet use for political content to carefully consider how you can and will participate. If you have any further concerns about political safety, please email asking for a consultation, and we will find a way to discuss the situation as safely as we can.

Student accessibility

New York University is committed to providing equal educational opportunity and participation for students of all abilities. Academic accommodations are available for students with disabilities. If you have a disability, or think you have a disability, please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) or call or email CSD at (212) 998-4980 or mosescsd@nyu.edu for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance. If you have already been approved for accommodations through the Moses Center, please meet with the instructors so we can develop an implementation plan together.

Scholastic Integrity and Honesty

Scholastic dishonesty of any form is not tolerated and may result in a failing grade and reporting the behavior to the College of Arts and Sciences. Scholastic dishonesty includes plagiarism, cheating, and fabricating or falsifying data, research procedures, or analysis. Obviously, bringing answers into an examination or copying all or part of a paper straight from a book, the Internet, or a fellow student is a violation of this principle. But there are other forms of cheating or plagiarizing which are just as serious — for example, presenting an oral report drawn without attribution from other sources (oral or written); writing a sentence or paragraph which, despite being in different words, expresses someone else's idea(s) without a reference to the source of the idea(s); or submitting essentially the same paper in two different courses (unless both instructors have given their permission in advance). Receiving or giving help on a take-home paper, examination, or quiz is also cheating, unless expressly permitted by the instructor (as in collaborative projects). If you are unsure on how to do proper citation, please see me. I highly encourage the use of [reference management software](#) such as Zotero, RefWorks, EndNote, or Mendeley.

Week	Topic	Days	Activities (S = synchronous, A = asynchronous)	Readings/Resources		Assignment(s) Due
				Layzer	Other	
1	Introduction	Thursday January 28	S		Syllabus	
2	Is there a problem?	Tuesday, February 2	A	Ch. 1	<u>NEPA</u>	
2		Thursday, February 4	S (values)			
3	Why do we need environmental policy?	Tuesday, February 9	A		Ostrom 2009	Hardin 1968 weekly response
3		Thursday, February 11	S (topic sharing)			Topic Selection
4	Actors	Tuesday, February 16	A		TBA	weekly response
4		Thursday, February 18	NO CLASS (FOLLOW MONDAY SCHEDULE)			
5	Air Pollution	Tuesday, February 23	A	Ch. 2		weekly response
5		Thursday, February 25	S			Interview Preparation
6	Evidence	Tuesday, March 2	A		Likens 2010	Disinformation Playbook (videos + text) weekly response
6		Thursday, March 4	S			
7	Water Pollution	Tuesday, March 9	A		TBA	weekly response
7		Thursday, March 11	S			Research Paper Draft
8	Evaluation	Tuesday, March 16	A		Counterfactuals	weekly response
8		Thursday, March 18	S			
9	Conservation	Tuesday, March 23	A	Ch. 8	The God Squad and the Case of the Northern Spotted Owl	weekly response
9		Thursday, March 25	S (midterm feedback)			Interview Video
10	Environmental Justice	Tuesday, March 30	A		Bullard 2001	weekly response
10		Thursday, April 1	S			Research Paper Final
11	Hazardous Waste	Tuesday, April 6	A	Ch. 3	Louis Gibbs Video	weekly response
11		Thursday, April 8	S			
12	Fisheries	Tuesday, April 13	A	Ch. 10	Last days of New England Groundfishing	weekly response
12		Thursday, April 15	S			
13	Energy	Tuesday, April 20	A	Ch. 14	Promised Land (Film)	weekly response
13		Thursday, April 22	S			Policy Brief Draft
14	Climate Change	Tuesday, April 27	A	Ch. 12	Paris agreement	weekly response
14		Thursday, April 29	S			
15	Student Presentations	Tuesday, May 4	S			Final Presentation
15		Thursday, May 6	S			
16	Finals	Tuesday, May 11	NO CLASS (READING DAY)			
16		Thursday May 13	NO CLASS			Policy Brief Final