Course Information

- Units: 4
- Class Hours: Monday & Wednesday, 12:30-1:45 pm
- Class Location: Room 401, 4th Floor, Silver Center for Arts & Science, 100 Washington Square East, New York, NY, 10003 & ONLINE [See Brightspace for Zoom links]
- Calendar

Instructor Information

- Professor: Kimberly Carlson
  - Email: kimberly.carlson@nyu.edu
  - Office Address: Department of Environmental Studies, 285 Mercer Street, 9th floor
  - 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 hybrid in Spring 2022. 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.

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

Readings

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.

Reference Management

I highly encourage the use of reference management software such as Zotero, RefWorks, EndNote, or Mendeley.
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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly responses</td>
<td>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.</td>
<td>300</td>
</tr>
<tr>
<td>Policy Development Project</td>
<td>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; 2) an interview with a policy actor; 3) a policy brief; and 4) a presentation aimed at peers that will be given during the final class meetings.</td>
<td>700</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1000</strong></td>
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All written assignments are individual. Discuss the topic with each other; join up in reading groups; come to office hours alone or in groups to discuss details; but submit your own, individual essays.

Deadlines

Due dates are strictly imposed. Late work will be accepted with a 5% penalty for each day of delay. After ten days, and until the final day of classes in the semester, 50% will be awarded for the assignment. If a student has a personal emergency or health issue that prevents the student from submitting the assignment on time, they should contact the instructor and discuss a revised submission timeline.
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 table below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100 &gt; x ≥ 94.45</td>
</tr>
<tr>
<td>A-</td>
<td>94 &gt; x ≥ 89.45</td>
</tr>
<tr>
<td>B+</td>
<td>90 &gt; x ≥ 86.45</td>
</tr>
<tr>
<td>B</td>
<td>87 &gt; x ≥ 82.45</td>
</tr>
<tr>
<td>B-</td>
<td>83 &gt; x ≥ 79.45</td>
</tr>
<tr>
<td>C+</td>
<td>80 &gt; x ≥ 76.45</td>
</tr>
<tr>
<td>C</td>
<td>77 &gt; x ≥ 72.45</td>
</tr>
<tr>
<td>C-</td>
<td>73 &gt; x ≥ 69.45</td>
</tr>
<tr>
<td>D+</td>
<td>70 &gt; x ≥ 66.45</td>
</tr>
<tr>
<td>D</td>
<td>67 &gt; x ≥ 62.45</td>
</tr>
<tr>
<td>F</td>
<td>x &lt; 62.45</td>
</tr>
</tbody>
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Course Website

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

Expectations from Participants

- Use personal devices in the classroom only for class-related activities.
- 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.

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 serve this goal. 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.

Academic Integrity

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. More detail can be found here. NYU offers academic support and tutoring at the University Learning Center, (212) 998-8085.

Student Accessibility

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.

Attendance

Students are expected to attend class, arrive on time, and stay the entire length of class. Please notify me in advance if you cannot attend due to travel or other planned reasons; in the case of unexpected illness or emergency please send word as soon as possible.
Religious Holidays

NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.