



**PPPM 444/544: Environmental Policy**  
Fall 2020 (CRN 17001; 17002)

**Class:** Tuesday and Thursday, 12:15-1:35; REMOTE

**Prof. Grant Jacobsen**

Office: REMOTE

Email: [gdjaco@uoregon.edu](mailto:gdjaco@uoregon.edu)

Office Hours: Wed, 10-11 & 3-4

He/him/his

*\*To attend my office hours, please go to <https://grantjacobsen.youcanbook.me/> and choose a time that works for you. When the meeting time arrives, you can access my Zoom room using this link: <https://uoregon.zoom.us/j/4283464824>.*

*\*To attend Aimee's office hours, please go to <https://aimee-okotie-oyekan.youcanbook.me> and choose a time that works for you. When the meeting time arrives, you can access her Zoom room using this link: <https://uoregon.zoom.us/j/5059404082>.*

**Course GE:** Aimee Okotie-Oyekan

GE Office: REMOTE

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GE Office Hours: Tues, 2-3pm

She/her/hers

**COURSE DESCRIPTION**

Environmental Policy (PPPM 444/544) provides an overview of important policies related to the environment. The beginning of the course provides an overview of general environmental policy analysis. The remainder focuses on examining the design and effectiveness of specific policies. Topics that will be covered include the Clean Air Act, the Clean Water Act, the Endangered Species Act, wetlands management, fisheries management, waste management, climate change and energy policy, and the National Environmental Policy Act.

**REMOTE LEARNING ENVIRONMENT:** Due to Covid-19, this course is being offered in a remote learning environment. Please see the first module listed on Canvas for an overview of how we will structure the course delivery given the remote environment.

**STUDENT LEARNING OUTCOMES**

Following completion of this course, students will be able to:

1. Analyze issues related to environmental policy based on both equity and efficiency criteria.
2. Evaluate major components of environmental policy, including water pollution, air pollution, wetlands, endangered species, fisheries management, waste management, and climate change.
3. Write clearly and persuasively about environmental policy.

## **COURSE STRUCTURE**

### **Textbook and Readings**

**Course Textbook:** Salzman, J. and B. Thompson, *Environmental Law and Policy*, 5th ed.

Additional readings will be posted on Canvas (see course schedule).

### **Assignments and Course Grades**

Course grades will be based on the following components:

	Undergraduate	Graduate
Canvas Quizzes	20%	20%
Midterm Exam	27%	20%
Writing Assignment	15%	10%
Project	N/A	20%
Final Exam	38%	30%

- **Canvas Quizzes**

With the exception of exam days, there will be a quiz due before each class. These questions will be posted two days before the class period to which they correspond and, unless otherwise noted, must be completed by 45 minutes before class on the day to which they correspond. The questions will often one question based on the previous lecture and one question based on one of the shorter readings for the new lecture. Each quiz will appear in the Quizzes tab in Canvas and has a title that corresponds to the date by which it is due.

- To allow for missed quizzes due to extenuating circumstance / forgetfulness, each student's two lowest scores will be dropped.

- **Written Assignments**

There will be one writing assignment. Detailed instructions for this assignment will be distributed later in the course. The due date is listed on the course schedule.

- **Exams**

There will be one midterm exam and a comprehensive final exam.

- **Project (graduate students only)**

More details on the project will be distributed via a separate document.

## **CLASSROOM DETAILS AND ACADEMIC POLICIES**

### **Course Website**

The course website is located on the University of Oregon's Canvas system. The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course website frequently for updates.

### **Professional Practice**

You are expected to behave in a professional manner at all times.

- All students should treat one other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- All course assignments should be completed using a word processor (do not turn in hand-written work).

### **Email**

I will try to respond to all email within 48 hours of receiving them. Please make sure that you have reviewed Canvas and the syllabus prior to asking any question about course logistics. Please do not send notifications if you need to miss a class for a routine matter such as a doctor appointment or job interview.

### **Grading Scale**

Letter grades are mostly based on conventional academic scales. To the extent possible, I attempt to set cut points for each letter range based on natural breaks in the distribution of student scores. This adjustment typically helps students. It also reduces the probability that a single point here-or-there is pivotal in a student's final grade.

### **Missed Assignments / Exams**

Make-up exams or extensions on assignment deadlines will be allowed only in the case of a documented emergency or documented serious illness. Arrangements must be made to take an exam early when absences are required due to approved university activities. If you miss a mid-term due to illness or emergency, please email me and your final exam will be re-weighted to account for the missed mid-term.

### **Policy on Assigning an Incomplete Grade**

You are expected to turn in all assignments at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

### **Academic Misconduct**

Academic misconduct is prohibited and includes, but is not limited to, tampering with grades, resubmitting assignments for more than one class, cheating, plagiarism, fabrication, and furnishing false information. Please see the Dean of Student's web site for the complete definition of academic misconduct. You are responsible for ensuring that your actions do not constitute academic misconduct. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with the instructor before committing or attempting to commit the act. By way of example, students

should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

### **Violations of Course Policies**

Students who fail to adhere to the guidelines described in this section may receive an F for the course, and may be subject to additional penalties from the School or the University.

## **OTHER INFORMATION**

### **Math Review**

This course requires some familiarity with basic concepts in mathematics and algebra at the high school level. The following (optional) book might be helpful for students seeking a review of some basic high school math skills.

- Schaum's Outline of Elementary Algebra, 3<sup>rd</sup> Ed, by Barnett Rich and Philip Schmidt. Schaum's Outline Series, McGraw-Hill, New York, ISBN 0-07-141083-X.

### **Writing Lab**

If you would like to improve your writing skills, I strongly encourage you to use the services of the Writing Lab. The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutoring is available on a drop-in basis or by appointment.

### **Documented Disabilities**

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible and should request that the Counselor for Students with Disabilities send a letter verifying the disability.

### **Workplace Harassment Prevention**

I support Title IX and have a duty to report relevant information. The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity. The University Health Center and University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students. UO employees also have a duty to report child abuse. All UO employees are required to report to appropriate authorities when they have reasonable cause to believe that any child with whom they come in contact has suffered abuse or any person with whom they come in contact has abused a child.

### **Inclusion Statement**

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-

economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The university Bias Education and Response Team is another resource that can assist you.

## **COURSE SCHEDULE**

Attached is a tentative outline of the course sessions with assigned readings. Dates for some topics will inevitably change. Please rely on the class Canvas account for up-to-date information on class readings.

<b><u>Date</u></b>	<b><u>Topic</u></b>
<b>Sept. 29</b>	Intro, Themes, and Frameworks <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch.1, Ch.2</li> </ul>
<b>Oct. 1</b>	Markets and Externalities <ul style="list-style-type: none"> <li>• Mankiw, "Market Forces of Supply and Demand."</li> <li>• Ehrber, "Supply."</li> <li>• Henderson, "Demand."</li> </ul>
<b>Oct. 6</b>	Externalities, Public Goods, and Environmental Policy – Part 1 <ul style="list-style-type: none"> <li>• Gruber, "Externalities: Problems and Solutions."</li> <li>• Wagner, "Going Green But Getting Nowhere," NY Times, 2011.</li> <li>• Lowrey, "All That Performative Environmentalism Adds Up," the Atlantic, 2020.</li> </ul>
<b>Oct. 8</b>	Externalities, Public Goods, and Environmental Policy – Part 2 <ul style="list-style-type: none"> <li>• Gruber, Ch. 5</li> <li>• Gross, "Raise the Gasoline Tax," NY Times.</li> </ul>
<b>Oct. 13</b>	The Practice and Administration of Environmental Protection <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch. 3</li> <li>• Lipton and Ivory, "Under Trump, E.P.A. Has Slowed Actions Against Polluters, and Put Limits on Enforcement Officers," NY Times, 2017.</li> <li>• Jackson, "The EPA Turns 40," Wall Street Journal, 2010.</li> <li>• Wolfram, "An Economic Perspective on Environmental Justice", Energy Institute Blog, 2019.</li> </ul>
<b>Oct. 15</b>	Benefit Cost Analysis <ul style="list-style-type: none"> <li>• Portney, "Benefit-Cost Analysis."</li> </ul> Clean Air Act – Part 1 <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch. 5</li> <li>• Popovich, Albeck-Ripka, and Pierre-Louis, "78 Environmental Rules on the Way Out," NYTimes, 2018.</li> </ul>
<b>Oct. 20</b>	Clean Air Act – Part 2 <ul style="list-style-type: none"> <li>• Oregon DEQ, "Adoption of the Eugene-Springfield PM10 Maintenance Plan."</li> </ul>
<b>Oct. 22</b>	Clean Water Act – Part 1 <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch. 7</li> <li>• Shimshack, "Improving Clean Water Act Enforcement," Resources for the Future, 2010.</li> <li>• Davenport, "Trump Removes Pollution Controls on Streams and Wetlands," NYTimes, 2020.</li> </ul>
<b>Oct. 27</b>	Clean Water Act – Part 2 <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch. 7</li> <li>• N.Y. Times Editorial Board, "The E.P.A. Backs off on Factory Farms," 2013.</li> </ul>
<b>Oct. 29</b>	<b><u>MIDTERM</u></b>

<b>Nov. 3</b>	Wetlands <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch. 10</li> <li>• Vandeventer, "Ecosystem Services Case Study: West Eugene Wetlands," Lane Council of Governments.</li> </ul>
<b>Nov. 5</b>	Endangered Species Act <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch. 10</li> <li>• Goode, "A Shifting Approach to Saving Endangered Species," NY Times, 2015.</li> <li>• Adler, "Perverse Incentives and the Endangered Species Act," Resources for the Future, 2008.</li> </ul>
<b>Nov. 10</b>	International Environmental Agreements – Montreal and Kyoto Protocol <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch. 6</li> <li>• Barrett, "How Not to Repeat the Mistakes of the Kyoto Protocol," Yale Global Online, 2007</li> <li>• Plumer and Popovich, "Here's How Far the World is From Meeting Its Climate Goals," NY Times, 2017.</li> </ul>
<b>Nov. 12</b>	Energy and Climate – Conservation and Alternative Energy <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch. 11</li> <li>• Fuller and Pierre-Louis, "A Forecast for a Warming World: Learn to Live with Fire," NYTimes, 2020.</li> <li>• Taves, "Study Suggests Building Codes Can Cut Energy Use," Wall Street Journal, 2014.</li> <li>• Ocasio-Cortez, Recognizing the Duty of the Federal Government to Create a Green New Deal, House Resolution 109, 2019.</li> </ul>
<b>Nov. 17</b>	<b><u>GUEST SPEAKER: CAROLINE MOORE, OREGON DEPARTMENT OF ENERGY</u></b> Readings to be distributed later.
<b>Nov. 19</b>	Fisheries <ul style="list-style-type: none"> <li>• Costello and Gaines, "Can Catch Shares Save Fisheries," Resources for the Future, 2009.</li> <li>• AP, "Panel approves ecosystem plan for West Coast fisheries," OregonLive, 2015.</li> </ul>
<b>Nov. 24</b>	Waste Management <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch. 9</li> <li>• Tierney, "The Reign of Recycling," NY Times, 2015.</li> </ul>
<b>Nov. 26</b>	<b><u>NO CLASS - THANKSGIVING</u></b>
<b>Dec. 1</b>	<b><u>DUE: WRITING ASSIGNMENT</u></b> Genetically-Modified Crops <ul style="list-style-type: none"> <li>• Barrows et al., "Agricultural Biotechnology: The Promise and Prospects of Genetically Modified Crops," JEP, 2014.</li> <li>• Baker, "Companies Set to Fight Food-Label Plan," Nature, 2012.</li> </ul>
<b>Dec. 3</b>	NEPA and Review <ul style="list-style-type: none"> <li>• Salzman and Thompson, Ch. 12</li> <li>• Courtney, "Trump Wants to Shrink Federal Role in Infrastructure Review," Bloomberg, 2017.</li> </ul>
	<b><u>The Final Exam is at 8am on Wednesday, December 9<sup>th</sup>.</u></b>