

FNR 4660 Natural Resource Policy and Economics Fall 2021

When: Tuesdays (11:45 AM - 1:40 PM)

Where: NZH 0222

Instructor

Dr. Mysha Clarke, PhD

Pronouns: She/Her/Hers

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Office Hours: Wed. (Noon – 1pm) or by appointment (Zoom info below)

Teaching Assistant

Stephanie Cadaval, M.S.

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Office hours: By appointment

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- *If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.*
- *You are expected to wear approved face coverings at all times during class and within buildings even if vaccinated. Please continue to follow healthy habits, including frequent hand washing. Following these practices is our responsibility as Gators.*
- *Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.*
- *If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself.*
- *Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.*

Course Goals

“The generation that destroys the environment is not the generation that pays the price. That is the problem.”

- Dr. Wangari Maathai (Kenyan scientist, activist and the first Environmentalist to win the Nobel Prize)

“Good stewardship of the environment is not just a personal responsibility; it is a public value... Our duty is to use the land well, and sometimes not to use it at all. This is our responsibility as citizens, but more than that, it is our calling as stewards of the earth.”

- George W. Bush (R.), former U.S. President

“Like music and art, love of nature is a common language that can transcend political or social boundaries.”

This class will explore the role of politics and policy in environmental outcomes, beneficial and harmful. The topics will include: environmental policy change over time, policy development process, the role of science in environmental policy decision making, environmental justice and risk assessment, an analysis of current environmental policies, and the role of U.S. environmental policy in the global policy arena.

This course is designed at the undergraduate level. The class will be reading intensive. Developing critical thinking, writing, and communication skills are fundamental objectives of this course; it is essential that all students are actively engaged and participating in discussions about the course content. If you are concerned about actively discussing topics in class, please talk with me about discussing other participation options.

Primary learning objectives

Upon successful completion of this course, you will:

1. Understand the steps involved in the environmental policy development process
2. Understand the role of science in U.S. environmental policy decision-making.
3. Understand the historical, social, political, and environmental dimensions of some of the key environmental policies around water, endangered species, agriculture etc.
4. Develop critical thinking, communication, and improved writing
5. Be able to critically assess key environmental policies, understand the arguments made in agreement and disagreement with the policies, and find viable policy alternatives and amendments.

CLASS FAQs

You might be wondering ...

1. Is there a required textbook for the class?

Yes, there is one required textbook for the class:

Rosenbaum, W.A. 2019. *Environmental Politics and Policy*. 11th Edition. CQ Press: Washington, DC. I will also post additional materials including videos, news articles and peer-reviewed journal articles throughout the semester on Canvas.

2. What is the class format?

This course will primarily use the **Team Based Learning (TBL)** method to deliver education content, promote student learning and engagement. With TBL, students will receive a variety of course materials to help them prepare for active classroom learning. This course will include a mixture of lectures, discussions, assessments, assigned readings, and guest lectures. The main requirements for this course include attendance and participation, one analytical paper, one group presentation, two midterms, and a final exam. There will also be a midterm class evaluation and end of semester evaluation to help me improve the course for future students. Some class sessions will include PowerPoint presentations.

3. What is your policy on diversity and inclusion?

Of utmost importance, no form of discrimination will not be tolerated throughout this course! As we grapple with issues surrounding systemic racism, social injustices and historical legacies of power and privilege, it is pivotal that academic environments strive to be better in our thoughts, words, and actions! Please respect the different lived experiences, beliefs, and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate, or are disrespectful of others including the instructor, TA or other students will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include referral to the Office of the Dean of Students.

4. What are the expectations for class attendance, participation, and assignments?

- This class will primarily be discussion based.
- We will meet synchronously once per week on Tuesdays at 11:45am-1:40pm. You are required to be at ALL class sessions.
- NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.
- Come to class on time; consistently unexcused late entrances may reduce grade.
- Be prepared to contribute to discussions by:
 - reading assigned materials and other class materials in advance

- taking notes of assigned reading
- preparing a question about the readings to further the discussion
- Be willing to engage your classmates and instructor by (agreeably) disagreeing with them. You are encouraged to critique the ideas and arguments of myself, guest lecturers and other students.
- All papers and assignments should be submitted in **Canvas**.
- Submit assignments on time; in fairness to other students, late papers will receive a late penalty of 5% of their final paper grade, per day.
- Plagiarism may result in an F for the course as well as University-imposed penalties.

5. What should I do if I miss a class?

If you have no choice but to miss a class session, please let the instructor know as soon as possible. Each class session is important, we will only meet together 15 times for the entire semester. If you have to miss a class, you must complete a makeup assignment unless it is a medical or other family emergency, please communicate with the instructor. The makeup assignment should be uploaded to Canvas by 11:59pm the following Monday from the class you missed. The makeup assignment should consist of a 3-page essay (~1500 words) that addresses:

- A summary of the assignments including pre-recorded lectures
- A critical reflection of how the course material relates to the topic

The makeup assignment should be emailed to the instructor and TA by 11:59pm the following Monday from the class you missed. A zero for the day will be assigned if summary is late, poorly written, or lacking in substance.

6. How do I access course material online?

- All course material including syllabus, assignments, lectures, videos etc. will be posted on Canvas (UF e-learning in Canvas at [Iss.at.ufl.edu](https://iss.at.ufl.edu)). You can use Canvas to access course materials including prerecorded videos, quizzes, assignments, additional readings, and class announcements. Please check the Canvas platform regularly. **To access the VPN and eResources from off campus, visit <https://cms.uflib.ufl.edu/offcampus>.**

7. How will the instructor and TA communicate with the class?

The instructor and TA will primarily use Canvas announcements and messaging to communicate with the class. Please check Canvas frequently (all course materials will be posted in Canvas). I am happy to meet with students individually. Email instructor and/or TA to schedule a meeting. There will also be virtual office hours on Wednesdays at noon – 1pm. To join virtual office hours:

<https://ufl.zoom.us/j/99836572302?pwd=dkNKSDbVeHRQZjViaFpoR3A1aytyUT09>

8. What should I know about protecting my data and privacy?

The following table lists the key resources we will use this semester and related links to their privacy policies.

Resource	Additional privacy information
Instructure (Canvas)	Privacy Policy Accessibility Links to an external site.
Zoom	Privacy Policy (Links to an external site.) Accessibility (Links to an external site.)
Youtube (Google)	Privacy Policy (Links to an external site.)
Honorlock	Privacy Policy (Links to an external site.) Accessibility

9. How will I be evaluated in the course?

Midterm exam: 15%

Final exam: 15%

Group paper and presentation: 30%

iRat: 15% (will explain more in class, this is part of Team Based Learning)

tRat: 25% (will explain more in class, this part of Team Based Learning)

Midterm and final letter grades are assigned as follows:

A = 93.34 – 100% A- = 90.00 – 93.33%

B+ = 86.68 – 89.99% B = 83.34 – 86.67% B- = 80.00 – 83.33%

C+ = 76.68 – 79.99% C = 73.34 -76.67% C- = 70 – 73.33%

D+ = 66.68 – 69.99% D = 63.34 – 66.67% D- = 60.00 – 63.33% F < 60%

Course Evaluation

Item	Description	Important Dates
IRAT	Individual Assurance Readiness Test (IRAT) – This is a test you complete on your own. This test is based on the assigned readings, videos, or other class material we will cover for that session. It is important to do the readings and watch the videos before the start of class each session!	We will complete IRAT in class
TRAT	The TRAT is an important part of the Team Based Learning module – This is test you complete as part of a small group. You will complete the TRAT, after doing the IRAT. The TRAT is also based on the assigned readings videos, or other class material we will cover for that session. It is important to do the readings and watch the videos before the start of class each session!	Will complete TRAT in class.

Exams	There will be two exams this semester. The exam will be cumulative of the material we covered in class until the date of the exam.	Exam 1 (TBD) Exam 2 (TBD)
News article Review	One current newspaper or magazine article will be prepared by each student. Each paper will review one newspaper or magazine article discussing a current environmental or natural resource issue published between 2018 and the class date. The student will also sign up to give lead a short 5 – 10 minutes class discussion about the current issue as it relates to class content for that day. You will receive instructions for the article review in class and Canvas.	Dependent on student's selection
Group policy brief	A policy brief on an environmental issue will be prepared by students working as part of a small group. Each group will select a current issue of interest and prepare a relevant briefing paper. A draft of the policy brief must be submitted for instructor feedback prior to submission of the final brief. A professional policy brief presentation will be prepared and delivered by each group to the class. I understand that some students do not like group projects, but in the real world you rarely work on projects alone and oftentimes you work with individuals from different backgrounds and disciplines. Working successfully in a group towards a common goal takes practice. To facilitate such practice, encourage active participation, and make the process as fair as possible, each student will be evaluated by his/her group members using a standardized grading rubric provided by the instructor. This peer evaluation of group contribution will be counted towards each student's final grade. You will receive detailed instructions about the group project in class and on Canvas.	Presentation: December 7, 2021 Final paper due: December 7 2021

Class Schedule

Week	Topic	Readings
1	Course overview, Introductions, Team Based Learning What is environmental policy and why do we need it?	Read course syllabus
2	Overview/Evolution of U.S. environmental policy	Soll et al. 2014; Rosenbaum chapter 1
3	Characteristics of environmental policy - Focus on the Endangered Species Act and NEPA	Rosenbaum chapter 2 Christy 2016
4	Policy development process: Agenda Setting, Formulation and Selection Legitimization, implementation, and evaluation	Benbear and Coglianese 2004
5	Participants in the environmental policy process: Interest groups, public opinions, media, bureaucratic systems legislative and judiciary systems	Haedicke 2017; Aldrich and Cook 2017; Shollenberger et al. 2019; Rosenbaum chapter 3
6	Environmental policy tools	Andrews 2014; Rosenbaum chapter 5; Rosenbaum chapter 6
7	Regulating environmental resources: Command and Control -Air and water	Rosenbaum chapter 6; Exam 1
8	Regulating environmental resources: Toxic/hazardous substances	Rosenbaum chapter 7; Lukas et al. 2017; This is Superfund (U.S. EPA film)
9	Environmental valuations and Payment for Ecosystem Services: Costa Rica/ New York City	Chee 2004 Gaworecki 2017 (Mongabay online article)
10	Environmental justice and risk assessment Guest speaker: Dr. Nia Morales	Rosenbaum chapter 4; Saville and Adams 2019; Aczel and Makuch 2018
11	Environmental policy issue: Food systems and Policy	Pietrick and Garnett 2014; Food Chains (Documentary); Vanek Zmith and Garcia (NPR podcast)

12	Environmental policy issue: Climate change Guest lecture: Ben Lowe	Rosenbaum chapter 10; TED talk by Renee Lertzman <i>The influence of Evangelical religion, politics, and demographics on climate change attitudes</i>
13	Environmental policy issue: Invasive species management Thanksgiving Break – No class	Davis et al. 2009; Early et al. 2016; Clarke et al. 2018; Simberloff 2011
14	Environmental policy issue: Forest management and regulating public lands	Rosenbaum chapter 9; Foster and Watt 2019; Aczel and Makuch 2020; Kittredge 2009; US Forest Service Film; TED Talk by Paul Hessburg
15	Group presentations; course wrap-up Reading Day – No class	<i>Group presentations and final paper</i>
16	Finals Week/ Exam 2	Exam 2 (Date TBD)

Other resources at the University to Florida to help you succeed in this course

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.

Student Complaints:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Software Use

All faculty, staff and students at the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

List of additional readings/class material (will be posted on Canvas)

1. Aldrich, D. P. and Crook, K. (2008). Strong Civil Society as a Double-Edged Sword: Siting Trailers in Post-Katrina New Orleans. *Political Research Quarterly*, 61(3), 379–389. <https://doi.org/10.1177/1065912907312983>
2. Andrews, R.N. 2014. Environmental Policy Tools (1700s – Present). In Fairfax, S. and Russell, E. Guide to U.S. Environmental Policy. Sage Publications.
3. Davis et al. 2009. Don't judge species by their origin. *Nature*. DOI: 10.1038/474153a
4. Early, R., Bradley, B., Dukes, J. et al. Global threats from invasive alien species in the twenty-first century and national response capacities. *Nat Commun.* 7, 12485 (2016). <https://doi.org/10.1038/ncomms12485>
5. Haedicke, M.A. 2017. Institutionalizing Coastal Restoration in Louisiana After Hurricanes Katrina and Rita: The Importance of Advocacy Coalitions and Claims-Making in Post-disaster Policy Innovation. *Case Studies in the Environment* 31 (1): 1–7. doi: <https://doi.org/10.1525/cse.2017.000422>
6. Soll, D. 2014. Changing understandings of the nature and role of government policy (Early years to present). In Fairfax, S. and Russell, E. Guide to U.S. Environmental Policy. Sage Publications.
7. Hardin, G. 1968. Tragedy of the Commons. *Science*, 162, (3859) :1243-1248. DOI: 10.1126/science.162.3859.1243.

8. Benneer, L.S. and Coglianese. C. 2004. Evaluating Environmental Policies. University of Pennsylvania Law School. Penn Law: Legal Scholarship Repository.
https://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=1105&context=faculty_scholarship
9. Gaworecki, M. 2017. Cash for conservation: Do payments for ecosystem services work? Mongabay Series: Conservation Effectiveness.
<https://news.mongabay.com/2017/10/cash-for-conservation-do-payments-for-ecosystem-services-work/>
10. Chee, Yung En, 2004. An Ecological Perspective on the Valuation of Ecosystem Services. *Biological Conservation*, 120:549-565.
11. Simberloff, D. 2011. The Rise of Modern Invasion Biology and American Attitudes towards Introduced Species. In *Invasive and Introduced Plants and Animals: Human perceptions, attitudes, and approaches to management*. Routledge Publication.
12. Saville, A. and Adams, A. 2019. Balancing Environmental Remediation, Environmental Justice, and Health Disparities: The Case of Lake Apopka, Florida. *Case Studies in the Environment* 3 (1): 1–7. doi:<https://doi.org/10.1525/cse.2018.001610>
13. Shollenberger, H., Dressler, E. and Mallinson, D.J. 2019. Invasive Snakehead and Introduced Sport Fish Illustrate an Environmental Health Paradox of Invasive Species and Angler Demand. *Case Studies in the Environment* 3 (1): 1–10. doi:
<https://doi.org/10.1525/cse.2018.001370>
14. Foster, M., Watt, L.A. 2019. More than “The Public”: A Case Study of Resident Inclusion in Decision-Making at Point Reyes National Seashore. *Case Studies in the Environment* 3 (1): 1–9. doi: <https://doi.org/10.1525/cse.2019.002071>
15. Lukacs, H.A. Sawe, N. and Ulibarri, N. 2017. Risk, Uncertainty, and Institutional Failure in the 2014 West Virginia Chemical Spill. *Case Studies in the Environment* 1 (1): 1–7. doi: <https://doi.org/10.1525/cse.2017.000604>
16. Aczel, M. and Makuch, K.E. 2018. Environmental Impact Assessments and Hydraulic Fracturing: Lessons from Two U.S. States. *Case Studies in the Environment* 31 2 (1): 1–11. doi: <https://doi.org/10.1525/cse.2017.000638>
17. Aczel, M. and Makuch, K.E 2020. Shale Resources, Parks Conservation, and Contested Public Lands in North Dakota’s Theodore Roosevelt National Park: Is Fracking Booming? *Case Studies in the Environment* 4 (1): 1–13. doi:
<https://doi.org/10.1525/cse.2019.002121>

Films/Documentaries/Podcasts (links will be posted on Canvas)

18. Film – Food Chains. Directed by Sanjay Rawal. Approximately 1hr 30 minutes
<https://www.youtube.com/watch?v=6vw-qTCW8fo>
19. Short clip – Vanek Smith and Garcia. 2020. Coronavirus, Farmworkers and America's Food Supply. NPR. Approximately 9 minutes.

<https://www.npr.org/2020/05/13/855523199/coronavirus-farmworkers-and-americas-food-supply>.

20. Film - The Greatest Good: A Forest Service Centennial Film. USDA Forest Service. Approximately 2hr. <https://archive.org/details/GreatestGoodUSFS/The+Greatest+Good+-+A+Forest+Service+Centennial+Film.mkv>
21. Paul Hessburg. Why wildfires have gotten worse and what we can do about it. TED Talk. https://www.ted.com/talks/paul_hessburg_why_wildfires_have_gotten_worse_and_what_we_can_do_about_it
22. Renee Lertzman. How to turn climate anxiety into action. TED Talk. https://www.ted.com/talks/renee_lertzman_how_to_turn_climate_anxiety_into_action
23. U.S. EPA. 2010. This is Superfund. <https://www.youtube.com/watch?v=y9TcQCDEC8k>