

## SPRING 2009

### ENSP102: INTRODUCTION TO ENVIRONMENTAL POLICY

Time: MWF, 9:00-9:50 a.m.  
Place: 1400 Marie Mount Hall  
Instructor: John K. Horowitz  
Department of Agricultural and Resource Economics  
2104 Symons Hall  
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Web page: <http://courses.arec.umd.edu/ensp102>  
Office hours: I am on partial leave this Spring to work at the Economic Research Service of the U.S. Department of Agriculture, so I will not be in my University office very much. If you need to talk to me outside of class please email me to set up an appointment. I am sure we can find a time to meet.  
Mailbox: 2200 Symons Hall

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Teaching Assts.: Janine Harris ([jharris4@umd.edu](mailto:jharris4@umd.edu))  
Ryan Richards ([ryanri@umd.edu](mailto:ryanri@umd.edu))  
Seth Wechsler ([swechs11@umd.edu](mailto:swechs11@umd.edu))

TAs have mailboxes in 0102 Symons Hall (main ENSP office)

| Section: | Time:     | Place:                        | TA: (planned) |
|----------|-----------|-------------------------------|---------------|
| 0101     | 10 a.m. F | 2108 Tydings                  | Richards      |
| 0102     | 11 a.m. F | 0120 Armory                   | Wechsler      |
| 0103     | 11 a.m. F | 1202 Eng Lab                  | Harris        |
| 0104     | 2 p.m. Th | 2116 Engineering Class        | Wechsler      |
| 0105     | 10 a.m. F | 1202 Engineering Lab          | Harris        |
| 0106     | 2 p.m. Th | 1105 Cambridge Community Ctr. | Richards      |

Note: See me if you need to switch discussion sections. You may not attend a different discussion section from the one you are registered for unless I give you permission.

**Subject:** This course covers all of the major U.S. environmental policies. We will study what these policies do, implementation issues, strengths and weaknesses in policy design, and what alternatives are available. You cannot discuss environmental policy – all the things you want and wish could be – without knowing what environmental policies actually *are* and how they work.

We are lucky in the U.S. We have tried a lot of different policies and therefore have a lot of experience to learn from.

A few courses at other Universities cover the policies that the Environmental Protection Agency administers, such as the Clean Air Act and Clean Water Act and upcoming climate change legislation. Our course is unique in being much broader than these, covering all of the major environmental policies including land use policies, at both federal and state levels. We will also cover water policy and law, fishery policies, and management of Federal lands.

**Course description:** The main goal of this course is to help you know and understand environmental policy. A second goal is to introduce you to how each of the social sciences approaches environmental issues. A third goal is to make you smarter, more perceptive, and better informed individuals. I hope to help you to argue, to think on your feet, to not be cynical, and to make concrete progress in improving human welfare.

Another goal of this class is for you to be able to read about environmental policy in the newspaper and understand the issues, nuances, and unspoken or misspoken details.

**Teaching method:** Students in this class typically have lots of ideas and beliefs about environmental policy. In this way this class is different from most of your other classes. Please don't just sit on your ideas – make your views known. We are in a big lecture hall and sometimes I will sometimes have to intercede but generally I think we can handle the give-and-take that will result from your speaking your minds.

**Teaching method, cont.:** I see this course as a *joint enterprise* between you and me. Intellectual inquiry is a give-and-take exercise. Your active participation is needed: Education is not just a case of my planting knowledge in your silent brains.

In other words, I will try really hard not to lead a course like this:

“I-lecture → You-take-notes → You-transfer-notes-to-exam”

Tradition, inertia, and class format will keep pushing us into this rut. We should try to avoid it.

**Class Requirements and Grading (1000 points):**

1. Discussion section – **216 points.** 8 @ 27 points.
2. Papers – **264 points.** 2 @ 132 points.
3. Homework – **112 points.** 4 @ 28 points.
4. Quizzes (unannounced) – **12 points.** 3 @ 4 points.
5. Exams – Midterm @ **176 points**; Final @ **220 points.**

**1. Discussion section.** There will be 9 assigned general-interest readings that students will analyze and discuss. These are readings that I think you will enjoy. *Attendance and participation* will be worth 27 pts. per session, assessed by the TAs. I will drop the lowest score out of the 9. Therefore, the total will be 8 @ 27 = 216 points.

Note: You must attend discussion section. If you do not attend at least 6 discussion sections, you will be marked down one letter grade in the course from the grade you would have received based on the above accounting. There may be exceptions due to illness or athletic participation.

Students with Thursday or Friday conflicts: (i) If you have a regular conflict (such as, you are an athlete), see me before the first discussion section. (ii) For all students: For sections that you have to miss for an excused reason, you may turn in a short paper (300-400 words) that discusses the reading. This alternative must be approved *by the TA ahead of time.*

**2. Short papers.** Students will write two short papers about environmental policies of their choosing. You can co-write your papers with one or two other students. In fact, I encourage this. More information about the format and requirements will be handed out 3–4 weeks before the first due date. In the past, students have felt that the papers were graded fairly strictly. Be forewarned.

**3. Homework.** There will be 4 homeworks @ 28 points each. The homeworks are “informational” rather than “analytical.” They involve searching out key pieces of environmental policy information. This is usually harder than it sounds. Students are allowed to collaborate on homework.

**4. Quizzes.** Unannounced. To keep you on your toes.

**5. Exams.** Unchanged for a thousand years.

**Grades:** Grades for all items will be posted on [ELMS](#). If any of your grades is in error (it happens), you must notify me soon after the posting on ELMS. Please do not delay either in checking or informing me of problems.

**Website:** Everything else in class will be posted on <http://courses.arec.umd.edu/ensp102>.

**Textbook: (Recommended, not required)**

- Salzman, J., and B. Thompson, Jr. *Environmental Law and Policy*. (Any edition.)

**Readings:** Other relevant readings and websites will be mentioned during the semester and will be linked online.

**Classroom rules:**

- There is one key rule. Can you guess it? It's connected to [modern technology](#).

**Important websites:** Here are 5 websites that I use a lot for background material and up-to-date details:

<http://www.epa.gov/> – Federal environmental policy; some non-EPA policies

<http://www.whitehouse.gov/> – Administration policy

<http://www.eia.doe.gov/> – Energy statistics. Some greenhouse gas statistics.

<http://Thomas.loc.gov> – Legislation.

<http://www.gpoaccess.gov/eop/> – *Economic Report of the President*.

**Environmental policy blogs:** Here are some blogs that periodically deal with environmental policy issues. If you have other blog suggestions, let me know.

[Environmental Economics](#) – Fisheries, many other issues

[Deltoid](#) – DDT, global warming, science policy

[Econbrowser](#) – Formerly many good posts on oil. Now more focused on general economics.

[Brave New Climate](#) – Not a policy blog but good information on climate issues.

[John Quiggin](#) – Global warming, irrigation

**General interest political blogs:**

[Matthew Yglesias](#) – My favorite young blogger. Many posts on public transit.

[Volokh](#) – Law, economics, policy. Good but infrequent posts on environmental law. Commenters are highly resistant to the idea of climate change.

[Marginal Revolution](#) – Economics, policy, culture; almost never mentions the environment; why?

**Five tips for doing well in this class:**

1. Attend lecture. A few of the topics aren't covered all that well by the textbook so the lectures will give you a much better understanding of the issues. Also, in many cases I will emphasize different aspects from the text.
2. The keys to a top-notch memo are (i) organization; (ii) learning the real "ins-and-outs" of your chosen topic; and (iii) re-writing.
3. Prepare for exams (of course). Work on practice questions. Think about the material beyond the class presentation format.
4. Attend discussion section and prepare for the day's discussion.
5. Turn in homework on time.

## SYLLABUS – SPRING 2009 – Subject to change

|             |  |
|-------------|--|
| January 26  | Introduction (no lecture)  |
| January 28  | Externalities  |
| January 30  | Political, economic, and legal bases for regulation                    |
| February 2  | Congress's role.   |
| February 4  | Administration's role. Laws vs. Rules. Federal Register. Courts' role. |
| February 6  | Clean Air Act  |
| February 9  | Clean Air Act, cont.   |
| February 11 | New Source Review, New Source Performance Standards                    |
| February 13 | Acid Rain Trading Mobile sources.                                      |
| February 16 | <i>No class</i>  |
| February 18 | Mobile sources. Clean Air Act accomplishments                          |
| February 20 | Safe Drinking Water Act  |
| February 23 | Benefit-cost analysis. Revealed and stated preference.                 |
| February 25 | Benefit-cost analysis, cont. Statistical lives.                        |
| February 27 | Clean Water Act  |
| March 2     | Clean Water Act. Water quality trading.                                |
| March 4     | Section 404 Permits. Clean Water Act summary.                          |
| March 6     | Resource Conservation and Recovery Act                                 |
| March 9     | CERCLA (Superfund); Exxon Valdez case                                  |
| March 11    | Environmental Justice  |
| March 13    | <i>Exam</i>  |
| March 23    | National Environmental Policy Act                                      |
| March 25    | Federal lands. Wilderness Act. Forest Service                          |
| March 27    | Bureau of Land Management  |
| March 30    | Endangered Species Act   |
| April 1     | Endangered Species Act, cont. CAFE (mileage) standards                 |
| April 3     | CAFE (mileage) standards, cont.  |
| April 6     | Renewable fuel standards. Renewable portfolio standards                |
| April 8     | International issues. Montreal Protocol. Kyoto Protocol.               |
| April 10    | U.S. greenhouse gas policy. Carbon cap-and-trade                       |
| April 13    | Carbon cap-and-trade: Initial allocation. Carbon tax                   |
| April 15    | Comparison of greenhouse gas policies.                                 |
| April 17    | Federal conservation programs  |
| April 20    | State farmland preservation policies                                   |
| April 22    | State farmland preservation policies: Tradable Development Rights      |
| April 24    | Local land use policies. Zoning; Measure 37                            |
| April 27    | Smart Growth   |
| April 29    | Fisheries  |
| May 1       | Water  |
| May 4       | Water, cont.   |
| May 6       | Trade and the Environment  |
| May 8       | Open   |
| May 11      | Wrap-up  |
| May 18      | <i>Final exam, 8:00 a.m., in the regular classroom</i>                 |

**Homework due dates:**

Homework #1 – February 11

Homework #2 – February 25

Homework #3 – April 8

Homework #4 – April 22

**Paper due dates:**

Paper #1 – March 4

Memo #2 – April 29

**Discussion Sections will meet on the following days: (Note: Readings are tentative.)**

|                  |   |
|------------------|---|
| January 29 & 30  | No discussion sections  |
| February 5 & 6   | “Recycling is Garbage”  |
| February 12 & 13 | “Betting on the Planet”   |
| February 19 & 20 | “The Way We Live Now”   |
| February 26 & 27 | “Vehicle Inspection in Maryland”  |
| March 5 & 6      | “Mass Suffering and Why We Look the Other Way” & “Numbed by Numbers”                    |
| March 12 & 13    | No discussion sections  |
| March 26 & 27    | “An Explosion of Green”   |
| April 2 & 3      | “The End of Hunting”  |
| April 9 & 10     | “It’s Immoral to Buy the Right to Pollute” & “Are We Ready to Track Carbon Footprints?” |
| April 16 & 17    | “Tale of Two Fisheries” & Costello <i>Science</i> article                               |
| April 23 & 24    | No discussion sections  |
| April 30 & May 1 | No discussion sections  |
| May 7 & 8        | No discussion sections  |