Environmental Politics

PUP 3203
Summer 2011
Instructor: Peter Jacques

THIS IS A SERVICE LEARNING CLASS

Contacting the Professor		Contacting the Class	
Office Hrs:	Weds 8:30-10:30	**Class E-mail:**	**Coursemail Only** for regular issues; use my office email for urgent messages only.
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CAVEAT DISCIPULI ---- Read the whole syllabus before you ask any questions. Further, the Course Protocols in webcourses are part of this syllabus, and they contain my rules for the courses, e.g., when I round up to a higher final semester grade.

Please be advised that this a 9 week class—half of the normal semester, but with the same credits = same amount of work . You will likely have to spend about 2 or more hours a day reading. If you do not have time for this class (e.g., you have a heavy job schedule), it is better for you not to take the class.

Course Description
In this class we will survey several topics in (mostly U.S.) environmental politics and policy. This includes social concepts of nature, ideas and influences regarding nature, environmental political economy, and a survey of some specific environmental concerns such as pollution, resource extraction, environmental justice and sustainability. We will discuss environmental and anti-environmental movements and ideologies in addition to the role of government, civil society, and political economy in relation to human ecology (which is how human groups and society relates to nature and other groups).

Course Objectives:
In this course you will do more than learn material, though there is lot to learn! The course objectives here work on several levels.

Academic: Students will come to understand a broad history of U.S. environmentalism, anti-environmentalism, and thinking. Students will learn about environmental ethics and policy, common pool and collective action problems in the environment, environmental justice, and the general institutional environment within which environmental policies are made (or ignored).

Civic: Students will evaluate, synthesize and apply models of civic theory to environmental problems. We will confront and interrogate what it means to be a citizen of a community, and how ecology interacts with our expectations of civic responsibility.

Personal: In addition to learning, students of this course will reflect upon the notion of service, and consider their own expectations for environmental citizenship in a changing Earth system. Students will devote time and energy with others working on environmental challenges to think about what kind of life they want to live.

Required Texts

Textbooks

- *Environmental Policy Paradox*, 5th edition by Zachary Smith, Prentice Hall.--- **(referred to as EPP here).**
- *The Environmental Case*, **2ND** edition by Judith Layzer, CQ Press—**(referred to as TEC).** Note there is a 3rd edition that has needlessly been written, in my view, so I am sticking with the 2nd which works very well. If you want to purchase the more expensive new version, it will still work, but the chapters assigned here are based on the older version.

Additional Required Material

- *The Monkeywrench Gang*, Edward Abbey
- *New York Times* at least 3x weekly **(NYT) You may get this FREE (YES FREE) at almost any library. OR, pay for student home delivery call** *NYT at 1-800 NYTIMES.* Make sure you say you want a student subscription, they are cheaper.

Grade Categories	Description of the requirements	Weight toward final grade (1000pnts)
Journal Essays	10 minor essays (20 points each)	200
4 Exams	Based on readings and modules, 100 points each	400
4 Directed Synthetic Essays on Assignments	1000 word synthetic essays 1. Book Review 2. Save the Peaks letter 3. Fish Game Response 4. Service learning	400

Learning Modules:
Within the course are detailed modules that replace my lectures from a face-to-face course, and will require time for you to go through them as if you were sitting in lecture. I have loaded in a lot of videos, etc...—these links are not necessary for you to follow, unless they are in the syllabus. Otherwise links within the modules are there for the curious of mind only.

Exams
Exams will open at the end of each session (there are 4 primary modules): Environmentalism, The Commons, Environmental Justice, and Environmental Policy Regulatory Framework. The exams will cover reading and module content, and will be 50 questions each, with 75 minutes to take the exam. Save your answers as you go to minimize computer problems! The last exam – on the Environmental Policy Regulatory Framework will be during finals week, and will be your final exam, but will not be cumulative. It will be just like every other exam. You may take exams as often as you wish, but only the first attempt will count for your grade.

Synthetic Essays

See requirements for synthetic essays in Course Protocols as well as the grading forms for these larger essays. In this course, to receive an average or above average or outstanding grade in each of the below assignments, you must use concepts from 7 readings of the course, and explain them well. Less than 7, or if there are errors in the concepts then a lower grade is earned.

- **Save the Peaks letter, Due at the End of Module 1.** In Module 1, you will read a bit about the "Save the Peaks" movement. After reading about it, you will construct a letter, to be posted in the "Save the Peaks" discussion section. Notice that this issue is about federal policy by a federal agency in charge of discharging the public interest. In this letter you are to take a position as to what this public interest is—what should the USFS do if it is accountable to the "public"? What civic purposes are observed in this case, what kind of civic concerns are being ignored?

- **Fish Game Response, Due at the end of Module 2.** In Module 2 you will play the Fish Game. In the "Fish Game" discussion section, you will post your essays on this game. In your response, note which set of institutions worked the best, what you think could be done to improve fishery management after your game, and discuss this in relation to the literature on the commons. What public interests should fishery institutions, or any institution governing an environmental commons, attempt to achieve?

  Note- In the fish game it records your responses as you go—this is not what I want for the essay. I want you to reflect on the whole game afterward, and compare it to the work on the commons you are reading.

- **Book Review**
  You will read 1 work of classic environmental fiction, *The Monkeywrench Gang*, an environmental studies classic literary work. The idea of reading fiction in a political science

class is to be able to use the material to imagine other worlds, other life experiences, voices, and contexts to bring a more full educational experience to your class.

Your book review must summarize the 2-3 most important points, makes connections to other thinking, and provides criticism. It **does not** simply recapitulate the plot, rather it draws out meaningful and insightful moments in the plot or character development.
All main points (especially the criticism) should have support taken from the book; *brief* quotes are essential for this support throughout your review. This is a matter of balance because the paper needs to be made of your own thoughts, not a string of quotes you assemble from the book, nor can the review be absent of quotes. You need the Goldilocks approach to quoting where there is "just the right amount" that support an assertion. After each quote, you should explain what the quote means and synthesize it into your essay.

In particular, answer the question, "What does freedom mean to Abbey, and what is the role of the state in this freedom?"

- **Service Learning Project, due at the end of Module 4.**
  This is a service learning class. Service learning is a university sanctioned type of class which includes community service as part of the curriculum. You will do the service learning by volunteering with a non-profit or government organization related to environmental politics (which must be approved by the instructor) over the course of the semester for no less than 20 hours. **See the appropriate section in Module 1 for the entire set of directions on writing the field report. Like other synthetic essays, this must incorporate 7 readings, including Dobson.** PLEASE do the survey on your experience afterward at:
  http://www.explearning.ucf.edu/categories/For%20Students/Service-Learning/210_143.aspx

Module 1: Introduction to Environmental Politics and Environmentalism

3 weeks: May 16 – June 3

Introduction

- **Begin Reading *The Monkey Wrench Gang, review due during module 3***
- **Chapts 1 and 2 in EPP**
- **Chapter 1 in The Environmental Case (TEC)**
- **Muir, "Save the Redwoods"**
- **Vanderheiden: "Radical environmentalism in an age of antiterrorism" (this should help a lot in understanding/contextualizing Abbey's novel and with your book review).**

Environmental Theory: Civics and Philosophy

CIVICS

- **Dobson: "Ecological Citizenship"**
- **Nash: "Island Civilization: A Vision for Human Occupancy of the Earth in the Fourth Millenium"**
- **Dagger: "Stopping Sprawl for the Good of All: The Case for a Civic Environmentalism"**

ETHICS

- **Jenni, "Western Environmental Ethics, An Overview**

Supplemental (supplemental readings are not required and are not on exams unless I cover these readings in modules):

- **Jacques, "Power and Death of the Sea"—ontology as power**
- **Taylor, "Place" as Prepolitical Grounds of Democracy"**

Environmental History

- **Part One of *American Environmentalism* (Nash)**
- **Dunlap, Xiao and McCright "Politics and Environment in America"**
- **Chapt 13, The Environmental Case**

Supplemental

- **Jacques, et al "Organization of Denial"**
- **Turner: "The Specter of Environmentalism: Wilderness, Environmental Politics, and the Evolution of the New Right"**

Assignments all due at 6pm in webcourses

- Journal Essays 1A Environmental Groups due 5/20; 1B Thinking about Nature due 5/27 ; and 1C The Environmental Public Interest due 6/2.
- Synthetic Essay/ letter on the San Francisco Peaks issue Due 6/3 at 6pm.
- Exam 1: Open 6/3 at 6 am to 6/4 at 6pm

Module 2: The Commons

2 weeks: June 6- 17

The Tragedy of the Commons

- **Hardin: "The Tragedy of the Commons"**
- **TEC, chpt 10 and 11**
- **Oreskes, on the Climate Consensus**
- **Watch Oreskes' 1 hour lecture on "The American Denial of Global Warming"** here: http://www.youtube.com/watch?v=2T4UF_Rmlio

Hardin's Errors

- **Buck: "No Tragedy of the Commons"**
- **Ostrom, et al "Revisiting the Commons"**
- **Chpt 12 TEC**
- **Eagle and Thomson, "Answering Lord Petty's Question: Dissecting Regulatory Overfishing."**

The Risk Society and Inverted Quarantines

- **Szasz: "The Dangerous Delusions of 'Inverted Quarantine'"**
- **Moanna Jackson, "Indigenous Law and the Sea"**
- **Scharper and Cunningham, "The Genetic Commons and the Neoliberal Enclosure of Life"**

Assignments- all due at 6 p.m.

- Journal Essays: 2E CPR's and Climate Change due 6/10; 2E Resilience and Justice in Climate Politics due 6/14.
- Synthetic Essay: Fish Game due 6/17
- Exam 2: Open from 6am June 16 to 6pm June 17.

Module 3: Ecology, Justice and Democracy

2 weeks: June 20- July 1

Environmental Justice: the reality on the ground

- **Rindquist, "Equity and the Distribution of Environmental Risk" and**
- **CHPT 4 and 5 in the TEC**
- **Pollock and Vittes, "Who Bears the Burdens of Environmental Pollution? Race, Ethnicity, and Environmental Equity in Florida"**

The Reasons

- **Raquel Pinderhughes "The Impact of Race on Environmental Quality"**
- **David Schlosberg: "Reconceiving Environmental Justice: Global Movements and Political Theories,"**
- **Antonio Regalado, "The Ukukus Wonder Why a Sacred Glacier Melts in Peru's Andes," (in the global warming reader)**

American Indian Environmental Justice Problems

- ***Lone Wolf v. Hitchcock***
- **Churchill "Radioactive Colonialism"**

Assignments- all due 6 p.m.

- Journal Essays: 3A Environmental Justice 6/24; 3C American Indian Environmental Justice 6/27
- Synthetic Essay: Book Review of *The Monkey Wrench Gang*
- Exam 3: June 30 6 am- July 1 6pm.

Module 4: The US Regulatory Framework

2 Weeks: July 5- 16

The Structure of US Government and Environmental Policy

- **Chpts 3 and 4 in EPP**
- **Chpt 15 TEC**
- **Davis and Forrester , " Past and Present Environmental Health Challenges in Southwestern Pennsylvania: Some Comments on the Right to a Clean Environment"**

Political Economy and Regulation

- **Chpt 5 and 6 EPP**
- **Chpts 7, 8 and 14 TEC**
- **Gifford Pinchot: "The Use of the National Forests"**

Supplemental

- **Foley et al "Global Consequences of Land Use**

Science and Society

- **Dunlap and McCright, "Widening Gap: Republican and Democratic Views on Climate" (climate change reader)**

Supplemental**:**

- **Boykoff, M.T., "*Lost in translation? United States television news coverage of anthropogenic climate change, 1995–2004" (climate change reader)***
- **Jasonoff, "Skinning Scientific Cats"**
- **Chpt 18 TEC**
- **Oreskes, "What's Proof Got to Do with it?"**
- **Vitousek, et al "Human Domination of Earth's Ecosystems"**
- **Lahsen, Climate Skepticism and the Risk Society (climate change reader)**

Assignments- all due 6p.m.

- Journal Essays: 4A Policy Approaches due 7/8; 4B Authority and Enforcement due 7/11; 4C Political Economy due 7/13.
- Synthetic Essay: Service Learning Field Report 7/15
- Final Exam open July 14 at 6am to July 15 6 pm.