Environmental Politics
PUP 3203
Fall 2013
Instructor: Peter Jacques

THIS IS A SERVICE LEARNING CLASS: 20 hours of Service must be approved by the instructor

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CAVEAT DISCIPULI ---- Course Protocols available in canvas/webcourses are part of this syllabus, students are expected to read the syllabus and protocols prior to asking questions. If you ask questions that are already answered in the syllabus or Course Protocols, we can deduct points from your overall grade. Also, professional etiquette is part of your overall grade and all assignments. This simply means that if you are disrespectful or otherwise rude I will deduct points from your grade.

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*, 6th edition by Zachary Smith, Prentice Hall.--- (referred to as EPP here).

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)
Informal Essays	Due Most Wednesdays, randomly graded for 50 points each	200
4 Exams	Based on readings and modules, 100 points each	400
Formal Essays	1. Book Review (100 points) 2. Service learning report (requires 20 hours of service during the term) (200 points) 3. A revision of one of the above essays (100 points)	400

ASSIGNMENTS:

Informal essays: you will be assigned 8 informal essays, found in the Assignments section of the class. These essays will ask you to analyze concepts from the course. They will not be graded for grammar but for clarity in thinking and command of the material. You will not be graded on each one. I randomly choose when to grade these essays, so submit essays for every assignment, since any of these times could be your chosen graded turn, as when to grade your personal essay is decided by me.

> Directions: No less than 400 words. You are not graded on grammar but if the writing is incoherent, so is your thinking. The audience for these essays are your peer reviewers (below)— a fellow classmate, and your intention for these essays is

to clearly explain with support a concept from the reading and how you think it connects to the news from the New York Times. You should properly cite your work in APA format.

Exams: 75 minute exams, 50 questions, 100 points available each, all based on course material of the specific module, found in the "Quizzes" section of canvas.

Formal Essays: Informal essays will build up to formal essays that use a book or game to explore concepts and thinking. These essays are graded on readability and thinking. One essay will be revised and submitted at the end of the semester, graded on the revision, readability, and thinking.

Directions: No less than 500 words. You are graded on the readability of your essay. These essays focus on an issue and you are to use your module readings to think about that issue. You must use no less than 5 sources from the course, and 1 peer-reviewed journal article outside source that is not assigned in the module, and all 6 sources must be formally cited in APA format (see the library website for directions).

The following are the formal essay assignments which must conform to the directions above:

- Book Review. 100 points. You will read a 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 Field Report, due at the end of Module 4. 200 points**.** 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 formal essays, this must incorporate 7 readings, including Dobson.

- Revision. 100 points. You will describe what you revised and re-thought. Revising is not just about catching mechanical errors like missing commas, it is also about re-thinking your ideas, the structure and connection of the ideas, and the meaning of these ideas. Under your explanation of revision, paste your original essay and then the revision (or simply use track changes and paste that).

- **ALL written work will be peer reviewed by the following Monday at 6pm of the due date of the assignment.** And, while none of your reviews will be graded specifically, I will go back through them at the end of the semester to make sure that you participated. If the participation did not attend to the questions below, was not consistent, or was unprofessional (e.g., rude) then up to 15% of your course grade can be penalized. If your reviews are good, then there is no penalty. Here is how it works: after you submit your work, as long as it is submitted on time, canvas will automatically assign you a peer to read and comment on your work, and through these reviews you can have sustained and substantive discussions about the concepts, theories and ideas you are writing about. A good peer review politely notices both the strong and weak points of the work and discusses these with the author as a peer, which is another person who is learning like you. When conducting the review, you should attend to the following:

    - What is the concept being explained, and how strong is the support for its explanation? Is the reading used in the proper context, and if not- how is it off, according to your reading of the material? Give support.
    - Is the writing and thinking clear and well thought out?
    - Does the connection to the news article make good sense?
    - Where in the essay is it the strongest and where is it weakest?
    - Is the citation style in the text and in the work cited list done correctly?
    - If the reviewer or the original essay pose a question—please answer it.

Readings that are not textbook chapters are in webcourses, and all assignments will have the same due time—6pm regardless of the day. Read the articles/chapters in the order listed.

Module 1: Introduction to Environmental Politics and Environmentalism

4 weeks 8/19-9/13

Assignments all due at 6p.m. in webcourses

- Informal essays due 8/28; 9/4
- Formal Essay/ book review of *The Monkey Wrench Gang* due 9/13 6pm
- Exam 1: 9/12 at 6 am to 9/14 at 6pm

Week 1: Introduction & Environmental Theory: Civics and Philosophy

- **Begin Reading *The Monkey Wrench Gang***
- **Chpts 1 and 2 in EPP**
- **Dobson: "Ecological Citizenship"**

Week 2

- **Nash: "Island Civilization: A Vision for Human Occupancy of the Earth in the Fourth Millennium"**
- **Dagger: "Stopping Sprawl for the Good of All: The Case for a Civic Environmentalism"**
- **Feral Faun: "Feral Revolution"**

Week 3: Environmental History

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

Week 4

- **Vanderheiden: "Radical environmentalism in an age of antiterrorism" (this should help a lot with your book review).**
- **Jenni, "Western Environmental Ethics, An Overview**
- **Muir, "Save the Redwoods"**

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

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

Module 2: The Commons

3 weeks: 9/16-10/4

Assignments- all due at 6 p.m.

- Informal essays due: 9/18, 9/25
- Exam 2: Open from 6am on 9/3 to 6pm on 9/5

First Week: The Tragedy of the Commons

- Hardin: "The Tragedy of the Commons"
- 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

Second Week: Hardin's Errors

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

Week 3

- 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"

Module 3: Ecology, Justice and Democracy

3 weeks: 10/7-10/25

Assignments- all due 6 p.m.

- Informal essays due on 10/9, 10, 16
- Formal Essay due: Service Learning Field Report due 10/25
- Exam 3: 10/24 at 6 am- 10/26 at 6pm.

Week 1 Environmental Justice: the reality on the ground

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

Week 2 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)

Week 3 American Indian Environmental Justice Problems

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

Module 4: The US Regulatory Framework

4 weeks 10/28-11/22

Assignments- all due 6p.m.

- Informal essays due 10/30, 11/6
- Formal Essay: Revision due 11/22
- Final Exam open 12/3 6am 12/5 6 pm

The Structure of US Government and Environmental Policy

- **Chpts 3 and 4 in EPP**
- **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**
- **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"**
- **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)**