Summer 2017 PUP 3203 Environmental Politics

THIS IS A SERVICE LEARNING COURSE, REQUIRING 20 HOURS OF SERVICE WHICH MUST BE COMPLETE BY THE LAST DAY OF CLASSES THIS SIX WEEK TERM.

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Office Hours: Mondays 9-11; Wednesdays 2-4

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Course Protocols, available in Webcourses on the syllabus page, are a part of this syllabus. In order to be an effective instructor, I have taken years to cultivate the assignments and pedagogy here, so please read everything before asking questions.

Course Description
The catalogue reads: "An examination of politics and policymaking concerning issues of conservation, pollution and development of land, air, and water resources". In this class we will survey several topics and dimensions of environmental politics, primarily as they relate to domestic US concerns including the dynamics and history of environmentalism and the environmental movement, common pool resource problems, environmental justice concerns, and the regulatory conditions for making policy.

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). Further, in addition to topical training, students will continue to intensively improve their writing, research, and evaluation skills through written essays and systematic reviews of peer writing.

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 how the good life and ecology intersect.

Required Course Material

- *Environmental Policy Paradox*, 6th edition by Zachary Smith, Prentice Hall. --- (referred to as EPP here).
- *The Monkeywrench Gang*, Edward Abbey
- *New York Times* at least 3x weekly, freely available at the library. If you subscribe make sure you say you want the cheaper student subscription.

Grade Categories	Description of the requirements	Weight toward final grade (out of 1000pnts)
Peer-reviews	Critical and in-depth evaluations of at least three of your classmate's propositions.	200
Formal Essays	Synthesis-oriented writing where ideas, support, writing style, and quality matter.	400
4 Exams	Based on knowledge of the assigned readings and modules, 100 points each	400

In this class you will learn to think about environmental politics, hone your writing and thinking skills, and develop skills for evaluation and critical thinking but you will come out of the process with a lot under your belt.

General approach: Read. Write. Get feedback, evaluate your peer's work, re-think, revise, take the exam. We will strengthen our thinking and writing while we come to understand US environmental politics in a thorough manner. Every first submission of every essay is a draft because writing/thinking is iterative and requires editing. Revision is required to advance our thinking. You will review several drafts of your peers and you will receive several reviews of your essays. We will not grade or read your first drafts, so you have a low-stakes opportunity to take chances and fail before the larger grade. You will then submit a final draft of every essay, <u>but in order to have these graded there must be a complete first draft submitted on time</u>. If your rough draft is turned in late, the final essay will only be worth up to 50 points. We will accept late drafts up to two days after the rough draft deadline.

Exams: Exams open the Thursday of the last week of the module, and close that Saturday; you may take the exam anytime during this period, but the structure of the course is designed to let you think about the material, turn in your final draft paper on Friday, then take the exam afterward. These are 75 minute exams, 50 questions, 100 points available each, all based on course material of the specific module and are found in the "Quizzes" section of Canvas. You can only take the exam once, you have 75 minutes, and typically the answers are "all or nothing"- that is they won't register partial credit for partially correct answers. Likewise-- when choosing the answer "all answers listed" do not tick the remaining options, the exam will count them as incorrect, so if you want to choose "all of the answers listed", only choose that answer.

NOTE FROM UCF ADMINISTRATION: All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the syllabus quiz by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

ESSAY DIRECTIONS. SEE WEBCOURSES FOR DUE DATES AND TIMES

Each essay will have specific directions about how to focus your thoughts in their respective assignment area in webcourses.

IMPORTANT:
First drafts of essays MUST adhere to the following in order for you to receive a grade on the final draft:

- Have between 1000-1200 words
- Appropriately use APA citation style for three assigned readings from the current module—that means the reading listed here in the syllabus in each module-- and one article from the *Wall Street Journal*, unless otherwise directed in the assignment.

Each draft should make a best attempt at having:

- Grammatically sound, well-structured English with the basic writing conventions.
- A clear, coherent, and logical argument

Final Draft of Essays

- Same criteria as the first draft, however you must include a brief introductory note on what the peer-review feedback prompted you to reform and *rethink*.
- Is graded by myself or the GTA for readability, strong use of three assigned readings and one newspaper article from the NYT, argument, quality of revision, and proper use of APA.

Conducting Peer-Review

- You will be working in the same peer-review group through the term. Review at least

3 peers' essays each round (so if you are in a group of 5 do at least 3 and make sure everyone in the group is reviewed).

- This will take time—probably 30 minutes for each paper, **plan for it**. Peer review is required for this course because it is an essential part of writing and learning to evaluate ideas, so don't treat it as busy-work if you want to gain the most from this course.
- You will be graded on your ability to evaluate and think about other people's propositions, which means thinking about the substance of the position, its support, articulation, and meaning. Do not try to protect the author's feelings—don't be purposefully mean-- but cut to the chase as a favor to them and as practice honing your evaluative abilities. <u>Do not suggest revisions</u>, you are merely responding to the paper based on the guidelines below.
- Start with a positive comment, this loosens you and the reader up and lays the ground for the real work.
- Respond to the paper on each these grounds, and **number your answers** in accordance with each question (you need not restate the question in your review):
    1. Re-phrase the author's thesis/proposition.
    2. Identify the evidence used for this proposition. Does this evidence come from assigned reading? Is each support used a) in passing b) with some detail from the reading c) with more than three details from the reading. Finally, is the evidence sufficient?
    3. What are the writer's assumptions? Show support for your identified assumptions. (tip: the assumptions can be derived from the thesis if you have understood the thesis correctly)
    4. What are the consequences of this proposition? Who will gain and who will lose from this proposition? Who will it empower?
    5. What is the effect of this proposition on the "public good," as far as you can tell?
    6. Where does the author place responsibility- the individual, government, civil society, corporations, or somewhere else/combination? What are the repercussions of placing responsibility where it is?
    7. Is the writing expert, needs work, or very hard to read?
    8. Based on your assessment, assign a score out of 100 that you think that I, the instructor, or the GTA would assign if we were to grade it and include a brief rationale.

Rubric for Peer reviews:

1. Depth of your analysis of peer's paper 25 points.
2. Thoroughness of your explanations 25 points.

SCHEDULE

- UCF Closed: 5/29 Memorial Day
- Withdrawal Deadline: 6/8, Last Day of classes 6/23
- See webcourses for due dates of assignments
- "Course Reserve" means the document is available on webcourses. Other sources, like journal articles that are assigned here, you need to retrieve from the library, normally in the library journal article indices or are textbook assignments. If you need help finding these articles, you can come into office hours (don't email me please) or ask a reference librarian.

Module 1: Environmentalism in America

Dates: 5/15-5/24

Graded Assignments:

Peer-reviews Essay 1

Exam 1

Introduction

- Begin Reading Abbey, Edward. *The Monkey Wrench Gang*. New York: Harper Perennial Modern Classics, 1975. Reprint, 2006. Finish by the due date for the First Draft of Essay 1 (see webcourses).
- Chpts 1 and 2 in EPP

Early American Environmentalism

- Part One of Nash, Roderick. *American Environmentalism: Readings in Conservation History*. New York: Knopf, 1990. **Course Reserve**
- Muir, John. "Save the Redwoods." Sierra Club Bulletin 9 (1920): 1-4. **Course reserve.**

Radical Environmentalism

- Vanderheiden, S. (2008). Radical environmentalism in an age of antiterrorism. Environmental Politics, 17(2), 299-318. doi: 10.1080/09644010801936248. (This should help a lot in understanding/contextualizing Abbey's novel and with your book review).
- Zerzan, J. (2008). "Twightlight of the Machines," in *Twightlight of the Machines*. Port Townsend, WA: Feral House. **Course Reserve.**
- Demaria, Federico, FranÇois Schneider, Filka Sekulova, and Joan Martinez-Alier. "What Is Degrowth? From an Activist Slogan to a Social Movement." *Environmental Values* 22, no. 2 (2013): 191-215.

Contemporary Issues: Counter-movement, polarization, and anthropocentrism

- Jacques, P. J., Dunlap, R. E., & Freeman, M. (2008). The Organization of Denial: Conservative Think Tanks and Environmental Scepticism. *Environmental Politics*, 17(3), 349 — 385.
- Dunlap, R. E., McCright, A. M., & Yarosh, J. H. (2016). The Political Divide on Climate Change: Partisan Polarization Widens in the U.S. *Environment: Science and Policy for Sustainable Development, 58*, 4-23. .
- Palmer, C., McShane, K., & Sandler, R. (2014). Environmental Ethics. *Annual Review of Environment & Resources, 39*(1), 419-442. doi: 10.1146/annurev-environ-121112-094434

Dimensions of Ecological Citizenship

- Dobson: "Ecological Citizenship" in Dryzek, John and David Schlossberg (eds). *The Politics of the Earth: Environmental Discourses*. Oxford and New York: Oxford University Press., 2005. **Course reserve**
- Nash, R. F. (2010). Island Civilization: A Vision for Human Occupancy of Earth in the Fourth Millennium. *Environmental History, 15*(3), 371-380. doi: 10.1093/envhis/emq051
- Dagger, Richard. "Stopping Sprawl for the Good of All: The Case for Civic Environmentalism." *Journal of Social Philosophy* 34, no. 1 (2003): 28-43.

Module 2: Tragedy of the Commons

5/25-6/3

Graded Assignments:

Final Essay 1

Exam 2

Collective Action Problems

- Hardin, Garrett. "The Tragedy of the Commons." *Science* 162, no. 12 (1968): 43-48.
- Buck, Susan. "No Tragedy of the Commons." *Environmental Ethics* 7, no. 49 (1985): 48-54.
- Ostrom, Elinor, and Christopher Field. "Revisiting the Commons: Local Lessons, Global Changes." *Science* 284, no. 5412 (1999): 278–83.

Climate Change as a Collective Action Problem

- Oreskes, Naomi. "Beyond the Ivory Tower: The Scientific Consensus on Climate Change." *Science* 306, no. 5702 (December 3, 2004 2004): 1686. (one page)
- Watch Oreskes' 1 hour lecture on "The American Denial of Global Warming" here: http://www.youtube.com/watch?v=2T4UF_Rmlio
- Parenti, Christian. (2013). A Radical Approach to the Climate Crisis. *Dissent* 60(3), 51-57
- Ostrom, Elinor. (2014). A Polycentric Approach for Coping with Climate Change. *Annals of Economics and Finance, 15*(1), 97-134.

Ocean and Marine Problems

- Eagle, J., & Thomson, B. N. (2003). Answering Lord Petty's Question: Dissecting Regulatory Overfishing. *Ocean and Coastal Management*, 46, 649-679.
- Campling, L., Havice, E., & Howard, P. M. (2012). The Political Economy and Ecology of Capture Fisheries: Market Dynamics, Resource Access and Relations of Exploitation and Resistance. *Journal of Agrarian Change, 12*(2), 177–203.
- Bennett, J. R., Shaw, J. D., Terauds, A., Smol, J. P., Aerts, R., Bergstrom, D. M., . . . Possingham, H. P. (2015). Polar lessons learned: long-term management based on shared threats in Arctic and Antarctic environments. *Frontiers in Ecology and the Environment, 13*(6), 316-324. doi: 10.1890/14031.

Commons, Enclosure, and Quarantine

- Szasz, Andrew. "The Dangerous Delusions of 'Inverted Quarantine'." The Chronicle of Higher Education: the Chronicle Review (January 25 2008).
- Jackson, Moana. Indigenous Law and the Sea. *Freedom for the Seas in the 21st Century: Ocean Governance and Environmental Harmony*. edited by J. Van Dyke Washington, DC: Island Press, 1993. **Course reserve.**
- Scharper, Stephen B, and Hilary Cunningham. "The Genetic Commons: Resisting the Neo-Liberal Enclosure of Life." *Social Analysis* (2006): 195-202.

Module 3: Environmental Justice

6/4- 6/14

Graded Assignments:

Peer-reviews Essay 2 Exam 3

Environmental Justice Trends

- Mohai, P., Pellow, D., & Roberts, J. T. (2009). Environmental Justice. *Annual Review of Environment and Resources, 34*(1), 405-430. doi: doi:10.1146/annurev-environ-082508-09434
- Chakraborty, J. (2009). Automobiles, Air Toxics, and Adverse Health Risks: Environmental Inequities in Tampa Bay, Florida. *Annals of the Association of American Geographers, 99*(4), 674-697. doi: 10.1080/00045600903066490.
- Brulle, R. J., & Pellow, D. N. (2006). ENVIRONMENTAL JUSTICE: Human Health and Environmental Inequalities. *Annual Review of Public Health*, 27(1), 103-124. doi: doi:10.1146/annurev.publhealth.27.021405.102124

Theory and Environmental Justice

- Pinderhughes, Raquel. "The Impact of Race on Environmental Quality: An Empirical and Theoretical Discussion." *Sociological Perspectives* 39, no. 2 (June 1, 1996 1996): 231-48.
- Schlosberg, David. "Reconceiving Environmental Justice: Global Movements and Political Theories." *Environmental Politics* 13, no. 3 (2004): 517-40.
- Harrison, Jill Lindsey. "Neoliberal Environmental Justice: Mainstream Ideas of Justice in Political Conflict over Agricultural Pesticides in the United States." *Environmental Politics* 23, no. 4 (2014/07/04 2014): 650-69.

Indigenous Issues

- *Lone Wolf v. Hitchcock, 187 U.S. 553, 566-68 (1903).* This is a Supreme Court Decision.
- Churchill, Ward. "A Breach of Trust: The Radioactive Colonization of Native North America." *American Indian Culture & Research Journal* 23, no. 4 (1999): 23-69.
- Allison, E. A. (2015). The spiritual significance of glaciers in an age of climate change. *Wiley Interdisciplinary Reviews: Climate Change*, n/a-n/a. doi: 10.1002/wcc.354

Module 4: The Regulatory Environment

6/15-6/23

Graded Assignments:

Final Essay 4 (Service Learning Essay)

Final Exam

Institutions

- Chpts 3 -6 in EPP

Debates about the Stakes of Regulation

- Pinchot, Gifford "The Use of the National Forests". *The Fight for Conservation*. New York: Doubleday, Page & Company, 1910.
- Ackerman, Frank, and Lisa Heinzerling. "Pricing the Priceless: Cost-Benefit Analysis of Environmental Protection." *University of Pennsylvania Law Review* (2002): 1553-84.
- Davis, Devra Lee, and Carrie Forrester. "Past and Present Environmental Health Challenges in Southwestern Pennsylvania: Some Comments on the Right to a Clean Environment." American Journal of Law & Medicine 30 (2004): 305.
- Werkheiser, I., & Noll, S. (2014). From Food Justice to a Tool of the Status Quo: Three Sub-movements Within Local Food. Journal of Agricultural & Environmental Ethics, 27(2), 201-210. doi: 10.1007/s10806-013-9459-6
- Suryanarayanan, S. (2015). Pesticides and pollinators: a context-sensitive policy approach. *Current Opinion in Insect Science, 10*, 149-155. doi: http://dx.doi.org/10.1016/j.cois.2015.05.009