PUP 6208 ENVIRONMENTAL POLITICS
Instructor: Dr. Peter Jacques
University of Central Florida
Meeting times: Tues 6-8:50 P.M.

Withdrawal deadline October 31
End of classes December 3

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Course Description

This course surveys US environmental politics and policy. In Environmental Politics, we will explore and explain environmental problems, we will examine environmentalism and related political movements, and we will contemplate role of government and the State in terms of environmental issues including how and why environmental policy is made or not made. We explore the regulatory environment, power and decision making, common pool resource issues and the nature of exposure to environmental risks.

Objectives

Students will learn theories of environmental change, and schools of thought regarding protection, prevention, and remediation. Students will learn ways in which environmental issues intersect with multiple other policy arenas such as agriculture, energy, security, foreign policy, etc…. Students will also learn to analyze environmental problems independently through rigorous social science research methods.

Required Texts:

1. Norman Vig, and Michael Kraft, eds., *Environmental Policy. Ninth edn (Thousand Oaks, CA: Sage/CQ Press, 2016).*
2. Ulrich Beck, *World at Risk (*Cambridge, UK: Polity Press, 2009).
3. Donald Worster, *Rivers of Empire: Water, Aridity, and the Growth of the American West* (New York: Newbury Park, CA: Sage,
4. *Pantheon Books, 1985).Wilderness and the American Mind*, Nash
5. Riley E. Dunlap, and Robert J. Brulle, eds., *Climate Change and Society: Sociological Perspectives* (Oxford: Oxford University Press, 2015).
6. *New York Times* (student subscription or library use)

COURSE ORGANIZATION AND REQUIREMENTS

Grade Categories	Description of the requirements	Points toward Final Grade
Class Participation and Presentations	Attendance, participation, and discussions led	200
6 Critical Analyses	On readings	300
Research Project	Outline and bibliography; final paper	500

Synthesis Papers (30%)

There will be 6 papers (1200 max words, 1000 words minimum), 5 of which will be worth 60 points each; abstracts and work cited do not count toward the word count. These papers are meant to hone your analytical skills and writing, and as such your goal is to integrate the most important lessons from that week's reading—synthetically. This means identifying the commonalities and difference that will make up essentially a 2-page literature review of that category of issues. Things you should discuss are the assumptions, the methods, the findings, and the implications of such literature. Use standard APA format, which requires an abstract, (author, date) in-text citations and a work cited list—do not abbreviate these. Get in the habit of doing these exactly right, as one behavioral insurance policy against academic integrity problems. Readability and writing conventions are graded aspects of these assignments.

Outline (5%) and Annotated Bibliography Directions (10%)

Early on in the semester you will identify a research topic and turn this in as an outline. Essential components of the outline are a research question, approach/framework, data and method, the conclusions you expect to make, as well as two peer-reviewed journal articles as preliminary sources that informed your initial inquiry. Note that you must use some data source, which is different than articles and literature. This data must be explicitly identified.

For the annotated bibliography, I have very specific directions for you. As you proceed, you will see that this process and format help you set up your literature review in your paper. You are required to describe **20** sources. **15 of which need to be peer reviewed journal articles**, only 3 may be web-based like government sources, and any web based source needs to be "legitimate" which means that for example, government sources are fine to get from the internet. Do not use course materials for credit toward the 15 sources; though you can use them for your paper if they are in addition to the research you must do outside of class.

You must follow the format below:

Entry #1: Peer Reviewed Journal Article? **Yes**
Goodland, Robert. 1995. "The Concept of Sustainability," *Annual Review of Ecology and Systematics, 26, 1-24.*
Main point: Goodland distinguishes various kinds of sustainability, provides a history of sustainability, draws out the conceptual differences between growth and development, placed sustainability within political development, provides the systematic requirements for ecological sustainability, and lays out causes of unsustainability. Goodland's discussion restricts the expansive meaning of the term "sustainability" in order to bring more specific meaning to discussion and thinking about sustainability.
Relates to my research because: Goodland provides a framework for understanding sustaianbility, which allows me to compare concepts, rationality, and assumptions of competing notions of sustaianbility.
This means that: I will be able to define and frame the terms and limits of sustainability using Goodlands work on the matter, and will be able to counter the idea that the term "sustainability" is without meaning or is too vague to have importance or serve as a guiding principle.

Final Paper (30%) and Presentation (5%)
Your presentation should be a professional recitation of your work, though it need not include powerpoint. Take this seriously, because it is an important part of your training and it is your primary opportunity for feedback from the class and myself prior to turning in your final paper.

Your final paper must correctly use APA citation formatting, include a synthetic literature review, analysis of data, and discuss the meaning of your findings. You might expect the outline of your paper to look something like this:

a. Introduction and research question—why it's important, etc…
b. A review of research on the topic (never label this "literature review" but rather a label of the issue.
c. Explanation of your methodology and data. Explain your assumptions, and the strengths and weaknesses of your data and method.
d. Findings
e. Discussion

Academic Integrity and Plagiarism
Any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism across all class assignments. Unless stated otherwise, all assignments must correctly use APA citation formatting, correctly identify and use sources and quoted material. Integrity does not just mean avoiding plagiarism, but proper attribution of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. Problems with academic integrity can result in a reduced grade or an "F" for the assignment or the course.

A model for professional APA citation that you must use unless explicitly stated in the assignment:

If I write: "Early on, H.S. Gordon established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries." there should be a citation in the text like below:

Early on, H.S. Gordon (1954) established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries." And, if you are using a quote from the source, you must also pinpoint the page number of the text it is taken from like:

"Xyz….," (Gordon, 1954, page 123). If a quote is more than three sentences on your page, it is reported in a block quote without quotation marks, but this is the only exception to using quotation marks when using other people's words—the quotation marks are the crucial mechanism that tells the reader you are using other people's words. Good writers tend to use quotations strategically at important places in their writing for support. The block quote looks like the text below, which is a portion out of a draft of "Hurricanes and Hegemony," I wrote with a Dr. Claire Knox in public administration. Note how each assertion is supported with a citation and the different conditions, like the use of "Ibid" and the bracketed word "can" that indicates it is not part of the quote but an addition from us to make it make sense in context:

Introduction

Richard Berman, CEO of the Washington DC Berman & Company consulting firm, gave a talk at a conventional energy industry meeting, which was subsequently recorded and leaked to the New York Times (Lipton, 2014) revealing counter-revolutionary efforts of the climate change countermovement (Brulle, 2013) that attacks environmental groups, unions, and animal rights organizations:

> People always ask me…: 'How do I know that I won't be found out as a supporter of what you're doing?' …We run all of this stuff through nonprofit organizations that are insulated from having to disclose donors. There is total anonymity. People don't know who supports us (Berman quoted in Lipton, 2014, online).

At this meeting, Berman collected "six figure contributions from some of the executives in the room – and then [can] hide their role in funding his campaigns" (Ibid, online) to attack environmental regulation as an attack on consumer freedom, but it was clear that the real interests at stake were those of the bourgeoisie class in the room. These are counter-revolutionary efforts, or efforts to suppress social change and protect capitalist class structures and interests (Marcuse, 1972).

Then, at the end of your document (no separate pages needed) there must be a list of sources cited in the text:

References

Brulle, R. (2013). Institutionalizing delay: foundation funding and the creation of U.S. climate change counter-movement organizations. *Climatic Change*, 681-694. doi: 10.1007/s10584-013-1018-7

Gordon, H. S. (1954). The Economic Theory of a Common-Property Resource: The Fishery. *Journal of Political Economy, 62*(2), 124-142. doi: 10.2307/1825571

Lipton, E. (2014, October 31). Hard-Nosed Advice From Veteran Lobbyist: 'Win Ugly or Lose Pretty': Richard Berman Energy Industry Talk Secretly Taped. *The New York Times*, p. A19. Retrieved from http://www.nytimes.com/2014/10/31/us/politics/pr-executives-western-energy-alliance-speech-taped.html?_r=0

Marcuse, H. (1972). *Counterrevolution & Revolt*. New York: Beacon Press.

Finally, …

See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from **anyone** else. All material you turn in is to be original work that has not been used in other classes, or appropriated from others. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

In order to deter plagiarism, some assignments may use http://www.turnitin.com.., an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission.

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has approached the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

		Reading: Search the library database for each entry unless it is a textbook or stated otherwise as in webcourses	
8/23	Introduction to class	Come to class already having read Chpts: 1, 2, 4-7, 16 in *Environmental Policy*, by Vig and Kraft	
8/30	Interdisciplinary Ground-truthing	• Rodolfo Dirzo, and Peter H. Raven, 'Global State of Biodiversity and Loss', *Annual Review of Environment and Resources*, 28 (2003), 137-67. • Jeremy B.C. Jackson, 'Ecological Extinction and Evolution in the Brave New Ocean', *Proceedings of the National Academy of Sciences*, 105 (2008), 11458-65. • Reed F Noss, et. al., 'Bolder Thinking for Conservation', *Conservation Biology*, 26 (2012), 1-4. • C. Arden III Pope , Majid Ezzati , and Douglas W. Dockery 'Fine-Particulate Air Pollution and Life Expectancy in the United States', *New England Journal of Medicine*, 360 (2009), 376-86. • D. R. Feldman, et. al., 'Observational Determination of Surface Radiative Forcing by Co2 from 2000 to 2010', *Nature*, 519 (2015), 339–43. • Leonardo Trasande, et.al., 'Peer-Reviewed and Unbiased Research, Rather Than 'Sound Science', Should Be Used to Evaluate Endocrine-Disrupting Chemicals', *Journal of Epidemiology and Community Health* (2016). • Sebastian Stehle, and Ralf Schulz, 'Agricultural Insecticides Threaten Surface Waters at the Global Scale', *Proceedings of the National Academy of Sciences*, 112 (2015), 5750-55.	

9/6	Theoretical Frameworks, a selection. Note epistemic and ontological differences.	• John Bellamy Foster, 'Marx's Theory of Metabolic Rift: Classical Foundations for Environmental Sociology 1', *American Journal of Sociology*, 105 (1999), 366-405. • David L. Levy, and Peter J. Newell, 'A Neo-Gramscian Approach to Business in International Environmental Politics: An Interdisciplinary, Multilevel Framework', in *The Business of Global Environmental Governance*, ed. by David L. Levy and Peter J. Newell (Cambridge, MA: MIT Press, 2005), pp. 47-69. (available in webcourses) • Ryan E. Galt, 'Placing Food Systems in First World Political Ecology: A Review and Research Agenda', *Geography Compass*, 7 (2013), 637-58. • Joern Fischer,et. al., 'Advancing Sustainability through Mainstreaming a Social–Ecological Systems Perspective', *Current Opinion in Environmental Sustainability*, 14 (2015), 144-49. • Paul Cairney, 'Standing on the Shoulders of Giants: How Do We Combine the Insights of Multiple Theories in Public Policy Studies?', *Policy Studies Journal*, 41 (2013), 1-21 • Jonathan J. Pierce, Saba Siddiki, Michael D. Jones, Kristin Schumacher, Andrew Pattison, and Holly Peterson, 'Social Construction and Policy Design: A Review of Past Applications', *Policy Studies Journal*, 42 (2014), 1-29. • Anna Kaijser, and Annica Kronsell, 'Climate Change through the Lens of Intersectionality', *Environmental Politics*, 23 (2014), 417-33.	Synthesis paper #1 due in webcourses prior to class.

9/13	Methodologies- pay specific attention to the way that the questions are formed and tested, as well as the assumptions that come with each approach.	• Elinor Ostrom, 'Background on the Institutional Analysis and Development Framework', *Policy Studies Journal*, 39 (2011), 7-27. • Eric F. Lambin, et. al., 'The Causes of Land-Use and Land-Cover Change: Moving Beyond the Myths', *Global Environmental Change*, 11 (2001), 261-69. • Peter J. Jacques, and Claire Connolly Knox, 'Hurricanes and Hegemony: A Qualitative Analysis of Micro-Level Climate Change Denial Discourses', *Environmental Politics*, 25 (2016), 831-52. • O. R. Young, et. al. , 'A Portfolio Approach to Analyzing Complex Human-Environment Interactions: Institutions and Land Change', *Ecology and Society*, 11 (2006). • Evan J. Ringquist, Milena I. Neshkova, and Joseph Aamidor, 'Campaign Promises, Democratic Governance, and Environmental Policy in the U.S. Congress', *Policy Studies Journal*, 41 (2013), 365-87. • Recommended: chapter 12 in *Climate and Society*	Synthesis paper #2 due in webcourses prior to class.

9/20	The Regulatory Environment Guiding Environmental Policy	• David John Frank, Ann Hironaka, and Evan Schofer, 'The Nation-State and the Natural Environment over the Twentieth Century', *American Sociological Review*, 65 (2000), 96-116. • Harriet Friedman, and Philip McMichael, 'Agriculture and the State System: The Rise and Decline of National Agricultures, 1870 to the Present', *Sociologia Ruralis*, 29 (1989), 93-117. • Peter J. Jacques, "Emerging Issues: Civil Society in an Environmental Context", in *The Guide to US Environmental Policy*, ed. by Sally Fairfax and Ed Russell (Washington, D.C.: CQ Press, 2014), pp. 409-19. Note: search Sage Knowledge database for full text. • James Morton Turner, '"The Specter or Environmentalism": Wilderness, Environmental Politics, and the Evolution of the New Right', *Journal of American History*, 96 (2009), 123-48. • Giles Atkinson, and Susana Mourato, 'Environmental Cost-Benefit Analysis', *Annual Review of Environment and Resources*, 33 (2008), 317-44. • Peter Dauvergne, and Genevieve LeBaron, "Where are the Radicals?" in *Protest Inc.: The Corporatization of Activism* (Cambridge, UK: Polity Press, 2014)	Synthesis paper #3 due in webcourses prior to class.
9/27	History and Environmental Thought	*Wilderness and the American Mind* (all)	
10/4	The State	*Rivers of Empire*, Worster (all)	

10/11	TOC	• Garrett Hardin, 'The Tragedy of the Commons', Science, 162 (1968), 43-48 • National Research Council, *The Drama of the Commons. Committee on the Human Dimensions of Global Change*. ed. by T.Dietz E.Ostrom, N.Dolsak. P.C.Stern, S.Stovich, and E.U.Weber (Division of Behavioral and Social Sciences and Education.: Washington, DC: National Academy Press., 2002). [read chapter 1 on webcourses] • Elinor Ostrom, and Christopher. Field, 'Revisiting the Commons: Local Lessons, Global Challenges.', *Science*, 284 (1999), 278-83.Ostrom, "Beyond Panaceas" • William E. Odum, 'Environmental Degradation and the Tyranny of Small Decisions', Bioscience, 32 (1982), 728-29.Udehn, "25 Years with the Logic of Collective Action" • Frohlich and Oppenheimer "Skating on Thin Ice" • Stefano B. Longo, and Rebecca Clausen, 'The Tragedy of the Commodity: The Overexploitation of the Mediterranean Bluefin Tuna Fishery', *Organization & Environment* (2011).	Synthesis paper #4 due in webcourses prior to class.
10/18	Political Opinion and Movements	• Chapters 8 and 9 in *Climate and Society* • Dunlap, new version of "Partisan Cleavages" *Environment*- will be provided. • Christopher J. Bosso, 'Rethinking the Concept of Membership in Nature Advocacy Organizations', *Policy Studies Journal*, 31 (2003), 397-411. • Thomas Dietz, Amy Fitzgerald, and Rachael Shwom, 'Environmental Values', *Annual Review of Environment and Resources*, 30 (2005), 335-72. • Steve Vanderheiden, 'Radical Environmentalism in an Age of Antiterrorism', *Environmental Politics*, 17 (2008), 299-318. • David N Pellow, and Hollie Nyseth Brehm, 'From the New Ecological Paradigm to Total Liberation: The Emergence of a Social Movement Frame', *The Sociological Quarterly*, 56 (2015), 185-212.	

10/25	Environmental Justice	• Paul Mohai, David Pellow, and J. Timmons Roberts, 'Environmental Justice', *Annual Review of Environment and Resources*, 34 (2009), 405-30. • David Schlosberg, 'Reconceiving Environmental Justice: Global Movements and Political Theories', *Environmental Politics*, 13 (2004), 517-40. • Jayajit Chakraborty, 'Automobiles, Air Toxics, and Adverse Health Risks: Environmental Inequities in Tampa Bay, Florida', *Annals of the Association of American Geographers*, 99 (2009), 674-97. • Henry J. Whittle,et. al. 'Food Insecurity, Chronic Illness, and Gentrification in the San Francisco Bay Area: An Example of Structural Violence in United States Public Policy', *Social Science & Medicine*, 143 (2015), 154-61. • Laura Pulido, 'Geographies of Race and Ethnicity 1: White Supremacy Vs White Privilege in Environmental Racism Research', *Progress in Human Geography* (2015). • Harlan, Pellow, and Timmons-Roberts, "Climate Justice and Inequality" (Chapter 5 of *Climate and Society*)	Synthesis paper #5 due in webcourses prior to class.
<u>11/1</u>	Climate	Chapters: 1-4, 6,7, and 11. Riley E. Dunlap, and Robert J. Brulle, eds., *Climate Change and Society: Sociological Perspectives* (Oxford: Oxford University Press, 2015).	Annotated Bibliography Due

11/8	Risk	*World at Risk*, Beck (all)	

11/22 (no class 11/15)	Environmental Skepticism	• Lomborg “Predicament or Progress?” from *The Skeptical Enviromentalist* (available in webcourses) • Lorien Jasny, Joseph Waggle, and Dana R. Fisher, 'An Empirical Examination of Echo Chambers in Us Climate Policy Networks', *Nature Clim. Change*, 5 (2015), 782-86. • Dunlap and McCright, “Challenging Climate Change” (chapter 10 in *Climate and Society*) • Aaron M. McCright, and Riley E. Dunlap, 'Cool Dudes: The Denial of Climate Change among Conservative White Males in the United States', *Global Environmental Change*, 21 (2011), 1163-72. • RobertJ Brulle, 'Institutionalizing Delay: Foundation Funding and the Creation of U.S. Climate Change Counter-Movement Organizations', *Climatic Change*, 122 (2014), 681-94. • Peter J. Jacques, Riley E. Dunlap, and Mark Freeman, 'The Organization of Denial: Conservative Think Tanks and Environmental Scepticism', *Environmental Politics*, 17 (2008), 349 — 85.	Synthesis paper #6 due in webcourses prior to class.
11/29	Presentations of research		
12/6	Final Class meeting if needed		Final Paper due