PUP 3203 Environmental Politics

Spring 2024

School of Politics, Security, and International Affairs
College of Sciences
University of Central Florida
3 credit hours

Instructor Information
Instructor: Dr. Ozgur Kayaalp
Office Hours: Thursday and Friday, 14:00 pm - 16:00 pm (with appointment). Zoom meeting is the best option.
Digital Contact: Webcourses@UCF messaging. For urgent issues: oz140289@ucf.edu

Course Information
Term: Spring 2024
Course Number & Section: PUP 3203
Course Modality: W (online) 2

UCF Catalogue Course Description
An examination of politics and policymaking concerning conservation, pollution, and land, air, and water resource development.

Course Purpose
This Environmental Politics course aims to equip students with a holistic understanding of the critical intersection between politics and the environment. Through foundational exploration, students will gain insight into environmental politics' historical and theoretical roots. They will then delve into the intricacies of environmental policymaking, emphasizing the roles of governments, institutions, and stakeholders in shaping policies to address real-world environmental challenges. Finally, students will examine global green politics, focusing on international agreements, environmental justice, sustainability, and the ethical considerations of tackling global environmental issues. By the course's conclusion, students will possess the knowledge and skills necessary to navigate the complexities of environmental politics, engage in informed decision-making, and contribute to sustainable solutions within the context of environmental issues.

Webcourses
Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) that will be used as a medium for turning in assignments and a forum for communicating with your teammates.

Required Materials/Resources
All material will be provided to students electronically as a link on the syllabus and/or in Files.

Course objectives:
By the end of this course, students will:
1. Define environmental politics and demonstrate an understanding of fundamental concepts in the field, analyze collective action problems and the Tragedy of the Commons, identifying real-world examples and potential solutions, evaluate mainstream concepts, theories, and frameworks in environmental politics, including Green theory, sustainable development, and environmental justice, apply these theories to real-world environmental issues, demonstrating the ability to analyze and propose solutions based on theoretical frameworks.
2. Understand the nature of the policymaking process and recognize the roles of different actors and institutions in shaping environmental policies, Examine the influence of the U.S. President on environmental policymaking, comprehend the regulatory process and its significance in environmental policy development, analyze the role of interest groups and businesses in the policy-making process, assess the current state of environmental policy, considering the successes and failures in addressing environmental challenges.
3. Explore the link between resource scarcity, water scarcity, and global insecurity, and recognize how environmental factors can contribute to conflicts, understand the role of international regimes, norms, rules, and institutions in shaping global environmental policies, analyze global warming and the counter-debate surrounding climate change, including key arguments and evidence, investigate the history and impact of sustainable development on the environmental movement, compare the renewable energy policies and government structures.

Course Activities

1. Course Structure and Module Navigation
In the Canvas module tab, you will find the modules and weekly pages. Please follow the sequence from Module 1, Week 1, and continue in chronological order for the subsequent weeks. Each week's page will include the following components:

Week's Objective: This section outlines the goals and objectives for the week.
Focus Questions: These questions are designed to encourage you to reflect on the week's topics and stimulate critical thinking.
Assigned Materials: You will find a list of readings, resources, and materials that are essential for the week's learning.
Introductory Videos: I have curated introductory videos to provide you with a general overview of the week's subjects.
This structure will help you navigate and engage with the course content effectively.

2. **Assignments:**
There will be different kinds of assignments during the course. All due dates are detailed in the course schedule.

Quizzes (40%): These assessments aim to gauge your comprehension of assigned materials by incorporating various question types, tailored to specific weeks in the course. Quizzes can be found in Canvas- quiz tabs.

Short Essay (15%): Towards the conclusion of Module 1, you will be tasked with crafting a concise essay that applies chosen theories to interpret and analyze the fundamental causes, dynamics, and implications of a selected environmental issue. Submission can be found in Assignment's tab in Canvas.

Policy Presentation (20%): As Module 2 wraps up, you will prepare and deliver a policy presentation centered around an environmental policy of your choice (e.g., The Clean Water Act, Safe Drinking Water Act, Endangered Species Act, etc.). Submission can be found in Assignment's tab in Canvas.

Final Exam (25%): At the culmination of the course, you will undertake a written final exam consisting of two questions. This assessment is designed to assess your capacity to analyze and evaluate complex issues critically, demonstrating your ability to synthesize information from our course materials and external sources. Submission can be found in Assignment's tab in Canvas.

Please note: *If some concepts/ theories that we use in this class sound confusing or not easily grasped, I encourage you to apply-search open sources like Google, YouTube, News websites, Wikipedia, etc., to understand them better.*
Keep in mind that all essay assignments are scrutinized through the Turnitin application. Please refrain from utilizing any AI applications for essay assignments. Instead, I encourage you to embrace your creativity, draw from your experiences, and rely on your intellectuality.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.
Can't make the deadline for other reasons than those listed above? Contact me with an explanation **and** a request for a specific deadline extension. I cannot accept open ended extension requests. Pls, note that no-makeups for quizzes.

Assessment and Grading Procedures

The table shows the range for each letter grade and uses a plus/minus system.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points

D	63 – 66 points
D-	60 – 62 points
F	59 and below
The table shows the range for each letter grade and uses an A,B,C,D,F grading system.	

Consult the latest Undergraduate or Graduate catalog for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

MODULE 1 - Foundations and Core Concepts/ Theories of Environmental Politics	
Week 1 (Jan 8 - 14)	**Defining Environmental Politics** Goals: To understand the definition of environmental politics, environmental issues, and general concepts in environmental politics. Assigned material(s): DeSombre, Elizabeth R. *What Is Environmental Politics?* Cambridge, UK ; Polity Press, 2020. (Chapter 1- Defining Environmental Politics). - Carter, Neil. *The politics of the environment: Ideas, activism, policy*. Cambridge University Press, 2018. (Introduction) & Glossary. Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Week 2 (Jan 15 - 21)	**Collective Action and Tragedy of Commons** Goals: Develop students' comprehensive understanding of environmental collective action, exploring its key concepts, challenges, and potential solutions within the context of environmental politics. Foster awareness and comprehension of the Tragedy of the Commons, enabling students to grasp its implications on environmental resources, identify real-world examples, and analyze potential strategies for sustainable resource management. Assigned material(s): Olson, M. (1989). Collective Action. In: Eatwell, J., Milgate, M., Newman, P. (eds) The Invisible Hand. (p.60-68) - Hardin, G. "The Tragedy of the Commons." Science 162, no. 12 (1968): 43-48. Additional materials: Goldstone, Jack. 1994. "Is Revolution Individually Rational? Groups and Individuals in Revolutionary Collective Action. Rationality and Society 6(1):139-166. - https://www.youtube.com/watch?v=CxC161GvMPc Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Week 3 (Jan 22 – 28)	**Green Theory and Sustainable Development** Goals: to educate students about the principles, values, and ideas associated with Green politics and environmental sustainability.

	Assigned material(s): Green theory, Annica Kronsell and Roger Hildingsson. The states, theories and issues, 2022 **(PAGE 145-151 ONLY)** - Peter Jacques. Sustainability: The Basics, 2021, 2nd Edition. Published December 31, 2020 by Routledge, ISBN 9780367365172. (Chapter 2 only) Available online through UCF library. Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Week 4 (Jan 29 – Feb 4)	**Environmental Justice** Goals: understanding of environmental justice, and how it is defined within the context of environmental issues. Assigned material(s): Paul Mohai, David Pellow, and J. Timmons Roberts, 'Environmental Justice', Annual Review of Environment and Resources, 34 (2009), 405-30. - Benz, T. A. (2019). Toxic cities: Neoliberalism and environmental racism in Flint and Detroit Michigan. Critical Sociology, 45(1), 49-62. Assignment**:** Essay- applying any above frameworks/ theories/paradigm to real-world cases. - Apply the chosen theories to interpret and analyze the root causes, dynamics, and implications of the selected environmental issue. Discuss how the theoretical framework helps in understanding the political, social, and economic dimensions of the problem. Explore the perspectives of different stakeholders involved in or affected by the environmental issue. Consider how power dynamics, equity, and justice issues play out among these stakeholders. Based on the analysis, propose practical and informed solutions or policy recommendations. Consider how the chosen theories can inform strategies for addressing the issue and achieving sustainable outcomes. - - 600 words or 2 pages (excluding references), apply at least five sources with APA/ MLA style citation, include a reference page for your sources. - It will be available on Friday and Due Sunday 1159 pm.
MODULE 2 – Environmental Policymaking and Process	
Week 5	**Who Makes Policy?, The President and Environmental Policymaking**

(Feb 5 - 11)	Goals: To understand who makes policies and the nature of the policymaking process. To understand the role played by the US president in environmental politics. Assigned materials: Lindblom and Woodhouse. The Policy-Making Process. Chapter 5 Norman Vig. "Presidential Leadership and the Environment." In Norman Vig and Michael E. Kraft. 2003. *Environmental Policy: New Directions for the 21st Century*. Washington D.C., CQ Press. Meyer, Robinson. (2017). "How the US Protects the Environment, From Nixon to Trump: A Curious Person's Guide to the Laws that Keep the Air Clean and the Water Pure." *The Atlantic. (*Mar 29). Retrieved from *https://www.theatlantic.com/science/archive/2017/03/how-the-epa-and-us-environmental-law-works-a-civics-guide-pruitt-trump/521001/* Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Week 6 (Feb 12 - 18)	**The Regulatory Process** *Goals:* To understand the process through which policies are made. *Assigned materials:* EPA. (2018). "The Basics of the Regulatory Process." *EPA – Laws and Regulations.* Retrieved from https://www.epa.gov/laws-regulations/basics-regulatory-process **Actors and Interests** *Goals:* To understand the role of interest groups and business in the policy making process. *Assigned materials:* Lindblom and Woodhouse *The Policy-Making Process* Chapter 7 and 8 Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Week 7 (Feb 19 - 25)	**Making Environmental Policy** *Goals:* To understand the US policymaking process in broad terms, with a focus on agenda setting and the role of policy entrepreneurs, as well as understand the main features of the US government and politics at the federal, state, and local levels.

	Assigned materials: Kraft, Michael E. 2015. "Environmental Problems and Politics." *Environmental Policy and Politics.* 6th ed. Pearson: New Jersey, Chapter 3 (68 – 84). Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Week 8 (Feb 26 – Mar 03)	**The Media and Environmental Policy** Goals: To understand how how the media, especially social media, has impacted environmental policymaking. Assigned materials: Dosemagen, Shannon. 2017. "Social Media and Saving the Environment: Clictivism or Real Change?" Huffington Post. (Jan 28). https://www.huffpost.com/entry/social-media-and-saving-t_b_9100362 Matthews, Richard. 2010. "New Media and the Environmental Movement's Grassroots Globalization." The Green Market Retrieved from http://globalwarmingisreal.com/2010/10/20/new-media-and-the-environmental-movement%E2%80%99s-grassroots-globalization/ **Current State of Environmental Policy** Goals: To understand one critical perspective on the failure of the world to act decisively on environmental problems despite "the inspiring story of the modern environmental movement." Assigned materials: Speth, J.G. 2002. "Recycling Environmentalism," Foreign Policy 131 (July/Aug). Hansler, Jennifer. 2017. "5 Major Changes to US Environmental Policy in 2017." CNNPolitics. (December 30). https://www.cnn.com/2017/12/30/politics/environmental-policy-moments-2017/index.html
Week 9 (Mar 4 - 10)	**Interests: The Role of Markets in Environmentalism** Goals: To recognize and understand arguments for free market environmentalism. To recognize and understand arguments for free market environmentalism. Assigned materials: Terry L. Anderson and Donald R. Leal. 2001. Free Market Environmentalism. New York: Palgrave Macmillan, pp. 1-23.

	Video: Watch Parts 1 – 3 of the Terry Anderson interview. Part 1 starts here https://www.youtube.com/watch?v=4lVMLwLg5rk Part 2 here https://www.youtube.com/watch?v=6B-_8RuAc9c, and part 3 here https://www.youtube.com/watch?v=uC7dyUFEECU. **Assignment**: Power point presentation (max 7-8 slides)- you are required to complete a policy summary regarding an environmental policy (e.g. The Clean Water Act, Safe Drinking Water Act, Endangered Species Act, etc.). What are the primary goals and objectives of the policy? How do these goals align with broader environmental and sustainability objectives? What are the main provisions and components of the policy? Who are the primary stakeholders or groups that will be affected by the policy? How does the policy aim to benefit or impact these groups? How will the policy be implemented? - It will be available on Friday and Due Sunday 1159 pm.
MODULE 3 – Global Green Politics and Issues	
Week 10 (Mar 11- 17)	**Resource/Water Scarcity and Global Insecurity** *Goals:* To understand the role scarcity of resources has had on conflict. To understand how scarcity of specific issue areas, such as water, can lead to conflict *Assigned materials:* Young, Laura. 2013. "The Evolution of Society and the Modern Territorial State" Chapter 2, Pages 43-57 - Morrissette, Jason J. and Douglas A. Borer. 2004. "Where Oil and Water Do Mix: Environmental Scarcity and Future Conflict in the Middle East and North Africa." Parameters 4. (Winter 2004-2005): 88-92 ONLY. Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Mar 18 – 23	**SPRING BREAK**
Week 11 (Mar 25 - 31)	**Water Scarcity and Conflict** *Goals:* To understand how scarcity of specific issue areas, such as water, can lead to conflict. To understand how scarcity of specific issue areas, such as water, can lead to conflict *Assigned materials:* Arsenault, Chris. 2012. "Risk of Water Wars Rises with Scarcity." Al Jazeera. (August) http://www.aljazeera.com/indepth/features/2011/06/2011622193147231653.html

	Assigned materials: Brown, Lester and Brian Halwell. 1998. "China's Water Shortage Could Shake World Food Security." *World Watch.* July/August. Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Week 12 (Apr 1 -7)	**International Regimes and Environmental Policy** *Goals:* To see how norms, rules, procedures, and institutions created by nations influence international environmental policy; and, to understand how international organizations have shifted over time. *Assigned materials:* David Downie. "Global Environmental Policy: Governance Through Regimes." - Young, O. R. (2018). Effectiveness of international environmental regimes. PNAS. 1(9), 461-4. Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Week 13 (Apr 8 -14)	**Global Warming – Overview & The Counter-Debate** *Goals:* To understand the counter-debate regarding global warming and CO_2 – *Unstoppable Solar Cycles: The Real Story of Greenland* Assigned materials: - McKibben, Bill. 2012. "Global Warming's Terrifying New Math: Three simple numbers that add up to a global catastrophe – and that make clear who the real enemy is." Rolling Stone Magazine. (July). http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719 - Goreham, Steve. 2013. *The Mad, Mad, Mad World of Climatism.* Chapter 11, Pages 183-226. Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Week 14 (Apr 15 -21)	**Sustainable Development** *Goals:* To understand the history of sustainable development and its impact on the environmental movement. To understand the success of the German renewable energy through a comparison of its government structure to that of the United States. *Assigned materials:* Redclift, Michael. 2005. "Sustainable Development (1987-2005): An Oxymoron Comes of Age." *Sustainable Development.* July (13), 212-218 ONLY. **Sustainable Development and government structures – A Comparison**

	Assigned materials: Cavanaugh, Jeffrey. 2013. "Die Energiewende: Germany's Green Energy Revolution." *Mint Press News.* August 8. Retrieved from http://www.mintpressnews.com/die-energiewende-germanys-green-energy-revolution/166703/ Assignment: quiz (5 questions- approx 10 min.). It will be available on Friday and Due Sunday 1159 pm.
Week 15 (Apr 22 - 26)	**FINAL EXAM WEEK** **Assignment:** In your final exam, you will be asked two questions about three module's topics (concepts/ theories, environmental policymaking, and global green politics). Each response should be a well-structured essay of approximately two pages (double-spaced, 12-point font), supported by at least five credible sources. Please adhere to either APA or MLA citation style for referencing. Be sure to provide clear and well-reasoned answers to the questions you choose. It will be available on **Monday** and Due **Friday** 1159 pm.

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services (coaching, tutoring, etc.) is available at Student Learning and Academic Success. Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services (counseling, financial or housing crisis, etc.) is also available at UCF Student Services.

If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic IntegrityLinks to an external site..
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best PracticesLinks to an external site.".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education

and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.