

ENVIRONMENTAL SCIENCE, POLICY, AND PROBLEM SOLVING (ES 370)
Tentative Syllabus

Fall 2013: Tu/Th 1:20 pm to 2:50 pm, Sage 3232

Instructor: Elizabeth Barron; Sage 4451; 424-7115; barrone@uwosh.edu

Office Hours: Wednesdays 10 am - 12 pm; Thursdays from 10 am - 12 pm and by appointment

Text: Assigned readings will be posted on D2L or e-reserve.

Course description: This course introduces students to the history, evolution, and contemporary forms of environmental politics and policy in the United States, with a primary focus on events since the 1960s. Lectures, projects, and readings are designed to provide an overview of the function of policy in society, in how it is shaped by key actors, institutions, processes, and events and influences those in turn. Over the course of the semester we will:

- Discuss major stages in American environmental thought and their reflection in policy
- Learn important policy concepts (e.g., risk, regulation, sustainability, environmental justice) and relate them to existing policies
- Relate shifts in US environmental politics to developments in other countries and emerging global perspectives
- Develop critical tools for environmental policy analysis (e.g. the ability to assess and relate complimentary and conflicting policies)

Course Goals: This course is designed to broaden your understanding of environmental policy by:

1. Developing a critical perspective on explanations of environmental problems and the policies that are developed to address them.
2. Developing your capacity to access and assess a complex literature base on issues relating to environmental policy, and to evaluate the usefulness and limitations of individual sources.
3. Practicing and further refining your oral communication skills through regular class discussions.
4. Further developing your critical thinking skills through regular course participation and written assignments.
5. Practicing and further refining your written analytical skills through structured writing assignments.

Course Outcomes: By the end of this course, you should be able to:

1. Apply an ecological conscience and the understanding of sustainability to the resolution of environmental problems.
2. Critically discuss a range of environmental issues in both U.S. and international settings, highlighting the political economic and ecological complexity of these issues and the ways these issues are problematized.

3. Critically evaluate social conditions that affect policy, assessing who benefits and who does not from these changes.
4. Explain political economic processes that influence environmental conflicts and competing management approaches.

Course Orientation: Although class sessions will involve some short presentations by the instructor, this *IS NOT* a lecture course. It *IS* a *reading- and discussion-intensive* course. The majority of class time will involve critical discussions of the assigned readings by you and your fellow students. Importantly, I see my role primarily as a facilitator, guiding these discussions with some key questions, and where necessary, providing clarification about the readings. In most cases I will provide some introductory material and a few questions for consideration, but you are expected to arrive in class prepared. *Being prepared means that you: 1) carefully read the assigned material, 2) come to class with a copy of the reading containing your notes, and 3) bring a set of questions for discussion. If I think that the majority of the class is not properly prepared, I reserve the right to give pop quizzes on the assigned readings.*

Course Requirements and Grades: Your grade will be calculated based on your performance on the following assignments according to these percentage breakdowns:

Reading discussion questions: 10%

Policy research, presentations and analysis (2): 50%

Mid-term Exam: 20%

Final Paper: 20%

Attendance/Participation: In keeping with a strong liberal arts tradition that encourages active learning and complete participation in the education process, I expect you to attend class regularly. Although I will not take attendance actively, I do so passively. I will issue warning slips to students who fail to attend class on a regular basis. I consider more than two absences as excessive. In extreme cases, I may request that you be dropped from the course with a grade of F. When thinking about your participation, please remember: quantity does not always mean quality. In other words, the quality of your preparation and your participation is not merely a function of the quantity of time you devote to the class. *If you are putting in a lot of time and still struggling, you need to let me know by coming to see me in my office.*

**Attendance at the Fall 2013 Geoquest lecture series will count towards your attendance grade.*

Readings: Required readings are posted to the D2L course website for each class session. Please let me know if any readings are missing or hard to access.

Reading Discussion Questions (10%): You are expected to post 2-3 discussion questions for every day's reading to the D2L course website (in the correct discussion topic thread) no later than 7 pm the day BEFORE class. Be advised that the thread will lock at 8 pm that evening. These should be a mix of questions that either is intended to provide clarification on arguments

made by the author or that discuss broad themes or ideas in the reading. On days when there is a reading response, you do not need to bring reading discussion questions to class.

Mid-term exam (20%): There is only one exam for this course. The exam is worth 20% of your final grade. Your exam will be a combination of short answer and essay questions based on assigned readings, in-class discussions and group presentations.

Policy Research, Presentations and Analysis (25% x 2 = 50%): In keeping with the course description, I see my role in this course as helping you develop your ability to critically analyze the role of policy in society, and the many actors that affect policy in historical and contemporary debates, including but not limited to scientists. It is also important that you learn the major United States and international environmental policies of the late 20th and early 21st centuries. The course is set up so that you can learn about these policies, teach each other about them, and write an analysis.

We will devote considerable in-class time to these projects (three and a half weeks), but it is likely that you will need additional time to prepare your presentations and write your analysis. Briefly, your in-class prep time will be 5% of your grade, the group presentation will be 10% of your grade, and your *individually written* analysis will be 10%. More details will to follow.

Final Paper (5% paper proposal and 15% final paper = 20%): Regardless of your career aspirations, many potential jobs that you will soon be qualified for will require the ability to write clearly and concisely about controversial issues. For the final paper in this class you will be asked to write a mock environmental impact statement (EIS) for an environmental issue currently being debated in Wisconsin.

Papers should not exceed 3000 words, not including bibliography, title, name, etc. The first 1000 words should demonstrate your understanding of EISs. The paper will be developed in two parts. First, to help you organize your thoughts each student will prepare a 1-2 page project proposal statement due on **October 22**. This is worth 5% of the grade. The statement should include: 1) a clear statement demonstrating your understanding of EISs 2) a clear statement of the problem/topic to be analyzed; 3) a summary of the sources that you will draw on in your analysis. You must have a minimum of 8 sources referenced in your final paper; which should represent a range of scholarly writings, policy analysis, and news articles about the specific issue you are interested in. At least three of these should be annotated in your project proposal. You are free to have additional reputable electronic sources. The final paper will be due on the last day of class, **December 12**.

Check the course website for links to library tools and services to help with research techniques.

Course Expectations: This is a 300-level course and I expect that you will handle yourself accordingly (e.g., come to class on-time; make a serious effort to engage readings, discussions, and assignments; and treat your fellow students with respect and tolerance). This is a demanding class and I have high expectations for your participation. You should plan to spend 2 – 3 hours outside of class for every hour in the classroom. Finally, I expect that you will uphold the institutional norms of the college, including academic honesty and integrity.

Academic Honesty – Plagiarism, cheating, stealing, or lying will not be tolerated in this class. I take these subjects very seriously and will take all available measures to address suspected incidents of any of these. If you do not know what constitutes cheating, plagiarism, stealing, or lying, please see the college’s website (www.uwosh.edu/dean/conduct.htm) or ask me. Committing any of these acts in this class will result in you failing the class and referral to the Dean’s office for further disciplinary action, which is defined in UWS 14.03, Wisconsin Administrative Code. Students on the UW Oshkosh campus have been suspended from the University for academic misconduct.

Late Work – With the exception of reading summaries, assignments may be turned in late only if there is a legitimate reason. Reading summaries may not be turned in late, for any reason. Should something happen to preclude you from turning in an assignment, you should contact me immediately (by phone or in an email). Other than reading responses, all late assignments will be penalized five percentage points off the total grade for every day it is late (i.e. a paper handed in two days late that would have earned a student an 80% will earn that student 70%).

Courtesy and Tolerance – This class is about ideas and their application to the broad topic of environmental change and management. As the course progresses, you are likely to discover that you disagree with—whether the ideas presented by or opinions of—the authors you are reading, me, and/or your fellow students. I strongly believe that disagreements are the potential sources of new insights and new knowledge, but only when the discussions about these disagreements focus on the ideas involved and the evidence that is presented to support them. I expect discussions in this class to speak to these ideas and the strength of evidence, not target specific people. Discussions should be based on information and analysis, not emotion or volume.

Special Circumstances – UWO is committed to providing reasonable accommodations to students with disabilities. Students with disabilities should contact Disability Services (424-3100 (voice) or 424-1319 (TTY)) or visit their web site at <http://www.uwosh.edu/dean/disabilities.htm> for the University’s accommodation request form and documentation requirements as soon as possible to discuss academic accommodations and/or services.

If you have any kind of special circumstances that I should know about, including any kind of diagnosed or undiagnosed disability or you are an athlete competing on a college team, please tell me right away. Sharing this information with me will allow me to create a suitable learning environment for you and further facilitate your academic success. All information will be kept strictly confidential.

Tentative Schedule

Date	Topic/Reading
Sept. 5	Introduction to the course: Syllabus and Requirements
WEEK 2	Introduction to environmental politics
Sept 10	M.E. Kraft and N.J. Vig, <i>Environmental Policy</i> , Ch. 1 (“Environmental Policy over Four Decades: Achievements and New Directions”), 2-29.
Sept 12	Lehnert, Tim. 2013. The Green Giant Grows. <i>The Boston Globe</i> . http://www.bostonglobe.com/magazine/2013/04/20/the-green-giant-has-earth-day-gotten-too-big/SzhNLcHVVFkVvawmX7Dn1O/story.html Lemann, Nicholas. 2013. When The Earth Moved. <i>The New Yorker</i> . http://www.newyorker.com/arts/critics/atlarge/2013/04/15/130415crat_atlarge_lemann?currentPage=3
WEEK 3	Environmental Goals and Values
Sept 17	M. Shellenberger and T. Nordhaus. “The Death of Environmentalism: Global Warming Politics in a Post-Environmental World.”(2004), http://www.thebreakthrough.org/blog/PDF/Death_of_Environmentalism.pdf .
Sept 19	B. McKibben, <i>The End of Nature</i> (New York: Doubleday, 1989), Ch. 2 (“The End of Nature”), 47-91. S. Lennon, “Destroying Precious Land for Gas,” <i>New York Times</i> , August 27, 2012, http://www.nytimes.com/2012/08/28/opinion/sean-lennon-destroying-precious-land-for-gas.html
WEEK 4	Pollution, Politics, Uncertainty
Sept 24	R. Carson, <i>Silent Spring</i> (Boston: Houghton Mifflin, 1994; first published 1962), Ch. 3 (“Elixirs of Death”), 15-37. D. Frosch, “In Land of Gas Drilling, Battle for Water That Doesn’t Reek or Fizz,” <i>New York Times</i> , June 2, 2012, http://www.nytimes.com/2012/06/02/us/in-land-of-hydraulic-fracturing-a-battle-over-water-pollution.html **GEO-QUEST LECTURE: 3 - 4 pm, Sage 1210: Sustainability
Sept 26	S. Jasanoff, “EPA’s Regulation of Daminozide: Unscrambling the Messages of Risk,” <i>Science, Technology, and Human Values</i> 12(3/4):116-124 (1987). C. Duhigg, “Toxic Waters; That Tap Water Is Legal but May be Unhealthy,” <i>New York Times</i> , December 17, 2009, http://www.nytimes.com/2009/12/17/us/17water.html?adxnnl=1&adxnnlx=1346263501-1fegt67azxg0F1dPAslpIQ
WEEK 5	U.S. Policies: week 1
Oct 1	In-class research on US policies
Oct 3	In-class research on US policies
WEEK 6	U.S. Policies: week 2
Oct 8	Presentations on US policies
Oct 10	Presentations on US policies
WEEK 7	Global Awareness

Oct 15	Policy Analysis Due S. Jasanoff, "Science and Environmental Citizenship," in P. Dauvergne, ed., <i>Handbook of Global Environmental Politics</i> (Cheltenham, UK: Edward Elgar, 2005), 365-382.
Oct 17	D. Gee and A. Stirling, "Late Lessons from Early Warnings: Improving Science and Governance under Uncertainty and Ignorance," in J. A. Tickner, ed., <i>Precaution, Environmental Science, and Preventive Public Policy</i> (Washington: Island Press, 2003), 195-213. (guest speaker)
WEEK 8	Managing Risk
Oct 22	Paper Proposals Due National Research Council, <i>Understanding Risk</i> (Washington, DC: National Academy Press, 1996), Ch. 1 ("The Idea of Risk Characterization"), 11-35. N. Gilbert, "GM crop escapes into the American wild," <i>Nature News</i> , August 6, 2010, http://www.nature.com/news/2010/100806/full/news.2010.393.html **GEO-QUEST LECTURE: 3 - 4 pm, Sage 1210: Intercultural Knowledge
Oct 24	P. Slovic, "Beyond Numbers: A Broader Perspective on Risk Perception and Risk Communication," in D. G. Mayo and R. Hollander, eds., <i>Acceptable Evidence: Science and Values in Risk Management</i> (New York: Oxford University Press, 1991), 48-65.
WEEK 9	Precaution
Oct 29	K. Foster, P. Vecchia and M. Repacholi, "Science and the Precautionary Principle," <i>Science</i> 288: 979-980 (2000). S. Jasanoff, "A Living Legacy: The Precautionary Ideal in American Law," in Tickner, ed., <i>Precaution</i> , 227-240. D. Hakim, "Cuomo Proposal Would Restrict Gas Drilling to a Struggling Area," <i>New York Times</i> , June 12, 2012, http://www.nytimes.com/2012/06/14/nyregion/hydrofracking-under-cuomo-plan-would-be-restricted-to-a-few-counties.html
Oct 31	MID-TERM EXAM
WEEK 10	Rights of Environmental Others
Nov 5	S. Schrepfer, "Establishing Administrative 'Standing': The Sierra Club and the Forest Service, 1897-1956" in C. Miller, ed., <i>American Forests: Nature, Culture, and Politics</i> (Lawrence: University Press of Kansas, 1997), 125-142. A. Chung, "Granting Legal Rights to Nature," <i>Toronto Star</i> , January 27, 2008, http://www.thestar.com/sciencetech/Environment/article/297752 D. G. McNeil, Jr., "When Human Rights Extend to Nonhumans," <i>New York Times</i> , July 13, 2008, http://www.nytimes.com/2008/07/13/weekinreview/13mneil.html?scp=5&sq=spain%20primate%20constitution&st=cse
Nov 7	Sayre, N. 2012. The Politics of the Anthropogenic. <i>Annu. Rev. Anthropol.</i> 2012. 41:57-70.
WEEK 11	Multilevel Governance: Protecting the Air

Nov 12	P. N. Edwards and S.H. Schneider, "Self-Governance and Peer Review in Science-for-Policy: The Case of the IPCC Second Assessment Report," in C.A. Miller and P.N. Edwards, eds., <i>Changing the Atmosphere</i> (Cambridge, MA: MIT Press, 2001), 219-246. F. G. Beinecke and T. Van Noppen, "We Have Met the Solution and It Is Us," <i>New York Times</i> , June 22, 2012, http://www.nytimes.com/2012/06/23/opinion/after-rio20-we-have-to-solve-the-earths-problems.html **GEO-QUEST LECTURE: 3 - 4 pm, Sage 1210: Civic Learning
Nov 14	Cameron and Hicks, 2013. Performative Research for a Climate Politics of Hope: Rethinking Geographic Scale, "Impact" Scale, and Markets. <i>Antipode</i> doi: 10.1111/anti.12035
WEEK 12	International Policies: week 1
Nov 19	In class research on Intl. environmental policy C. Fogel, "The Local, the Global, and the Kyoto Protocol" in <i>Earthly Politics</i>
Nov 21	In class research on Intl. environmental policy
WEEK 13	International Policies: week 2
Nov 26	Presentations on Intl. environmental policy
Nov 28	THANKSGIVING
WEEK 14	Environmental Justice
Dec 3	D. R. Faber and D. McCarthy, "Neo-liberalism, Globalization, and the Struggle for Ecological Democracy: Linking Sustainability and Environmental Justice," in J. Agyeman, R. Bullard, and B. Evans, eds., <i>Just Sustainabilities</i> (London: Earthscan, 2003), 38-62.
Dec 5	Policy Analysis Due U.S. Commission on Civil Rights, <i>Not in My Backyard: Executive Order 12898 and Title VI as Tools for Achieving Environmental Justice</i> , October 2003; read especially Ch. 2. ("What Is Environmental Justice?") and Ch. 3 ("Title VI and Environmental Justice"), 29-49. C. Horowitz, "AB 32 alive and well after final order issued in AIR v. ARB, the EJ challenge to California cap and trade," <i>Legal Planet</i> , http://legalplanet.wordpress.com/2011/05/23/ab-32-alive-and-well-after-final-order-issued-in-air-v-arb-the-ej-challenge-to-california-cap-and-trade/
WEEK 15	Environmental Human Rights
Dec 10	M. Goldman. "Imperial Science, Imperial Nature: Environmental Knowledge for the World (Bank)." in Jasanoff and Martello, eds., <i>Earthly Politics</i> , 55-80.
Dec 12	Final Papers Due Last Day of Class