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**Office:** Room 327  
**Office hrs:** Wednesday 10:00-12:00 pm  
Or by appointment

**University of Utah**  
Department of Political Science  
**POLS 5322/6322 – Spring 2014**  
Class Time: M/W 8:05-9:25 AM  
Location: OSH 102

## **Spring 2014**

### **POLS 5322/6322: Environmental and Sustainability Policy**

**Description:** This course is organized into four parts. In Part I, students will be introduced to the history and political timeline of modern environmental politics. An overview of common problems associated with environmental politics will also be explored. In Part II, students will be introduced to the actors and issues that dominate the domestic environmental policy arena. Similarly, Part III explores key actors and issues faced in the international environmental policy arena. In the final section of the course, students will explore a variety of environmental regimes, including global warming, nuclear waste, deforestation, and chemical pollution. The goal here is to consider the opportunities and obstacles regimes face. Arguments focusing on population, economic development, income inequality, and consumption rates will be discussed and analyzed with respect to their role in environmental degradation.

### **Course Requirements**

#### **Grading:**

- **Discussion and participation (10%)**
- **Three Critical Commentaries (15% each)**
- **Research Proposal (5%)**
- **Research Paper (40%)**

**Please check your U of Utah email since this will be the primary way I will communicate with you about events and any changes to the syllabus.**

**Discussion and participation (10%):** Your attendance and participation in class and at required panels is essential. Although some of class time will be taken up with formal lectures, questions are always encouraged. Students will be expected to participate actively in discussion and to do all the reading before arriving to class. Please feel free to ask for clarification on of any aspect of the material covered in the general lectures. Students should also feel free to offer their own opinions or comments regarding the views expressed by the instructor.

**Critical Commentaries (45%):** Over the course of the semester, you will submit three critical commentaries, each worth 15%. The first critical commentary is due on **January 29th**. The second critical commentary is due on **March 5th**. **The third critical commentary is due in class on April 23<sup>rd</sup>**. Each commentary offers you the opportunity to reflect on and critically evaluate the strengths and weaknesses of a chosen topic from the readings provided.

For undergraduates, each commentary should be approximately 5 pages double-spaced with normal 1" margins and 12 pt., New Times Roman font. For graduate students, commentaries should be approximately 8 pages double-spaced. These are relatively short commentaries, so you want to make sure that they are well-written, packed with great, but concisely expressed ideas, and multiple connections to concepts from course readings and lectures. The critical commentaries are due in hard copy at the start of class on the date due. Late papers will be accepted for up to 48 hours after this time, but will receive a deduction for tardiness.

In grading your commentaries, I will evaluate:

- (1) **Ideas:** Are you presenting novel ideas? Are they your own ideas? Do they reflect critical thinking? How many novel ideas are you presenting in your commentary?
- (2) **Links to course materials:** To what extent do you refer to the course readings and topics covered in course lectures? Your commentaries should be packed with concepts and/or facts from the course resources.
- (3) **Organization:** Is there an introductory and concluding paragraph? Does your introductory paragraph articulate your point of view? Is the paper well organized? Is the paper typed, around 5 pages, double-spaced, in New Times Roman font and has few errors in spelling and grammar? Are there in-text citations and a bibliography?

**All papers must include in-text citation and a full bibliography. For in-text citations of course lectures use the following format: (Benney DD/MM/YY, Slide #).**

**Research Proposal:** On **March 31st**, your research proposal will be due. This is worth 5% of your grade, so please be sure to put in enough time to do this assignment properly. I am happy to help you select a topic in advance. Please feel free to contact me or stop by for office hours to discuss your ideas.

The research proposal should be 2-5 pages double spaced, 12 pt New Times Roman font with 1 inch margins. The proposal should address the following items:

1. The Puzzle: What is the topic you hope to address and why is it interesting?
2. The Literature Review: What have other people written about this? What debates exist in the literature and what conclusions have others reached?
3. Hypotheses: Based on this background, what question do you hope to investigate?
4. Data and Methods: How will you study your question?
5. Implications: What might your findings imply for policy or other kinds of questions?

**Research Paper:** The central project for this course is a research paper, which is due **April 16th** at the beginning of class. The goal of the paper is to apply the knowledge you have learned in this class to a question that interests you.

The final paper should be based on your research proposal and should address one urgent problem related to environmental politics. In general, the paper should include some thoughts about the origins of the related dilemma, taking account of both economic and political dimensions of the issue, and possible solutions for the issue. The choice of problem is up to you, but the focus of the paper should be on the comparative effectiveness and feasibility of alternative possible policies.

The aim of the paper is *comparative analysis*, not mere description. The paper should address the following:

1. Identify the key issues involved in the problem you choose to discuss: What is the problem, what are its origins, and why is it important?
2. Identify and evaluate alternative possible solutions: What solutions might be proposed, and what are their strengths and weaknesses?
3. Make a case for your own preferred policy choice: Is any one policy solution clearly superior as a way to solve the problem, or does the problem require a combination of solutions?

In making a case, it is not enough simply to state your opinion; you must also say, to the extent possible, *why* what you believe is better than any other choice available. In other words, you must *compare and contrast* relevant possibilities, weighing and evaluating the strengths and weaknesses of each as best you can.

The paper should be 10-12 pages for undergraduates and 15-20 pages for graduate students. All papers should be 12 point font, New Times Roman, double-spaced with 1 inch margins. Please also include page numbers and a Works Cited page. All work should be properly cited. There is no required amount of sources; however it is crucial that students do not rely on non-academic sources. The University of Utah provides students with free access to academic databases such as JSTOR and EBSCO that will be useful. Any recognized writing style can be used as long as you remain consistent.

**IMPORTANT:** Late papers will be handled in the following manner. After the first 15 minutes of class, the paper will drop in value by a letter grade. Then it will continue to drop a letter grade every four hours. After 12 hours the paper can no longer be handed in for a grade. No exceptions will be made without a documented excuse through the university.

**Required Readings:** The textbooks for this course can be purchased online or at the bookstore.

- (EP) Vig, Norman J., and Michael E. Kraft. 2013. *Environmental policy: New directions for the twenty-first century*. Thousand Oaks, Calif: CQ Press.
- (GEP) Chasek, Pamela S., David Leonard Downie, and Janet Welsh Brown. 2014. *Global environmental politics*.

In addition to the textbook, additional readings are assigned from other sources. All of these additional materials are included on the course canvas website. All additional readings are marked in this syllabus with an asterisk (\*).

**ADA Statement:** Persons with disabilities requiring special accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructors as soon as possible. Written documentation of the disability should be submitted during the first week of the quarter along with the request for special accommodations. To do so, contact the Center for Disabled Student Service, 160 Union, 801-581-5020.

**Academic Honesty is taken very seriously in our department.** The University of Utah's policies pertaining to Academic Misconduct and Dishonesty will be carefully observed and strictly enforced in this class. Students will be held responsible for all academic policies and procedures listed in the Student Handbook, including plagiarism. Any misconduct will result in a failing grade for that assignment and may also result in a failing grade for the course.

This policy can be found at <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Please review this information and contact me if you have ANY questions in this regard.

**Contested Grades:** If you feel your grade does not accurately reflect the expected grade, please email me in advance of coming to my office hours. In this email, please state the exact questions or points you feel justify an adjustment to your grade and we can discuss it further from there. Please be aware, if you are requesting a regrade, the entire assignment will be evaluated again. This means that your grade can be lowered as well as raised. The new grade will be final. Any contested grades must be submitted within 10 days of being returned to the student. After this point, all grades are final. I appreciate your cooperation in this matter.

## **Readings**

### **January 6: Getting Organized**

#### **Part 1: Introduction and Overview**

##### **January 8: Understanding Environmental Problems**

- \*Riley Dunlap, Loren A. Lutzenhiser, and Eugene A. Rosa (1994), “Understanding Environmental Problems: A Sociological Perspective”

##### **January 13: Contemporary Environmental Policy**

- (EP): Environmental Policy over Four Decades: Achievements and New Directions, *Michael E. Kraft and Norman J. Vig, p. 2-29.*

##### **January 15: Environmental Politics in Transition**

- (EP): Racing to the Top, the Bottom, or the Middle of the Pack? The Evolving State Government Role in Environmental Protection, *Barry G. Rabe*

**January 20:            MLK Day – No School**

#### **Part II: The Domestic Environmental Policy Arena**

##### **January 22: Domestic Environmental Institutions**

- (EP): Presidential Powers and Environmental Policy, *Norman J. Vig*
- (EP): Environmental Policy in Congress, *Michael E. Kraft*
- (EP): Environmental Policy in the Courts, *Rosemary O’Leary*

##### **January 27: Domestic Public Policy Dilemmas**

- (EP): Science, Politics, and Policy at the EPA, *Walter A. Rosenbaum*
- (EP): Conflict and Cooperation in Natural Resource Management, *Mark Lubell and Brian Segee*

##### **January 29: The Future of Sustainable Living in the US**

- (EP): Sustainable Development and Urban Life in North America, *Robert C. Paehlke*
- EP: Toward Sustainable Development? *Norman J. Vig and Michael E. Kraft*

#### **CRITICAL COMMENTARY DUE**

#### **Part III: The International Environmental Policy Arena**

##### **February 3, 5, 10: The Emergence of Global Environmental Politics**

- (GEP) The Emergence of Global Environmental Politics, 1-48
- Movie – The Rise of Ecology

**February 12: International Environmental Actors**

- (GEP): Actors in the Environmental Arena, 49-99

**February 17: President's Day – No School****February 19: The Anthropocene**

- \*The Economist (2011) “Welcome to the Anthropocene”
- \*Oran Young (2012) “Navigating the Sustainability Transition: Governing Complex and Dynamic Socioecological Systems”

**February 24: Environment and Growth: Negotiating a Balance**

- (EP) Environment, Population, and the Developing World
- \*Tariq Banuri (Conference Paper) “Social Justice in a Finite World”
- \*Randall Tolpinrud “Pax Natura: A Primer to Peace Among Nations”
- \*Kyle Whyte “Indigenous Peoples and Climate Justice”

**February 26: Environmental Politics and Sustainable Development**

- (GEP): Environmental Politics and Sustainable Development, 283-321

**March 3: Environmental Security**

- (EP): Environmental Security, *Richard A. Matthew*

**March 3-5: Greening the Global Economy**

- (EP): Toward Sustainable Production: Finding Workable Strategies for Government and Industry, Daniel Press and Daniel A. Mazmanian
- (EP): Applying Market Principles to Environmental Policy, Sheila M. Olmstead
- (EP): China's Quest for a Green Economy, *Kelly Sims Gallagher and Joanna I. Lewis*
- \*Paul Krugman (2011) “Building a Green Economy”

**CRITICAL COMMENTARY DUE****March 10-12: Spring Break – No School****Part IV: Environmental Regimes: Obstacles and Opportunities****March 17-19: Environmental Regimes: Chemicals, Wastes and Toxics**

- (GEP): Development of Environmental Regimes: Chemicals, Wastes & Toxics, 101-151

**March 24: Environmental Regimes: Natural Resources, Species, and Habitats**

- (GEP): Natural Resources, Species, and Habitats, 175-235

**March 26<sup>th</sup>: No Class**

**Mar 31: Transportation**

- \*TRKC (2009) *Transport and the Environment*. Brussels: EU Directorate General for Energy and Transport.

**Apr 2: Climate Change**

- (GEP): Climate Change, 151-173
- (EP): Global Climate Change: Beyond Kyoto, *Henrik Selin and Stacy D. VanDeveer*
- (EP): “High Hopes and Bitter Disappointment:” Public Discourse and the Limits of the Environmental Movement in Climate Change Politics, *Deborah Lynn Guber and Christopher J. Bosso*
- \*Robert Keohane and David Victor (2010) “The Regime Complex for Climate Change”

**RESEARCH PROPOSAL DUE****April 7: The Nuclear Industry**

- **Readings: TBD**

**April 9: Renewable Energy**

- **Readings: TBD**

**April 14: Effective Environmental Regimes**

- (GEP): Effective Environmental Regimes: Obstacles and Opportunities, 237-282
- \*Elinor Ostrom (2011) *Institutions and the Environment*
- \*Oran Young (2011) “Institutional Dynamics: Resilience and Vulnerability in Environmental and Resource Regimes”

**April 16: Technology Solutions (I) – Technology Dreams and Nightmares**

- \*Sarewitz and Nelson (2008) “Three Rules for Technological Fixes”
- \*Schwarz and Leyden (1997) “The Long Boom: A history of the future, 1980-2020”
- \*Fauset, C. (2010) “The Technofix Approach to Climate Change and the Energy Crisis”
- \*Gardner, G. and P. Stern (2002) “Human Interactions with Complex Systems: ‘Normal accidents’ and counterintuitive system behavior”

**FINAL RESEARCH PAPER DUE****April 2: Technology Solutions (II) – The Innovation Challenge**

- \*Clements, E. (2011) “Crossing the Valley of Death” *Symmetry* 8(1):10-15
- \*Robert Margolis and Daniel M. Kammen (1999) “Underinvestment: The Energy Technology and R&D Policy Challenge”
- \*Niels Meyer (2004) “Renewable Energy Policy in Denmark”

**April 23: The Future of Global Environmental Politics**

- (GEP): The Future of Environmental Politics, 321-339

**FINAL CRITICAL COMMENTARY DUE**