

**POLS 4051/5051 – Environmental Politics (Online offering; Crosslisted)
Fall 2017**

Instructor: Mike Angstadt

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Introduction: Welcome to Environmental Politics! The issues that we will discuss impact domestic and international relations, directly affect the lives and livelihoods of every human, and shape the health of human and natural environments across generations. The topic is fast-paced and constantly changing, yet rooted in history and traditional political arrangements. The same will be true of this class; many issues we will discuss have not even occurred as of this writing, and we will work together to learn and stay current.

Required Readings:

- Chasek, Pamela S., David L. Downie, and Janet Welsh Brown. 2013. *Global Environmental Politics*. 6th ed. Boulder, CO: Westview Press (“Chasek” in syllabus).
- Vig, Norman J., and Michael E. Kraft. 2015. *Environmental Policy: New Directions for the Twenty-First Century*. Rev. 9th ed. Washington, DC: CQ Press (“Vig & Kraft” in syllabus).
- Additional readings as noted throughout syllabus and/or on WyoCourses (students are responsible for retrieving these readings)

Course Objectives: This course will familiarize students with:

- Key historical and contemporary issues and regimes addressed by environmental politics
- The multilevel nature of contemporary environmental politics and governance
- The dominant actors engaged in local, national, and global environmental politics
- Mechanisms of written communication employed by environmental politics actors

Course Policies: Listed at end of this syllabus. This course is governed by the University of Wyoming Student Code of Conduct (available at http://www.uwyo.edu/generalcounsel/_files/docs/student-code-of-conduct.pdf) and all other relevant documents.

GRADING (ADDITIONAL DETAIL AT END OF SYLLABUS)

Examinations <ul style="list-style-type: none"> • Midterm examination (10% of semester grade) • Final examination (10% of semester grade) 	20%
Professional writing assignment (“PWA”) <ul style="list-style-type: none"> • Rough draft (10% of semester grade) • Final draft (20% of semester grade) 	30%
Academic writing assignment <ul style="list-style-type: none"> • Proposal (5% of semester grade) • Written peer-review feedback (5% of semester grade) • Rough draft (10% of semester grade) • Final draft (10% of semester grade) 	30%
Participation <ul style="list-style-type: none"> • Five reading journals (5% of semester grade) • Weekly discussion board participation (15% of semester grade) 	20%

SCHEDULE OF MAJOR READINGS AND ASSIGNMENTS (Subject to Revision)

<i>Week of:</i>	<i>Readings for Class (5051-specific readings denoted with an *)</i>	<i>Submission(s) Due:</i>
Wed, 8/30	None	Discussion Board: R
Tues, 9/5 Labor Day 9/4	Vig & Kraft, Chapter 1 Schlossberg, Tatiana. Aug. 21, 2016. “English Village Becomes Climate Leader by Quietly Cleaning Up Its Own Patch.” <i>New York Times</i> .	Reading Journal 1 (on Vig & Kraft, Ch. 1 only): T Discussion Board: T/R
9/11	None	Discussion Board: T/R
9/18	Vig & Kraft, Chapter 4 Vig & Kraft, Chapter 5 SKIM Clinton, William J. 1994. Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations. <i>Federal Register</i> , Vol. 59, No. 32. *Shipan, Charles, and William R. Lowry. 2001. “Environmental Policy and Party Divergence in Congress.” <i>Political Research Quarterly</i> 54(2): 245-263. *Bang, Guri, Jon Hovi, and Detlef F. Sprinz. 2012. “US Presidents and the Failure to Ratify Multilateral Environmental	Reading Journal 2: T Discussion Board: T/R

	Agreements.” <i>Climate Policy</i> 12(6): 755-763.	
9/25	Vig & Kraft, Chapter 6 Vig & Kraft, Chapter 7 SKIM <i>Massachusetts, et al. v. Environmental Protection Agency, et al.</i> 127 S.Ct. 1438 (2007). *Preston, Brian J. 2016. “The Contribution of the Courts in Tackling Climate Change.” <i>Journal of Environmental Law</i> 28(1): 11-17. *Smith, Joseph L. 2005. “Congress Opens the Courthouse Doors: Statutory Changes to Judicial Review Under the Clean Air Act.” <i>Political Research Quarterly</i> 58(1): 139-149.	PWA Rough Draft: R (9/28) Discussion Board: T/R
10/2	Vig & Kraft, Chapter 8 Vig & Kraft, Chapter 9 *Kammen, Daniel M., and Deborah A. Sunter. 2016. “City-Integrated Renewable Energy for Urban Sustainability. <i>Science</i> 352(6288): 922-928. *Godfray, H. Charles J., et al. 2010. “Food Security: The Challenge of Feeding 9 Billion People.” <i>Science</i> 327: 812-818.	PWA Final Draft: R (10/5) Discussion Board: T/R
10/9	Vig & Kraft, Chapter 10 (5051 students skim) *Atkinson, Giles, and Susana Mourato. 2008. “Environmental Cost-Benefit Analysis.” <i>Annual Review of Environment and Resources</i> 33(1): 317-344. * SKIM Sunstein, Cass R. 2004. “Cost Benefit Analysis and the Environment” (John M. Olin Program in Law and Economics Working Paper No. 227).	Semester Paper Proposal: R Discussion Board: T/R
10/16	Midterm Examination	Midterm due 10/19
10/23	Watch <i>Actors in the Global Community</i> via Oklahoma University Janux (2:17). Available on YouTube. Walt, Stephen M. 1998. “International Relations: One World, Many Theories.” <i>Foreign Policy</i> : 29-46. Beckman, Robert, and Dagmar Butte, <i>Introduction to International Law</i> , available at: www.ilsa.org/jessup/intlawintro.pdf .	Reading Journal 3: T Discussion Board: T/R

	*O'Neill, Kate, et al. 2013. "Methods and Global Environmental Governance: Reflection, Relevance, and Rigor." <i>Annual Review of Environment and Resources</i> 38(1): 441-471.	
10/30 Halloween 10/31	Chasek, Ch. 1 Hardin, Garrett. 1968. "The Tragedy of the Commons." <i>Science</i> 162(3859): 1243-1248. *Levin, Kelly, Benjamin Cashore, Steven Bernstein, and Graeme Auld. 2012. "Overcoming the Tragedy of Super Wicked Problems: Constraining Our Future Selves to Ameliorate Global Climate Change." <i>Policy Sciences</i> 45(2): 123-152.	Reading Journal 4: W Discussion Board: W/R
11/6	Chasek, Ch. 2 *Andonova, Liliana B., and Ronald B. Mitchell. 2010. "The Rescaling of Global Environmental Politics." <i>Annual Review of Environment and Resources</i> 35: 255-282.	Discussion Board: T/R
11/13	Chasek, Ch. 3 (skip pp. 151-170) Chasek, Ch. 4 *Gulbrandsen, Lars H. 2004. "Overlapping Public and Private Governance: Can Forest Certification Fill the Gaps in the Global Forest Regime?" <i>Global Environmental Politics</i> 4(2): 75-99. *Selin, Henrik, and Stacy D. VanDeveer. 2006. "Raising Global Standards: Hazardous Substances and E-Waste Management in the European Union." <i>Environment: Science and Policy for Sustainable Development</i> 48(10): 6-18.	Reading Journal 5: T Discussion Board: T/R
11/20 Thanksgiving 11/23	Chasek, pp. 151-170 Vig & Kraft, Ch. 13 (4051 students only) *Betsill, Michele M., and Harriet Bulkeley. 2004. "Transnational Networks and Global Environmental Governance: The Cities for Climate Protection Program." <i>International Studies Quarterly</i> 48(2): 471-493. *TBA climate reading	Sem. Paper Rough Draft: T
11/27	Chasek, Chapter 7 *Dauvergne, Peter, and Jane Lister. 2010. "The Power of Big Box Retail in Global Environmental Governance: Bringing Commodity Chains Back into IR." <i>Millennium: Journal of International Studies</i>	Sem. Paper Peer-review: R Discussion Board: T/R

	39(1): 145-160. *Climate Reading (TBA)	
12/4	Vig & Kraft, Chapter 12 Re-read Schlossberg, Tatiana. Aug. 21, 2016. “English Village Becomes Climate Leader by Quietly Cleaning Up Its Own Patch.” <i>New York Times</i> . *Sharp, Elaine B., Dorothy M. Daley, and Michael S. Lynch. 2011. “Understanding Local Adoption and Implementation of Climate Change Mitigation Policy.” <i>Urban Affairs Review</i> 47(3). DOI: 1078087410392348.	Sem. Paper Final Draft: R
12/11	None	Final Examination due 12/14

SCHEDULE OF COURSE MATERIAL

WEEK 1	What Are We Talking About (Big Picture Edition)?
WEEK 2	What Are We Talking About (U.S. Edition)?
WEEK 3	No class
WEEK 4	Domestic Environmental Policy: Actors (Presidents & Congress)
WEEK 5	Domestic Environmental Policy: Actors (Courts & EPA)
WEEK 6	Domestic Environmental Policy: Issues (Energy & Food)
WEEK 7	Domestic Environmental Policy: Issues (Environmental Valuation)
WEEK 8	Midterm Examination
WEEK 9	Shifting Gears: How Can We Study Global Environmental Politics?
WEEK 10	What is Global Environmental Politics?
WEEK 11	Global Environmental Politics: Actors
WEEK 12	Global Environmental Politics: Regimes (Laundry List Edition)
WEEK 13	Global Environmental Politics: Regimes (Climate Edition)
WEEK 14	The Future of Global Environmental Politics
WEEK 15	Pursuing Local Sustainability & Final Examination

THE “FINE PRINT”: GRADING DETAILS, EXPECTATIONS, AND POLICIES

Examinations (20% of semester grade): All students will complete two examinations: a midterm and a final. The midterm will reflect all material covered in the first section of the course, and the final will emphasize material covered in the second. Additional guidelines will be provided as the exams near.

Professional Writing Assignment (30% of semester grade in total): Students will prepare a writing assignment (5-7 pages, POLS 4051; 10-12 pages, POLS 5051) structured to provide experience with the conventions of professional writing in domestic environmental politics. Extensive guidance and feedback will be provided for these assignments, and students will collaboratively structure and revise the documents prior to submission.

Academic Research Paper (30% of semester grade): Students will generate one major research paper (13-15 pages, POLS 4051; 20-25 pages, POLS 5051) which provides an in-depth examination of an environmental regime of the student’s choosing. The research paper will be collected on the scheduled

final exam date, and several checkpoint deadlines are scheduled throughout the semester (see timeline). Extensive guidance, feedback, and peer-collaboration will be employed to provide each student with the best opportunity to score highly.

Participation (20% of semester grade): As this is an online course, your engaged participation is key to our collective success. Please note that this component is weighted heavily, and will be determined as follows:

- 5% reflects timely submission of five reading journal entries. Deadlines are noted on this syllabus, and written guidelines will be provided during our first class meeting.
- 15% reflects thoughtful and engaged participation on our course discussion board.

Availability: I am here to help, and hope that you will view me as a resource throughout this semester! Please note that I live in Alaska, and so may not respond to emails until the afternoon, given the time difference. Likewise, I reserve the right to avoid email on weekends and after 7PM on weeknights, so please plan accordingly and contact me well in advance of posted deadlines.

Late Policy: All assignments are due by the start of class on the listed date. For any submission received after that time, a 10% per day late penalty will be assessed. Weekly reading journals and select other checkpoint assignments will not be accepted late for credit; please review specific guidelines for details.

Preparation: We are all adults, so I will spare you a shpiel regarding the virtues of homework. However, know that I will be completing all assigned readings too, and that I reserve the right to respond accordingly (e.g. unannounced quizzes) if I sense that students are unprepared or underprepared.

Grading: The University of Wyoming in Fall 2014 implemented a new grading system that allows instructors, *at their discretion*, to award plus and minus grades as well as the standard letter grades of A, B, C, D, and F. This policy is detailed in UW Regulation 6-722: http://www.uwyo.edu/generalcounsel/_files/docs/uw-reg-6-722.pdf. Due to other University and College policies linked to students' grade point averages and to minimum performance required in particular classes, in this course, grades will be awarded according to the following scale: A+ (97 or higher), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C (70-79), D (60-69), F (59 or below).

Statement Regarding WC Requirement: This course (POLS 4051 section) fulfills the Writing 3 (WC) requirement of the 2003 University Studies Program. Advanced writing courses (WC) provide students with opportunities to further refine their ability to communicate with academic or professional audiences through writing. In WC courses, students receive instruction about writing that includes the effective use of revision and editing processes to produce written work that conforms to written standards in a discipline and/or interdisciplinary field. Students engage in a substantial writing component that requires the use of appropriate research skills in order to address issues in a discipline and/or an interdisciplinary field. WC courses also help students to develop a more sophisticated understanding of the manner in which writing responds to the needs and purposes of different audiences within a discipline or other professional contexts.

Academic Integrity: This course will adhere to the University of Wyoming Student Code of Conduct, which may be found http://www.uwyo.edu/generalcounsel/_files/docs/student-code-ofconduct.pdf. I expect that all work is your own, and that it was created exclusively for this course. Collaborative and peer-review activities are opportunities to exchange feedback and ideas, not to share specific language. Instances of academic dishonesty will be interpreted as a violation of this policy, and will be subject to a grading penalty and/or referral, as appropriate, following due process. At minimum, I reserve the right to assign an "F" for the assignment in question; if the dishonesty is determined to be intentional, I reserve the right to assign the student a failing grade for the course. Moreover, students enrolled in this course through the Haub School are encouraged to review the Haub School Honor Code, as this course aligns and adheres thereto.

Additional Accommodations: It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible, so that we can jointly implement reasonable accommodations. Please also note that you will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and to provide UDSS with documentation of your disability.

What To Call Me: I use my middle name, am a PhD candidate, and am not a UW professor, so that complicates things a bit, right? Feel free to call me “Mike” or “Instructor,” but please not “Professor.”

Standard of Reasonableness: This syllabus functions like a contract, documenting what you can expect from me, and what I expect from you. Nevertheless, I reserve the right to make modifications to – or grant exceptions from – its provisions at my discretion. Any such deviations will always favor the student, and will not unfairly benefit one student over another.

If You Are Still Reading: Wow! ☺