

Political Science (et al.) 4051

Environmental Politics and Administration

Fall 2017

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Course Description

At the heart of American environmental politics is an apparent paradox. Opinion polls continue to demonstrate broad based public support for the goal of maintaining a clean and healthy environment, but public discussions about environmental concerns frequently produce loud and emotional arguments. If a majority of Americans agree with the goal of environmental protection, then why do we spend so much time and energy arguing about it? This question is the central theme we will be exploring over the course of the semester.

Writing (WC)

POLS 4051 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.

Course Objectives

As I see it, this course has three interrelated objectives. First, the approach I have worked out should help you develop and/or refine your analytical and writing skills per the above description of the WC requirement. Second, as your analytical skill develops you will discover an improved ability to understand and map the full implications of environmental issues. Finally,

the first two objectives should help you develop and/or refine your own positions about environmental issues.

I view this course as being useful to at least three groups of students. Those students who either are involved, or want to become involved, in environmental politics will gain a greater appreciation of the underlying issues that animate environmental arguments. Students interested in the dynamics of American government and politics will discover that the environmental arena offers a laboratory for testing theories derived from Political Science. Finally, this course will provide a background for those students who simply want to increase their understanding of environmental politics.

Required Texts

Deborah Stone, *Policy Paradox*.

John Dryzek & David Schlosberg, *Debating the Earth, Second Edition*

Course Outline

The following list provides a glimpse of the general trajectory we will traverse over the course of the semester. The due dates for the formal essays listed below will give you an idea of where you should be in the readings. Stated differently, you can't write your essays until you have read the material. Now, for some of you here's the bad news. You will write your essays before we discuss the readings in class. The exception here is that I want you to read Stone's book and Part I of the D/S book right away.

I. Establishing a Foundation

Required Readings: Stone book and Drysek/Schlosberg, Part I.

II. Environmentalism: Various Views

Required Readings: Drysek & Schlosberg

III. Environmentalism: Your View??

Course Grade

Your final grade will be determined by your performance in three areas: (1) formal essays; (2) weekly journals; and (3) regular class attendance. The formal essays will account for **75 percent** of your final grade; the weekly journals, **15 percent**; and class attendance, **10 percent**. I use a standard grading curve for the final course grade:

100 – 90 = A

89 – 80 = B
79 – 70 = C
69 – 60 = D

The formal essays will be worth 15 points each, and I will use the following grading scheme for them

A+ = 15.00 B+ = 13.35 C+ = 11.85 D+ = 10.35
A = 14.25 B = 12.68 C = 11.18 D = 9.68
A- = 13.50 B- = 12.00 C- = 10.50 D- = 9.00

The weekly journals will be graded on a pro-rated satisfactory/unsatisfactory basis. For example, if you turn in all journal entries, you will receive 15 points. If you turn in only 90 percent of the journal entries, you will receive 13.5 points (90% of 15 points), etc. Regular class attendance is required. I will circulate a sign up sheet during class sessions to document your attendance record. I will give you two “free” skip days, and make decisions about whether or not other absences will be excused on a case by case basis. It is your responsibility to contact me if you have to miss a class session. I tend to have a more favorable attitude if you contact me before you miss a session. If you have three or more unexcused absences during the semester, you will receive zero points for class attendance.

Course Assignments

Although the above description tends to treat the course assignments as separate entities, it is vitally important to understand that they are actually three parts of one project—constructing an answer for the question: “What is Environmentalism?” Each of the course assignments provide you with an opportunity to work on this project. Listed below are my basic expectations for each of the assignments.

Class Participation

I will be providing material in class sessions that is not included in the readings. Moreover, I will also use class sessions to teach by example. That is, I will demonstrate how to analyze and construct arguments. All of this is intended to help you think about how to approach the required readings and how to construct your analysis of it. I would also hope that you would use the class sessions to raise ideas/questions for reaction and general discussion.

Weekly Journals

The first, and most important, purpose of the journals is that they require you to write on a regular schedule which is a way to improve your writing generally. As to the subject of the journals, I want you to focus on the material we cover in class each week. In a sense, then, your journals are analogous to class notes. However, what I really want is your **reactions** to what we discuss in class, not just an outline. Part of my thinking here is that I will be giving you material

in class that will be useful in your essays but is not covered in the readings. The other part of my thinking is that this approach will give you some more hands on experience with analyzing arguments. At the same time, the journals will provide an opportunity for an ongoing conversation between me and each of you. I won't expect the journals to be formal writing in terms of style, etc. Each journal entry should be 2-3 pages (typed, double-spaced, one-inch margins) which will be due every **Tuesday** beginning **September 12** and ending **November 14**. I will accept electronic versions of your journals through email **PROVIDED** that they are appended as files in Word, WordPerfect, or Text format. The files should be named using **YOUR LAST NAME** and the number of the journal. For example, my first journal would be named (in Word Format) **cawleyj1.docx**; my second would be **cawleyj2.docx**; and so on. Please be sure you put your name at the top of the first page of each journal.

Formal Essays

As noted above, this is a WC course, and therefore, I want you to use a rather specific format for the formal essays. The format I have devised is generally consistent with the approach used by all of us who do research and writing in an academic setting. The key feature of it is to carry out **analysis**, not **advocacy**. Analysis, in turn, requires two basic components: a subject to be analyzed, and a point of reference for conducting the analysis (a theoretical framework). In our case, the subject is the political debate over environmentalism, and the point of reference is Stone's model of politics. Thus, with the exception of the first essay, I will expect you to use Stone as the foundation for your work.

At the same time, my format also gives you some hands on experience with how research is conducted. Confronted with a subject matter to be analyzed, the first step is to develop some initial speculations about its content and dynamics (for those of you with a more scientific bent, this step is to develop a hypothesis). Armed with these speculations, the next step is to begin collecting data/information. Analysis of the data/information always leads to modifications and/or refinements of your initial speculations. The final step is to pull all the information/data, and your analysis, together in a coherent essay.

With this background in mind, your first assignment is to prepare a 5 – 7 page essay on the topic: "What is Environmentalism?" As you will see below, this assignment is due almost immediately. What I want in this essay is your understanding and/or speculations of environmentalism as we begin class. What **I do not want** is a thoroughly researched paper. The point of this assignment is for you to establish a baseline that will help organize your work over the course of the semester. It is, therefore, step one in the process.

The second, third, and fourth assignments are to prepare 5 – 7 page papers based on the readings in the Drysek/Schlosberg book as noted below. Each part of the book lays out different aspects of the environmental politics discourse. As such, these readings provide the basic

information/data for your research. The first step in preparing these essays is to read the various selections in each part with an eye to three basic questions: (1) what are the basic ideas about nature/environment/politics presented in the selections; (2) how do the themes presented in the reading selections connect with themes in Stone's book; (3) how do the selections reinforce, or deviate from your thinking about environmentalism.? The second step is to develop an essay that answers these questions.

The final assignment is to prepare a 10-15 page essay on the topic: "What is Environmentalism?" Yes, this is the same topic as the first assignment. Here is where the interconnection among the course assignments should become apparent. For all intents and purposes, everything you will have done over the course of the semester will be brought to bear in this final essay. Please note that this assignment is a little longer than the first, and that I will expect you to incorporate material from the class in it.

The due dates for these essays are as follows:

- Essay 1 – **September 7** (No readings)
- Essay 2 – **October 5** (D&S, Part II)
- Essay 3 – **October 26** (D&S, Part III)
- Essay 4 – **November 16** (D&S Part IV)
- Essay 5 – **December 14** (D&S Part V and everything else)

All essays should be typed using double-spacing and one inch margins. All quoted material should be referenced. If the quote is from the assigned readings, simply note the author's name and page number at the end of the quote: e.g. (Stone, 132). **PLEASE NOTE:** Dryzek & Schlosberg are the **editors** of the *Debating the Earth* book, not the **authors**, so your references from that book should be to the authors of the various articles. If the quote is from another source, in the text use a parenthetical citation--e.g. (Cawley, 1993, p. 115)--and then provide a complete citation on a reference page at the end of your essay. The references should be alphabetized by author's last name in the following format:

BOOKS

Cawley, R. McGregor. 1993. Federal Land, Western Anger: The Sagebrush Rebellion and Environmental Politics. Lawrence: University Press of Kansas.

ARTICLES

Cawley, R. McGregor and John Freemuth. 1993. "Tree Farms, Mother Earth, and Other Dilemmas: The Politics of Ecosystem management in Greater Yellowstone." Society and Natural Resources 6: 41-53.

PLEASE NOTE: I WILL ACCEPT NO LATE PAPERS!!! You have the assignments now and are free to begin working on them right away. Thus, there is no reason for a late paper. I

will accept papers until 5:00 PM on the day they are due. And once again, I will accept papers in electronic format through email. Essay files should be named using **YOUR LAST NAME** and the essay number. For example, my first essay would be (in Word format) **cawley1.doc**; and so on.

Given the nature of these essays, it should be obvious that there can be no "correct" or "incorrect" responses. Again with the exception of the first essay, an "A" essay will demonstrate an organizational scheme using headings, including an Introduction and Conclusion; connect the assigned readings with Stone's framework; and provide an analysis of the material. And of course the overall quality of the essay—spelling, grammar, word use, etc.—will also be a factor.

Additional Matters

Academic Dishonesty: The Political Science Department, the University of Wyoming, and your professor take a very dim view about academic dishonesty. For a definition of academic dishonesty and the administrative procedures for addressing it go to this site: <http://www.uwyo.edu/generalcounsel/files/docs/uw-reg-6-802.pdf>. Students found guilty of academic dishonesty in my courses will receive an F for the course.

Special Needs: 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. You will need to register with, and possibly provide documentation of your disability to Disability Support Services (DSS), room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. Visit their website for more information: www.uwyo.edu/udss.

Student Conduct: The University of Wyoming is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, and freedom of expression are sustained. The exercise and preservation of these freedoms require a respect for the rights of all in the community. Willful disruption of the educational process, destruction of property, interference with the orderly process of the institution, and interference with the rights of other members of the University will not be tolerated.
www.uwyo.edu/generalcounsel/files/docs/uw%20reg%20updates%202014/uw-reg-8-30.pdf