Environmental Politics and Democratization  
GOVT/EAST/ENVS 304  

Fall 2013  
Thursday 1:10-4:00  
PAC 413  

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Office Hours: Tues. 1:30-2:30 pm  
Thurs. 9:30-10:30 am  
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**Overview**

This is an upper division interdisciplinary seminar that investigates the connections between environmental politics and democratization. While environmental policy will be of some consideration, the focus of the course will be on the politics of the environment—the political, social, and cultural battles that occur around environmental issues. We will be examining the ways that these confrontations shape the broader political landscape in communities, states, and the world. Of particular concern will be the ways that politics around the issue of the environment shapes, and is shaped by, democratic participation and politics.

This seminar will cover very wide geographic and intellectual ground. We will investigate ultra-local environmental issues, engaging in environmental political action on our campus and conducting participant observations of environmental politics in the greater Middletown community. We will also study how global environmental actors such as international nongovernmental organizations and multinational corporations are shaping environmental politics in the far corners of the world.

Our seminar is a Permission Of Instruction (POI) course, which means that each of you has been chosen by the professor because you represent a diverse array of interests and bring a wide variety of experiences and knowledge to our seminar. It is expected that each of you will be actively contributing to our collective learning experience throughout the semester. The course is cross-listed in three units, so we will be utilizing a multidisciplinary approach to this topic throughout the course. This means that you should expect to feel very comfortable with the subject matter and methodological approaches during some weeks but quite uncomfortable and at a loss on other weeks. This feeling of disorientation is an intended component of the course.

One of the major goals of the course is to stretch your intellectual boundaries and help make you more comfortable with different ways of thinking about and engaging with environmental (and other) issues. To help facilitate the full engagement with different disciplines, we will be having guest-led modules as part of the Creative Campus Initiative (a dance professor) and the Science Across the Curriculum initiative (a science professor).

Although the course is pitched at a high level and in class we will be discussing rather general topics, each of you will become an expert in the environmental politics of a particular country by the end of the semester. Each week you will be conducting research about your country, updating your blog, and contributing your country-specific knowledge to our general discussion. Each student will also “do” some environmental politics during the semester, and your experiences and reflections on those experiences will enhance our understanding of how the abstract theories that we discuss in class take on shape and context in our own lives today.
Learning Objectives

- Enhanced knowledge of different types of environmental politics
- Enhanced understanding of the complex ways that environmental politics interacts with democracy
- Enhanced ability to think about ethical challenges related to the environment in multiple cultural contexts
- Enhanced ability to understand and utilize multi-disciplinary modes of inquiry
- Deeper knowledge about the environmental politics about a particular country
- Development of digital skills including blogs, social network apps, zeega presentations
- Greater sense of empowerment to become positively involved in environmental politics

In order to promote seminar discussion there will be NO ELECTRONIC DEVICES allowed during class—turn off your cell phones, iPads, and computers off and leave them in your backpacks. Please take notes in old-fashioned notebooks. If this requirement is burdensome because of disability accommodations, please see me to make arrangements.

I hope that you will look to me as a resource. I highly encourage you to take advantage of my office hours to stop by and talk about issues raised in the course or other questions you have. I am very open to feedback about the course and would appreciate you sharing any thoughts you might have for improvement earlier rather than later in the semester. I am very excited about this course, and I hope that we can all have an interesting and productive semester!

Assignments

Class Participation
Seminars rely on quality participation by their members in order to be successful. Students are expected to come to class prepared and engage productively with the material and with their peers during class meetings. 15%

Public Event Response Papers
One page response papers to public talks/films/performances related to the class that include 1) articulation of the main argument of the talk/film/event, 2) description of the evidence used to support the argument, and 3) three questions that emerge from the event. Two papers minimum. The average of all papers will be the final grade for this section. 1%

Participant Observation Assignments
Each student will participate in some form of environmental politics. The activities must be part of an organized environmental politics related event (e.g., public hearing at city hall, public protest, community clean-up, etc.). Prior to the activity, the student must submit a one page plan for the observation including how it relates to class material. After the activity the student must submit a 2-3 page response paper that includes: 1) a description of what the student did, 2) how it relates to one or more topics discussed in class, and 3) two questions/responses that have emerged for the student from 10%
the experience (e.g., now that I understand X, I wonder why…; now that I have done A, I would like to…). Two participation observations must be completed (each is worth 5%).

JuleBug Contest  
Wesleyan is engaged in a pilot project with a new social networking sustainability app corporation, JuleBug. As a first phase of this collaboration, our class will be collaborating with the Sustainability office and JuleBug to design a contest for the Wesleyan community that will run from November 1 to December 1.

Blog  
Throughout the semester students will maintain and update their blog about the environmental politics of one particular country. The blog should be updated each week with information related to the topic of that week and include issues specifically related to those raised by the readings. (4% per blog for 10 weeks)

Zeega  
Because of the rising importance of visual digital media, each student will create two Zeegas (one practice (0.5%), and one “real”(1.5%) about environmental politics.

Analytic Papers  
Students must write two 5-page analytic papers over the course of the semester. Each paper will be a reflection on one of the weekly topics. The papers must have a clear argument and use the readings as well as the blog contributions of classmates as evidence to support that argument. (2 papers 10% each)

Final Paper  
The final paper will represent a culmination of the class. It is intended to offer an opportunity to demonstrate the analytic skills that you have gained over the course of the semester as well as challenge your intellectual creativity. Length and topic TBA.

The analytic and final papers will be submitted electronically to (a) the course moodle and (b) turnitin.com. The Turnitin.com submission time will be the one that will determine whether your paper is on time or late. All other assignments (Participant observation papers, responses, etc.) will be submitted electronically to the course Moodle. Course blogs must acknowledge sources appropriately. I am not tolerant of cheating or plagiarism. I will give you all the tools you need to do well on your assignments throughout the quarter, so there should be no need for unacceptable assistance. For questions about Wesleyan’s policies on plagiarism see: www.wesleyan.edu/studenthandbook/3_honorsystem.ctl
Complaints:
Grade complaints will not be entertained until 24 hours after the assignment is returned to you or more than two weeks after the exam/assignment has been returned. If you have a question concerning the grade you have received:
1) Wait 24 hours.
2) Write out an explanation of your question, including the reasons why you think your grade should be changed.
3) Submit your written complaint/question to me, and make an appointment to meet with me either during my office hours or at some other time.

Course Readings

All course readings are in the course Moodle. I recommend that you take the time to download all of the articles at once and put them in a folder on your computer. You don’t want to have your ability to write papers dependent on flaky internet connections. Please DO NOT PRINT unless you absolutely have to. At last count the Wesleyan community was using three pounds of paper per person per week! Don’t contribute to that wasteful statistic.

Reading Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td></td>
<td><strong>Part I: Foundations and Approaches to Environmental Politics</strong></td>
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<tr>
<td>Sept. 5</td>
<td><strong>Introduction</strong></td>
<td>Think about/pick country that will be your research focus for the semester. You will have your assignment by next week. Think about what your first participant observation assignment will be.</td>
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<td></td>
<td>• Why is the environment such an issue?</td>
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<td>• Who are the main actors?</td>
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<td></td>
<td>• What are the main issues?</td>
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<td>• What tradeoffs do policymakers make?</td>
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<td></td>
<td>• Why/how is environmental politics related to democracy? To capitalism?</td>
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<td></td>
<td>Vig and Kraft, <em>Environmental Policy</em>, ch. 1</td>
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<td>Busch et al, “Global Diffusion of Regulatory Instruments”</td>
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<td><strong>Regulatory Framework</strong></td>
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<td>Sept. 12</td>
<td>• International regulatory framework</td>
<td><strong>Blog 1</strong>: List main actors involved in environmental politics and what they do in your country. Include 1-2 paragraphs discussing how readings relate to your country</td>
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<tr>
<td></td>
<td>• National regulatory framework</td>
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<td></td>
<td>• Sub-national regulatory framework</td>
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<td></td>
<td>• Why is regulation necessary?</td>
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<td></td>
<td>• Who regulates?</td>
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<td></td>
<td>• Who is regulated?</td>
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<td></td>
<td>• What is the purpose of regulation?</td>
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<td></td>
<td>• How does regulatory capacity vary across regulatory bodies/countries?</td>
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Mandatory Talk: Roger Smith, “A Green Future for Japan’s Tsunami-Devastated Towns?” Freeman Center for East Asian Studies. 4:30-6
Sept. 19  Environmental Ethics
**Guest Prof. Katja Kolcio**
- What is environmental ethics?
- What are some of the issues related to environmental ethics?
- How does cultural heritage affect environmental ethics?
- How are environmental ethics issues resolved/ameliorated?

Participant Observation assignment handed out
---PO Training Session---wear comfortable clothing---

Stanford Encyclopedia on Environmental Ethics:
http://plato.stanford.edu/entries/ethics-environmental/

Figueroa and Mills “Environmental Justice”

Tu Weiming, “The Continuity of Being: Chinese Visions of Nature”

Blog 2: What are the environmental ethics issues in your country? Include 1-2 paragraphs discussing how the issues raised in the readings relate to your country.

Sept. 26  The Politicization of Science
Science Across the Curriculum
**GUEST Barry Chernoff**
- Who identifies environmental “problems”?
- How is science used in political battles concerning the environment?
- How do different actors use/view science and knowledge differently?
- What are the ethical components of the treatment of different kinds of knowledge?

Participant Observation #1, Part1
Submitted to Moodle
Connie Ozawa. “Science in Environmental Conflict.”

Paul Robbins. “The Practical Politics of Knowing”

Blog 3: How is science politicized in your country? What kinds of “local knowledge” are included/excluded from the discussion. Include 1-2 paragraphs discussing how the issues raised in the readings relate to your country.
Oct. 3  **Art and Environmental Politics**  
**Creative Campus Movement Workshop**  
**GUEST Prof. Katja Kolcio**

- What role does art play in environmental politics?
- Does the involvement of artists have different significance in democratic and non-democratic societies?
- How does artistic expression alter your relationship to the environment?
- Does it change your ideas about environmental politics?

Jacqueline Adams. “Art in Social Movements.”

Edelman *Art and Politics*, ch. 1

**Blog 4**: List types of artists involved in environmental politics and what they do in your country. Include 1-2 paragraphs discussing how the issues raised in the reading relate to your country.

Oct. 10  **Environmental Politics in an IT Age**

- What are some of the ways that the IT revolution are affecting environmental politics?
- How are its effects felt differently by different communities?

Pippa Norris, *Digital Divide* (Cambridge, 2001), ch. 11

Zavestoski et al, “Democracy and the Environment on the Internet”

Haddad, “Reducing Pollution in China”

**JuleBug Contest Introduction**

**Blog 5**: In what ways is IT affecting environmental politics in your country? How is it affecting different communities differently? Include 1-2 paragraphs discussing issues raised in the readings/clip in your country.

**ANALYTIC PAPER#1 Due—9am on Monday October 14th—Moodle and Turnitin.com**

**Part II: Environmental Issue Areas**

Oct. 17  **Conservation**  
**GUEST Barry Chernoff**

- Who are the main actors involved in conservation politics?
- What features of conservation politics that makes it distinct from other forms of environmental politics?
- Which features are similar to other kinds of politics?
- Do these processes vary in democratic and non-democratic contexts?

Peterson et al “A Tale of Two Species”

Waley, “Ruining and Restoring Rivers”

**Blog 6**: Describe main conservation issues and actors in your country. Include 1-2 paragraphs discussing how the readings relate to your country.
Oct. 24  **Guest Barry Chernoff**. First part of class will be analyzing samples collected previous week.

Oct. 31  **Waste**  
**Finalize JuleBug Contest Plan**

- How does waste management relate to broader environmental concerns?
- How is it similar or different from other environmental issues?
- Does politics of waste differ in democracies and non-democracies?
- What are the international dimensions of waste politics?

Nov. 7  **Food**

- In what ways is food an environmental issue?
- What are the most pressing food-related environmental issues?
- How is the politics of food different or similar to other environmental issues?

Nov. 14  **Energy**

- What are the main sources of energy in your country?
- What is the energy consumption rate?
- What are the main energy political players and debates?
- Any plans/hope for changing the energy mix?

**Participant Observation #1 Due**

**JuleBug Planning Session**

- Eileen McGurty “From NIMBY to Civil Rights”
- Toshizo Maeda IGRS Policy Brief
- Foreign Policy “Digital Dumping”

**Blog 7**: Describe garbage issues and politics in your country. Include 1-2 paragraphs discussing issues raised in the readings relate to your country.

- Gregory et al, “Climate Change and Food Security”
- Smith and Kurtz, “Community Gardens and Politics of Scale in NYC”

**Blog 8**: Describe the most important environmental issues related to food in your country. Include 1-2 paragraphs discussing issues raised in the readings/clip in your country.

**Zeega#1 Due**

- Michael Ross, “Does Oil Hinder Democracy?”
- Jacobsson and Lauber Renewable energy in Germany

**Blog 9**: Describe energy politics in your country: basic statistics, key players, and main battles. Include 1-2 paragraphs discussing how the issues raised in the reading relate to your country.
Nov. 21  Environmental Politics and Democracy
• How does environmental politics operate in an undemocratic context?
• How can environmental activism promote democratization?
• Why do authoritarian governments allow environmental activism?

Participation Observation #2 Due
Robert Weller. *Alternate Civilities*. ch.6
Haddad, *Paradoxes of Democratization*

**ANALYTIC PAPER#2 Due—9am on Monday, November 25th—Moodle and Turnitin.com**

*Part III: Wrapping Up*

Nov. 28  **THANKSGIVING—NO CLASS**
Eat Much, Sleep Much, Be Merry 😊

Dec. 5  **Working towards solutions around the world—Wrapping Up**
Final Blog: Discuss 1-3 things that we should learn about environmental politics gone right in your country.
Final Zeega Due

Dec. 13  **Final Paper Due**—Turnitin.com before midnight and submit to the Moodle.