Environmental Advocacy Strategies the Work
GOVT/EAST/ENVS 291

Fall 2012
Thursday 1:10-4:00
COE Seminar Room

Mary Alice Haddad
Office: PAC 221
Email: mahaddad@wesleyan.edu
Office Hours: Wednesdays 11-12 in COE 202
Thursdays 11-12 in PAC 221

Overview
This is an upper division interdisciplinary seminar that investigates environmental advocacy strategies that work. We will be studying a diverse array of strategies that are effective at locally, nationally, and internationally, examining the factors that lead to their success and the conditions under which they are more or less effective.

This seminar will cover very wide geographic and intellectual ground. While most studies of environmental advocacy tend to focus on a very narrow set of protest repertoires that have become popular and gained considerable exposure in the media, this course will look at a much broader range of strategies that advocates are using to change the behavior of individuals, governments, and corporations in pro-environmental ways around the world—in rich, democratic countries, in poor, non-democratic countries, and everything in between. We will study how strategies that work very well in one context may not work nearly as well in another, with a particular interest in strategies that appear to be effective in diverse socioeconomic and political contexts.

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 departments, 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.

Although the course is pitched at a high level and in class we will be discussing rather general topics, by the end of the semester each of you will become an expert in the environmental strategies at work in a particular country. Each week you will be conducting research about your country, updating your blog, and contributing your country-specific knowledge to our general discussion.

In addition to intellectual engagement, each student will also “do” some environmental advocacy during the semester. You will be involved in advocacy as an individual, and our class as a whole will craft an advocacy effort of our own. Your experiences and reflections will enhance our understanding of how abstract theories and far-away policies apply to our own lives.
Learning Objectives

• Enhanced knowledge of different environmental advocacy strategies
• Enhanced ability to understand and utilize multi-disciplinary modes of inquiry
• Deeper knowledge about why different strategies work in different contexts
• Greater sense of empowerment to become positively involved in environmental politics

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

Your seminar grade will be comprised of six parts:

**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. Participation in the movement and art workshops is included in this grade.

**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.

**Participant Observation Assignment**

Each student will participate in some form of environmental advocacy. The activity 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 the experience.

**Environmental Advocacy Class Project**

Our class will collectively decide on an environmental advocacy project to complete before the end of the semester. Each student will participate in the crafting of the project and will hand in a short, 1-3 page reflection on the project and their participation.
Blogs
Throughout the semester students will maintain and update their blog about the environmental strategy in their 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)

Analytic Papers
Students must write two 5 page analytic papers over the course of the semester. The papers must have a clear argument and use 2 readings as well as at least 3 blogs. (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 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 semester, so there should be no need for unacceptable assistance. All papers must be submitted to turnitin.com to help protect everyone against plagiarism. For questions about Wesleyan’s policies on plagiarism see: www.wesleyan.edu/studenthandbook/3_honorsystem.ctt

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 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 fluky 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

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Sept. 6</td>
<td>Introduction</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/where you want to do your participant observation.</td>
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<tr>
<td>Sept. 13</td>
<td>Policymaking Framework and Advocacy</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>Update Blog:</strong> Overview of environmental politics in your country. Include (a) an overview of environmental policymaking—e.g. who makes policy, (b) the main issues, and (c) main environmental organizations.</td>
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<td>Sept. 20</td>
<td>Protest</td>
<td><strong>Participant Observation assignment handed out</strong></td>
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<td>- Tarrow, <em>Power in Movement</em></td>
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<td>- Agnone, “Amplifying Public Opinion”</td>
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<td><strong>Update Blog:</strong> Describe several environmental protests in your country. Ideally you can find at least one effective one and at least one non-effective. Discuss why you think the effective ones worked and the ineffective ones didn’t.</td>
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<td>Sept. 27</td>
<td>Legal Advocacy</td>
<td>- Zemans, “Framework for Analysis of Legal Mobilization”</td>
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<td>- Upham, “Law and Moral Consciousness in Japan”</td>
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<td>- Wang and Gao, “Environmental Policy”</td>
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Environmenal Advocacy Strategies

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- Under what conditions is use of the courts ineffective?
- What are the major challenges when using the courts as an avenue for advocacy?

Courts and the Development of Public Interest Litigation in China”

Oct. 4 Media Campaigns

- How do media campaigns influence environmental politics?
- Who are the main targets of media campaigns?
- Who are the main instigators of media campaigns?
- How do those campaigns differ across countries?

Update Blog: How are the courts used to promote the environment in your country? Why/when is this type of advocacy effective or not effective?

- Hutchins and Lester, “Environmental Protest and tap-Dancing with the Media”
- Internet campaigns: https://act.350.org/donate/2011_2

Update Blog: How do environmental advocates use the media in your country? What kinds of use of the media are the most prevalent? What kinds of media use are the most effective? What is a down-side of media use in your country?

First Analytic Paper Due Monday October 8th at 9:00am

Part II: “Under the Radar” Advocacy Strategies

Oct. 11 Art and Advocacy *Movement Workshop*

- How is art used in environmental advocacy efforts?
- What aspects make it effective?
- Who are the main targets of the advocacy?
- Who are the main producers of the advocacy?
- Under what conditions is it more effective?

- Edelman Art and Politics, ch. 1
- Manabe “No-Nuckes 2012 Concert…” http://japanfocus.org/-Noriko-MANABE/3799
- Watch: Warriors of Qiuggang http://e360.yale.edu/feature/the_warriors_of_qiuggang_a_chinese_village_fights_back/2358/

Update Blog: How is art/music/performance used as an environmental strategy in your country? Who is using it? Why? In what ways is it effective?

Oct. 18 Education

- How and why does environmental education work as advocacy?
- How is educating the public different from educating policymakers?
- How is education political?

- McDuff and Jacobson, “Impacts and Future Directions of Youth Conservation Organizations”
- Ehrlich, “Environmental Science Input to Public Policy”

Update Blog: How is education being
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• Should education “count” as advocacy? used as an advocacy strategy in your country? How do the education strategies directed toward the public differ from those directed towards policy makers and/or corporations?

Oct. 25 Friend on the Inside
*Guest Christopher James*
• How are advocates gaining access to policymakers?
• What/Who are the key links between policymakers and advocates (e.g., former gov officials, academics, international conferences., etc.)
• What kinds of problems emerge by having close connections to policymakers?

- Kingdon Agendas, Alternatives, Public Policies ch. 1
- Brint, “Rethinking the Policy Influence of Experts”

Update Blog: How do environmental advocates gain access to policymakers? What kinds of connections are there between advocacy organizations, government (local and national), and corporations?

Oct. 25 Mandatory Talk: Christopher James, “China’s Plans to Improve Air Quality” 4:30 FEAS

Nov. 1 Make it Work Locally
• Why is making it work locally important?
• How does local success get disseminated to other localities, to national policy?
• What kinds of problems arise from local success?

Plan class advocacy project
- Beijing’s 26 Degree Campaign
- Maeda- Composting Indonesia
- Betsill and Bulkeley, “Transnational Networks”

Update Blog: Find a few examples of successful local environmental projects in your country. Under what conditions to these local successes get copied? When do they become national policy? When do they just remain local?

Nov. 8 Network
• What are the different kinds of networks being used by advocates?
• What are the different power dynamics in different types of networks?
• Why does networking work as a strategy?

- Waley, “Ruining and Restoring Rivers”
- Keck and Sikkink, “Transnational Advocacy Networks”
- Rodrigues, “Advocating for the Environment”
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- What problems does it solve?
- What problems does it create?

Update Blog: What kinds of environmental networks are active in your country? How are they connected to international networks? How are the networks useful?

Nov. 15 Make it Work for Business
- How are environmental advocates making partnerships with business?
- What conditions make partnerships with business easy? Hard?
- What challenges emerge when advocates work with business?

- readings TBA

Update Blog: What are some of the positive ways that environmental advocates are cooperating with business in your country? What areas of environmental advocacy are being led by business? How have market forces been channeled to solve environmental problems?

Second Analytic Paper Due Monday November 19th at 9:00am

Nov. 22 THANKSGIVING—NO CLASS

Eat Much, Sleep Much, Be Merry 😊

Nov. 29 The Democratic Difference
- How does democracy affect the strategies environmental advocates use?
- How can advocates be effective in non- and quasi-democratic environments?
- How can environmental advocacy strategies be utilized for democracy promotion?
- What are the dangers of linking environmental and democratization advocacy?

Participant Observation Project Due

Finish class advocacy project
- Haddad “Paradoxes of Democratization”

Dec. 6 Working towards solutions around the world—Wrapping Up

Final Blog: Discuss 1-3 things that we should learn about successful environmental advocacy in your country.

Dec. 13 Final Paper Due—Turnitin.com before midnight Dec. 13;
Turn in hard copy directly to me or to course box by noon on Dec. 14th.