

**Political Science PS 447/Northern Studies NORS 647
U.S. Environmental Politics**

**Spring Semester 2004
Class: Monday, 5:50-8:50, G614E**

**Dr. James N. Gladden
Office: Gruening 601B, 474-5418
Office Hours: Tues/Thurs 3:30-4:30, and by appointment**

When the Founding Fathers met at Philadelphia in 1787 to frame the U.S. Constitution, the quality of the natural environment as a subject of politics did not exist. Much has happened in the two intervening centuries, given advances in science and technology, population and economic growth, and shifts in public awareness of issues. This course is designed to provide students with a better understanding of U.S. environmental politics as a field of study in political science. We study a range of political values and policy issues, and they are set within the frame of larger questions. Is there an environmental crisis and should it be a focus of public policy? What is the role of government in dealing with environmental problems? Are humans a natural part of the environment, and what policy implications follow from the answer to this question? What does more economic and population growth mean for the American quality of life? What role should science and technology play in environmental politics and policy? Are political institutions in American society adequate to manage a wide range of environmental problems?

We begin with a study of some of the seminal works by a pioneer of the study of environmental politics and policy. Caldwell published an article in 1963 arguing that human uses of the natural environment should become a focus of public policy. We will continue with background material on U.S. environmental politics written by Kraft. He gives readers a basic knowledge of the nature of the problems and the institutional mechanisms for grappling with a diverse range of issues. We will also read a number of case studies compiled by Layzer. They focus on pollution, managing natural resources, commons problems, and new approaches to environmental problems. We will read a classic article by Hardin, explaining the concept of the tragedy of the commons. Sax will introduce you to one point of view about how U.S. national parks ought to be managed. The book by Caldwell will provide you with new ways of thinking about how to integrate science into decision-making by federal agencies. It does a good job of explaining the value premises of the National Environmental Policy Act of 1969 and its procedural requirement in the Environmental Impact Statement (EIS).

Course Procedures and Materials

This course is offered simultaneously using the UAF Blackboard System on the online and the classroom versions of PS447/NORS647. Students enrolled in either section of the course will find all syllabus instructions, assigned readings, discussion questions, and guidelines for writing term papers. To enter the course on Blackboard the instructor must enter your information. All students must have a valid UAF email Aurora account and computer access to a reliable Internet connection. The instructor will use your UAF email account to give you access to the UAF Blackboard System and the online course materials. Access to Blackboard is at <http://classes.uaf.edu>. You should use Internet Explorer to access the UAF Blackboard System, as other servers do not work as well.

Students enrolled in the online version of the course will complete all class assignments electronically, as explained in the Assignments section of Blackboard. You will also participate in exchanges through Discussion Board and Virtual Classroom. Students enrolled in the classroom version of the course will respond to posted discussion questions in class, although the instructor may sometimes ask classroom students to respond in written form. Online students must submit

written work on the due dates by posting it on Blackboard; those taking the classroom version will hand their work in as hard copy paper.

Required Books

Kraft, Michael E. 2004. *Environmental Policy and Politics, 3rd edition*. New York: Pearson Longman.

Layzer, Judith A. 2002. *The Environmental Case: Translating Values into Policy*. Washington, D.C.: Congressional Quarterly Press.

Caldwell, Lynton K. 1982. *Science and the National Environmental Policy Act: Redirecting Policy through Procedural Reform*. University: The University of Alabama Press.

Sax, Joseph L. 1980. *Mountains Without Handrails: Reflections on the National Parks*. Ann Arbor: University of Michigan Press.

Required Articles

The following five (5) articles are located on ERes. The password for access to the Rasmusen Library Electronic Reserve System is <intepid>. The first four articles are from the following book:

Bartlett, Robert V. and James N. Gladden, eds. 1995. *Environment as a Focus for Public Policy* (Essays by Lynton K. Caldwell). College Station, TX: Texas A & M University Press.

Bartlett & Gladden, L. K. Caldwell and Environmental Policy: What Have We Learned?
L. K. Caldwell, Environment: A New Focus for Public Policy?
L. K. Caldwell, Environmental Policy in a Hypertrophic Society.
L. K. Caldwell, 1992: Threshold of the Postmodern World.

Hardin, Garrett. 1968. The Tragedy of the Commons. *Science* 162 (December 13): 1243-48.

This course is offered as PS447 for undergraduates and NORS647 for graduate students. In writing papers and examinations, graduate students need to demonstrate a more rigorous grasp of course material. Graduate students are required to write a longer, more detailed research paper and use more references in doing research on chosen topics. They are expected to perform at a higher level of analysis on the essay questions in the mid-term and final examinations. Students in both sections of the course are expected to attend classes on a regular basis and offer their ideas on the assigned readings. Please note below the distribution of work and the percentage of its worth.

Attendance/Participation: (10%)
Mid-Term Examination: (25%)
Final Examination: (25%)
Research (Term) Paper: (40%)

Attendance/Participation (10%)

Students are expected to attend class regularly and come prepared to discuss the assigned readings. The aim of this element of evaluation is to encourage you to cultivate an understanding of U.S. environmental politics. A critical way to achieve this is your willingness to attend class and

frequently participate in discussions. Please note the two books by Layzer and Kraft contain questions at the end of chapters; we will use these for class discussions.

Mid-Term Examination (25%)

The mid-term examination is take-home, and you are free to use whatever assigned readings and notes you have taken to answer the questions. I will hand out the mid-term essay questions on the class scheduled for March 1 at the end of the period. You will return the examination to me by the end of day (5:00 p.m.) on the following day, March 2. I will look for clarity and detail in your response to questions posed on the readings covered for the first half of the course.

Final Examination (25%)

Students will set for an essay examination, to consist of several questions. Please bring a blue book to class, available for purchase at the UAF Bookstore in Constitution Hall, for writing your essay responses to questions. The examination is comprehensive and it will cover major concepts and themes focused on in the course. It will consist of essay questions, and students will have two hours to write their responses. Unlike the mid-term test, the final is closed book and notes. The final examination is scheduled for May 7, Friday at 5:45-7:45 p.m.

V. Research Paper (40%)

Choosing a Research Topic

Your assignment is to do research and write a term paper that describes and analyzes some problem, issue, or concept of U.S. environmental politics. Given the wide range of topics available in the assigned readings for the course, you should be able to narrow down your focus and choose a researchable topic.

You may wish to develop a case study of a particular problem in environmental politics. For example, in Alaska there are a multitude of public land and coastal zone management issues. Other regions of the U.S. have air and water quality problems, quality of urban life concerns, and toxic waste disposal debates. Some examples of topics are oil drilling in the Arctic Wildlife Refuge and the spotted owl controversy in the Pacific Northwest. You may also wish to look at a broader class of problems instead of doing a case study. Some examples include protecting endangered species, disposing of nuclear wastes, formulating a national energy policy, or preserving wilderness areas in a natural state. Some students may wish to focus on more abstract and theoretical aspects of U.S. environmental politics. For example, you might analyze the arguments used to support a biocentric worldview or study the political implications of bioregionalism.

Whatever topic chosen, you should be able to state it in the form of a question. You need to be able to isolate a research problem and state the purpose of the research. Here are a few examples. The purpose of this paper is to examine the arguments for and against opening the Arctic Wildlife Refuge to oil and gas development. Or, the purpose of this paper is to support the precautionary principle as a guide to U.S. environmental policy-making. It is very important that you define the boundaries of the research question. You need to pose a question with enough precision to know what you are looking for as you carry out the research needed to write the paper.

Research Paper Requirements

For NORS647 students, the paper needs to be around 25 pages of double-spaced text, and for PS447 students around 15 pages. These lengths are exclusive of the title page, abstract, and

references cited. Use a 12-font type size and standard margins, so that I can write comments on your paper. Be sure to paginate your research paper, and begin on the first page of the main text of your work, not the title page or the abstract.

The title, or cover page needs to have a title (and subtitle, if you wish), your name, information about the course, and the date of submission. The abstract is on the next page; it summarizes the main idea and tells the reader what the paper argues. It also should be double-spaced, and no longer than a half-page of writing. The body of your work should use headings (and subheadings) to divide and organize the research paper into its major component parts. Use Kate Turabian's author-date-page style when citing works in the body of the text, e.g., (Caldwell 1982, 23). Her parenthetical-reference and reference list format should be used to cite the sources you use to write your paper. The University of Wisconsin-Madison Writing Center has an excellent website with instructions for use of the Chicago/Turabian documentation style. It is at the following website address: <http://www.wisc.edu/writing/Handbook/DocChicago.html>.

The References Cited sheet goes at the end of the paper, and lists in alphabetical order by the last name of author all the works you have used. Use the same order of the facts of publication as found in the required books section of this syllabus when building your references sheet. NORS647 students must cite no fewer than 15 references to books and articles. Of course, citing websites is fine, but you still to include at least 15 references from academic books and articles. PS447 students must cite no fewer than 10 references to books and articles.

Standards for Evaluating Papers

Your final paper will be graded on attention to detail, with a focus on how well it is organized and based on solid research. Does the paper reflect your thinking about a environmental subject of political debate? Have you followed the guidelines for the title page, abstract, body of the paper, and references cited? Have you taken care to weed out errors in grammar and spelling? Have you correctly used the author-date style in the body of the paper, and built the references cited sheet in the proper order of publication facts? Have you polished the sentence structure of the paper, making the writing style as clear as you can? Does the paper manifest a precision of thought and economy of phrase? Is your main argument focused and clearly developed? Is the general appearance of the paper sharp and crisp, or does it appear sloppy, done in haste, and shoved out the door at the last minute?

Due Dates for Research Paper Stages

To meet the requirements for the research papers, you need to meet three important dates during the semester. Points will be deducted from the final research paper for missing deadlines, unless you notify the instructor with a plausible reason before the due date.

Paper Proposal--Due February 23. Hand in a statement on the topic you will write a research paper on. This should include a tentative title, a 1-2 page double space text on what you want to do, and a brief outline with headings that describe the parts of the proposed paper. PS447 students need to include no fewer than five (5) sources, and NORS647 students ten (10) sources. It is important that you locate an adequate amount of reference material to enable you to do the research project. The website of the Rasmuson Library is a good place to begin doing an initial search for references you can locate and study to become a specialist on the topic you have chosen.

Draft Paper--Due March 29. Submit a complete, initial draft of your term paper, to include a cover page and abstract, a manuscript organized into headings, and a list of references.

Final research paper, due April 26. The final paper is due in class. I will ask each of you to present your paper and we will use this as a basis for discussion.

PS447/NORS647 Course Outline and Schedule of Readings

19 January (no class, Alaska Civil Rights Day)

26 January

(ERes)

Bartlett and Gladden, Caldwell and Environmental Policy

Caldwell, Environment: A New Focus for Public Policy?

Caldwell, Environmental Policy in a Hypertrophic Society

Caldwell, 1992: Threshold of the Postmodern World

02 February

Kraft

Chapter 1: Environmental Problems and Politics

Chapter 2: Judging the State of the Environment

Chapter 3: The Policy-Making Process and the Environment

09 February

Kraft

Chapter 4: U.S. Environmental Politics and the Evolution of Policy

Layzer

Preface, Chapter 1: Introduction

Chapter 14: Conclusions

Kraft

Chapter 5: Controlling Environmental Pollution

16 February

Layzer

Chapter 2: The Nation Tackles Pollution

Chapter 3: Love Canal: Hazardous Waste

Chapter 4: Government Secrets at Rocky Flats

23 February

Kraft

Chapter 6: Energy and Natural Resource Policies

Layzer

Chapter 5: Oil vs. Wilderness in the Arctic Wildlife Refuge

Chapter 6: Federal Grazing Policy

Chapter 7: Jobs vs. Environment: Saving the Spotted Owl

Attention: Research Paper Proposal Due

01 March

Sax (entire book)

Mountains Without Handrails

Attention: Mid-Term Exam (handed out; due March 2, 5:00 p.m.)

08 March

15 (no class, Spring Recess)

22 March

Hardin (Electronic Reservation)

Tragedy of the Commons

Layzer

Chapter 8: The New England Fisheries Crisis

Chapter 9: Climate Change: Formulating International Policies

29 March

Layzer

Chapter 10: Backlash: Wise Use and Property Rights

Chapter 11: Market-based Solutions: Acid Rain

Attention: Draft Term Paper Due

05 April

Layzer

Chapter 12: Ecosystem-Based Solutions: Restoring the Everglades

Chapter 13: Local Collaboration and Saving California's Landscape

12 April

Caldwell (entire book)

Science and the National Environmental Policy Act

19 April

Kraft

Chapter 7: Evaluating Environmental Policy

Chapter 8: Environmental Policy and Politics for the 21st Century

26 April

Presentation of Term Papers

Attention: Final Term Paper Due

03 May

Presentation of Term Papers

07 May

Attention: Final Examination, Friday, 5:45-7:45 p.m.