

Introduction to Environmental Policy and Politics
POL 223
Fall 2013
MWF 10:30 – 11:20, LWSN B155

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Course overview:

In this course we will study the politics and decision making of modern societies as they attempt to cope with environmental and natural resources problems. Whether global warming, Not in My Back Yard (NIMBY) politics, or the tragedy of the commons, citizens around the world are now encountering the consequences of rapid economic growth and development. This course focuses both on domestic and international environmental policy with special attention given to theories of interests, ideas, and institutions. Requirements include active class participation, quizzes, midterm and final examinations, and an analytical paper on an environmental policy topic of the student's choice. There are no prerequisites.

Student requirements:

1. An analytical research paper (5-6 pages) on a topic of your choice which will revolve around theories developed during class, makes a clear argument about why an outcome happened, raises and dismisses potential alternative explanations for that outcome, and which references at least seven peer-reviewed articles or books.
2. A midterm and a final examination.
3. Preparation for and participation in class discussions along with reading quizzes. You are expected to follow the Purdue University Class Attendance and Absence Reporting Policy, meaning that you are required to attend all lectures and events. Absences will be excused only for documented physical or mental illness, accident, or emergency as determined by the Dean of Students.

For all work, the Purdue University Student Code of Conduct is in effect. Every assignment, paper, quiz, and exam must be your own work; all papers will be checked via SafeAssign software via Blackboard for evidence of copying or cutting-and-pasting. Plagiarism will not be tolerated; students who cheat or copy will fail the course and be turned into the Dean of Students.

Evaluation: 100 – 94 A, 93-90 A-, 89-87 B+, 86-84 B, 83-80 B-, 79-77 C+, 76-74 C, 73-70 C-, 69-67 D+, 66-64 D, 63-60 D-, 59 (and below) F

Class attendance, participation and reading quizzes	25%
Research paper	25%
Midterm (4 October) and Final Exam (as scheduled)	50%

Readings:

The following book should be purchased; all other readings will be available on the Blackboard system.

Daniel P. Aldrich. 2008 or 2010. *Site Fights: Divisive Facilities and Civil Society in Japan and the West*. Ithaca: Cornell University Press.

Course Schedule

19 August Introduction

Goals: To grasp the essentials of a strong research paper, to be able to identify common problems in research papers, and to get to know your classmates and the academic resources available to you here at Purdue.

Questions: What are the names of at least five of your classmates? What are the important parts of a research paper? If you need academic assistance, where should you go?

Readings: Please purchase the required text and begin looking through BlackBoard.

21 August Ideas, Institutions, and Interests

Goals: To be able to recognize and define interest, institution, and idea-based approaches to problems. Additionally, to be able to predict how scholars of each stripe would see a new event, such as attempts to pass stricter gas mileage requirements for cars.

Questions: Which approach focuses on the material interests of principal actors? Are political economists still primarily concerned with class-based cleavages? What are some principal actors in the institutional approach? Which approach captures human interactions more effectively? In what way is politics a “struggle for the interpretation of interests”?

Readings: Peter A. Hall, “The Role of Interests, Institutions, and Ideas in the Comparative Political Economy of Nations,” in Mark Lichbach and Alan Zuckerman, eds. 1997. *Comparative Politics: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.

23 August The Policy Cycle

Goals: To be able to argue for the importance of theory in studies of environmental policy.

Questions: Why should a theory be “empirically falsifiable”? What differentiates a model from a theory? What are the core tenets of actor-centered institutionalism? Why did Bendor find laboratory studies more persuasive than field studies? Why does Sabatier believe that scholars need to develop networks of researchers? How does this reading fit with the work that we read from Hall?

Readings: Paul A. Sabatier, “Fostering the Development of Policy Theory,” in Paul A. Sabatier, ed. 1999. *Theories of the Policy Process*. New York: Westview Press.

26 August Tragedy of the Commons: Theory

Goals: To understand what a “tragedy of the commons” problem is, and to be able to recognize this phenomena in environmental politics in areas of conservation, pollution, and national parks.

Questions: Why does Hardin believe that the population problem has “no technical solution”? What does he mean when he says that “the most rapidly growing populations on earth are...the most miserable”? In what ways is an open pasture a tragedy of the commons? If overgrazing is a problem, why don't the herdsman stop adding animals? What are potential solutions to this problem? Should temperance be our goal? Is coercion

effective? Is abandoning the “freedom to breed” good advice? Is China’s one-child policy a good or bad example of Hardin’s approach applied to real life?

Readings: Garrett Hardin, “The Tragedy of the Commons,” *Science* 162:3859 (Dec. 13, 1968), p. 1243 *et seq.*

28 August Research and Library Day

Goals: To know what resources are available to you at the Purdue library system.

Questions: What is the name of the social science librarian who can assist you in researching your paper? What are some examples of databases that are relevant to our work on environmental policy? How many peer-reviewed sources must your final paper reference?

Readings: Come to the classroom ready to learn about where to find relevant materials for your research paper.

30 August Tragedy of the Commons: Markets

Goals: To be able to offer a critique of Hardin’s well-known essay.

Questions: What are some of the assumptions of the Gordon-Scott model? According to standard tragedy of the commons approaches, what is it “rational” for individuals to do? What is wrong with assumptions that all fishers, for example, are similar? Why doesn’t the “prisoner’s dilemma” game describe reality well? How was the California state government responsible for the collapse of its fisheries?

Readings: David Feeny, Susan Hanna, Arthur F. McEvoy. Questioning the Assumptions of the "Tragedy of the Commons" Model of Fisheries. *Land Economics*, Vol. 72, No. 2, (May, 1996), pp. 187-205

2 September No Class (Labor Day)

4 September Tragedy of the Commons: Population

Goals: To understand a sociological perspective on overpopulation and resource depletion.

Questions: Malthus was wrong; should we not worry, then? What is the override view in terms of compulsory birth control? How is it different from the collaborative approach? Is development the most reliable contraceptive? How have data on food production altered the argument? In what ways is Kerala a success? The Economist strengthen or weaken Sen’s point? What does the number 2.1 symbolize? What connection do the 2009 Iranian riots have with this topic? Do higher standards of living reduce fertility?

Readings: Amartya Sen. 1994. “Population: Delusion and Reality,” *N.Y. Review of Books* (Sept. 22).

The Economist “Go Forth and Multiply a Lot Less” 31 October 2009 pp. 29-31

6 September No Class [Rosh Hashanah]

9 September Paper Check in Date

Goals: To receive feedback on potential paper topics both from instructors and classmates.

Questions: Come to class with a one paragraph written proposal for a paper topic including potential sources and arguments that you will raise and dismiss. We will break into small groups to discuss and provide feedback on these ideas.

Readings: Purdue Online Writing Lab, “Essay Writing” especially <http://owl.english.purdue.edu/owl/resource/588/1/>

11 September Interests: The Role of Markets in Environmentalism

Goals: To recognize and understand arguments for free market environmentalism.

Questions: How do the authors explain the failure of earlier pessimistic forecasts? What sits at the heart of “free market environmentalism” and how does it view human nature? According to this approach, can a central planner know the best solutions? What is wrong with models like FORPLAN? Why does efficiency matter more in the private sector? What role do property rights play in this approach?

Readings: Terry L. Anderson and Donald R. Leal. 2001. *Free Market Environmentalism*. New York: Palgrave Macmillan, pp. 1-23.

13 September Actors and Interests

Goals: To be able to recognize and describe at least three types of actors in the environmental arena.

Questions: What are the possible roles for state actors? Can a strong environmental movement within a nation ensure that it takes the lead in relevant issues? In what ways do the costs and risks of environmental threats impact state policies? What are some examples of institutional organizations in this field? What is soft law, and how is it influential? Have the World Bank and IMF taken up the environment as an important issue? What are some international NGOs, how many members do they have, and how can they influence international regimes? Should we consider companies here too?

Readings: Gareth Porter and Janet Welsh Brown. “Actors in the Environmental Arena,” in Gareth Porter et al. 3rd ed., 2000. *Global Environmental Politics*. New York: Westview Press.

16 September Ecology and Ideas

Goals: To understand one critical perspective on the failure of the world to act decisively on environmental problems.

Questions: Why does Speth believe that the alarm that was sounded 20 years ago has “not been heeded”? In what ways was the “Global 2000” report accurate? Why does he believe that “poverty destroys the environment”? How will changes in consumption and technology change things?

Readings: J.G. Speth, "Recycling Environmentalism," *Foreign Policy* 131 (July/Aug. 2002), p. 74 -

18 September Ecology: Interests and Markets

Goals: To challenge typical "individualizing" ways of responding to environmental problems.

Questions: In what way does the ending of *The Lorax* exemplify the American response to the environmental crisis? What is the problem with this approach – that is, why aren't simple living and militant recycling sufficient? What does IPAT stand for, and how does IWAC differ from it? What is the consumption problem he refers to?

Readings: Michael F. Maniates. 2001. "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* 1:3 (Aug. 2001), p. 31 -

20 September No class [Sukkos]

23 September Air Pollution: Interests and Markets

Goals: To understand one case study of the complex political intricacies and compromises of passing pollution control legislation in the United States.

Questions: What role do policy entrepreneurs and international pressure play on legislatures like Congress? What process altered lakes' pH levels beneath 4.5? How did contesting the science of acid rain benefit the Reagan administration? Which groups opposed acid rain controls, and why? What is "allowance trading"? Who lost the most due to the acid rain provisions passed by both Houses? Why did utilities cut their emissions? How did lawsuits play a role in cutting sulfur and nitrous oxide?

Readings: Judith A. Layzer. 2002. "Market-based Solutions: Acid Rain and the Clean Air Act Amendments of 1990," in Judith A. Layzer, ed. 2005. *The Environmental Case*. Washington, D.C.: CQ Press.

25 September Nuclear Power and Ideas

Goals: To view the French anti-nuclear movement from a sociological perspective.

Questions: What motivates opponents of the nuclear industry? Who are the "dominated classes" here? What is "sociological intervention" and how did it impact the way this book was written? Why is the anti-nuclear movement "defensive" and part of the counter culture? What happened on 31 July 1977? What was the fate of the anti-nuclear movement in France?

Readings: Alain Touraine et al. [Peter Fawcett, tr.]. 1983. *Anti-Nuclear Protest: The Opposition to Nuclear Energy in France*. Cambridge: Cambridge University Press, Chp 1-2.

27 September No class [Shemini Atzeres and Simchas Torah]

30 September Nuclear Power and Institutions

Goals: To grasp how one nation has promoted its nuclear energy goals over time.

Questions: What are common explanations for success at siting in Japan? What alternative explanation does Aldrich offer? What distinguishes authority, incentive, capacity, symbolic,

and learning tools from each other? Have the tools of the Japanese state remained static over time? How successful have these tools been in the long run?

Readings: Daniel P. Aldrich. 2005. "The Limits of Flexible and Adaptive Institutions: The Japanese Government's Role in Nuclear Power Plant Siting over the Post-War Period," in Daigee Shaw and S. Hayden Lesbirel, eds. 2005. *Managing Conflict in Facility Siting*. Northampton, MA: Edward Elgar.

2 October Nuclear Power and Institutions

Goals: To see patterns in the way that states handle conflict with civil society over unwanted projects.

Questions: What are "public bads" and why have problems involving them become more severe over time? What is civil society and how does it relate to the policy tools used by the government? What are six potential explanations for how authorities choose where to put divisive facilities? Which explanation does the author favor, and why? What is "clustering" and why might it occur?

Readings: Daniel P. Aldrich. 2008. *Site Fights: Divisive Facilities and Civil Society in Japan and the West*. Ithaca: Cornell University Press, Introduction and Chap 1. (pp. 1-49).

4 October Midterm Examination [cumulative]

7 October No class [Fall break]

9 October Nuclear Power and Institutions

Goals: To connect the policy instruments used by governments to the strength of civil society in France and Japan in the field of nuclear power.

Questions: How can states be "foxes" or "lions"? What are typical theories of policy instrument use? What are some examples of coercion and hard social control tools? When are "softer" tools employed by state decision makers? Has the Japanese government relied on hard or soft tools in its nuclear power program? What subgroups have been targeted by state agencies? What are some examples of policy tools used in siting nuclear power plants? What differentiates centralized from decentralized nations, and what are examples of each? What about levels of state-society differentiation; how do France and the United States compare? What is Boyle measuring when she counts the number of anti-nuclear court cases in each country? According to her, how were France and the U.S. similar? Can we apply her approach to more different structures at lower levels of government? How does Aldrich envision the French nuclear power industry? How has the French state controlled public opinion on nuclear power?

Readings: Daniel P. Aldrich. 2008. *Site Fights: Divisive Facilities and Civil Society in Japan and the West*. Ithaca: Cornell University Press, Chapter 2 (pp. 50 -69), Chapter 5 (pp. 119-151) and Chapter 6 (pp. 152-184). And Elizabeth Boyle. 1998. "Political Frames and Legal Activity: The Cases of Nuclear Power in Four Countries." *Law and Society Review* 32:1, p. 141 – 174.

11 October Risk Perception: Ideas and Institutions

Goals: To view the US legislative process on pollution from a scientific perspective.

Questions: What is “agency rule-making” and what role does it play in the regulatory process? What are the three phases of regulation, and from what periods did they develop? What are some examples of “enlightenment” in pesticides and toxics? Why was the Clean Air Act of 1967 of interest? Are there any solutions to the problems of science-based regulation? Why is the EPA in an “uncomfortable middle ground”? What are hazard and risk assessment, and how do they fit into the overall process of risk assessment at the agency? Why is it so hard to figure out how dangerous chemicals might be to humans? What was EDB, and what did the EPA do about it? Why didn’t the EPA decide to provide a deeper earth cover for uranium mill tailings?

Readings: Jurgen Schmandt. 1984. “Regulation and Science.” *Science, Technology, and Human Values* 9:1 (Winter), p. 23 *et seq* and Milton Russell and Michael Gruber. 1987. “Risk Assessment in Environmental Policy-Making.” *Science* 236:4799, p. 286 – 290.

14 October Risk Perception and Ideas

Goals: To appreciate one understanding of public risk perception.

Questions: How does Piller link optimism to NIMBY fights? In what ways are NIMBY activists the new Luddites? What connections are there between anti-project groups and religious or ethical movements? Are there dark sides to new technologies? Whom does Piller blame for heightened fears and concerns? Do you agree with his conclusions?

Readings: Charles Piller. 1991. *The Fail Safe Society: Community Defiance and the End of American Technological Optimism*. New York: Basic Books, chs. 1-2 (pp. 1-36).

16 October Risk Perception: Ideas and Interests

Goals: To be able to analyze the outcome of a failed siting outcome based on risk perception.

Questions: What does Gusterson mean by the “fluidity of risk perceptions?” Did the anti-incinerator group have sole access to arguments about environmentalism? What strategies did the CARE activists use? Did the outcome of this case come about because of broader anti-nuclear or anti-facility sentiment? If not, what contributed to the outcome?

Readings: Hugh Gusterson. 2000. “How Not to Construct a Radioactive Waste Incinerator.” *Science, Technology, and Human Values* 25:3 (Summer).

18 October Risk Perception and Ideas

Goals: To understand differences in risk perception among different groups.

Questions: How did scientists, businesspeople, and environmentalists differ in their responses to the survey of Jenkins-Smith and Bassett? Do the results indicate that people will, to put it simply, stick with their beliefs regardless of the facts? If so, what are the implications for policies that provide information and public relations attempts?

Readings: Hank Jenkins Smith and Gilbert Bassett. 1994 “Perceived Risk and Uncertainty of Nuclear Waste.” *Risk Analysis* 15:5.

21 October Pollution, Risk Perception, and Ideas

Goals: To comprehend risk perception from the perspective of the general public.

Questions: We have seen Jenkins-Smith and Bassett lay out a case for differences in risk perception; what differences does Layzer highlight between the experts and the general public? How does publicity alter things? Why didn't homeowners near Love Canal know that their homes were over toxic waste? What was Lois Gibbs' role in the process? What compelled politicians to finally relocate all of the Love Canal residents? What connection did this have with the Superfund act?

Readings: Judith A. Layzer. 2002. "Love Canal: Hazardous Wastes and the Politics of Fear," in Judith A. Layzer, ed. 2005. *The Environmental Case*. Washington, D.C.: CQ Press pp. 54 – 76.

23 October Paper Check in Day

Goals: To receive feedback on your paper from instructors and classmates.

Questions: Come to class with a full outline of your paper which includes your argument, support for it, along with potential alternative hypotheses. We'll break into teams to discuss and provide feedback.

Readings: <http://owl.english.purdue.edu/owl/section/2/> (on citation)

25 October Research Day

Goals: To assist your classmates in finding support for their arguments from peer-reviewed arguments

Questions: Meet at the HSSE library with your partner and your paper; together go to find sources from the catalog and on-line holdings. Please email Mike Brownstein with a list of the new peer-reviewed sources you discover.

Readings: Your own paper and that of your classmates and whatever materials you locate

28 October Ideas, Issue Salience, and Pollution

Goals: To understand how the issue-attention cycle works in the US media.

Questions: Why can't public attention remain on a single issue, such as pollution, for very long? What are the five stages of the issue-attention cycle? Why did attention paid to NASA plummet? How have changing aspirations altered our perception of the environment? Has "improving the environment" lost public attention, as Downs predicted?

Readings: Anthony Downs. 1972. "Up and Down with Ecology: The 'Issue-Attention Cycle.'" *Public Interest* 28 (Summer), p. 38 *et seq.*

30 October Facility Siting and Interests

Goals: To gain working knowledge of one city's struggle to balance economic growth and jobs with the resulting environmental consequences.

Questions: How did race impact upon hiring decisions within U.S. Steel? How did racial segregation impact purchasing patterns, and why would this interest us? Why didn't local

officials move to enforce existing environmental regulations, or enact stricter ones? Did U.S. Steel locate its plant and further expansions with the concentration of race or minority groups in mind?

Readings: Andrew Hurley. 1995. *Environmental Inequalities: Class, Race, and Industrial Pollution in Gary, Indiana 1945-1980*. Chapel Hill: University of North Carolina Press, ch. 2.

1 November Facility Siting and Interests

Goals: To understand the arguments behind a classic text on environmental racism.

Questions: Have developers and governments deliberately targeted minority communities? What evidence does Bullard bring to support his argument? How have minority groups responded? Can you think of another explanation for these data? What would Hurley and Aldrich say about this argument?

Readings: Robert Bullard. 1990. *Dumping in Dixie: Race, Class, and Environmental Quality*. New York: Westview Press, pp. 37-73.

4 November Facility Siting and Interests

Goals: To grasp a critic's perception of the "environmental racism" debate

Questions: According to Friedman, where did the impetus for the "environmental racism" argument come from? What evidence does he have that the initial studies made "critical errors"? What arguments are there for allowing such facilities in the backyards of minority groups, according to Cohen and others? What arguments do the opponents of the Santa Cruz facility make? What evidence do they have?

Readings: David Friedman. 1998. "The Environmental Racism Hoax." *American Enterprise* 9:6 (Nov./Dec.), p. 75 - 78.

Steven Hahn. 2008. "Talking Trash." *MetroActive News* 7/23/2008.

Additionally: Come to class prepared to debate the siting of unwanted facilities – what evidence would we accept as proof of discrimination, and do we find any? In the Santa Cruz case, how would you rule, if you were the judge?

6 November Pollution: Institutions and Ideas

Goals: To better understand the institutional and ideational sources of pollution in modern China.

Questions: Is China's "story" a classic tale of economic development run amok? Are the nation's environmental practices solely the result of policy choices? Did Chinese leaders understand that they traded environmental health for economic growth? What role have nonstate actors played? According to Economy, does Chinese culture accord value to the elements of effective environmental governance? Which system focuses on "man's ability to shape nature to fulfill his needs"? How did population relate to state strength? How did Mao envision nature? Is this a story of ideas or institutions?

Readings: Elizabeth C. Economy. 2004. *The River Runs Black: The Environmental Challenge to China's Future*. Ithaca: Cornell University Press. Chapters 1-2 (pp. 1 -57)

8 November The Environment: Airports in Japan and France

Goals: To understand how strong civil society moves states toward certain policy instruments.

Questions: In which country – Japan or France – did protestors more regularly show strength against plans for airports? Why do airports generate only mild NIMBY responses? Was the resistance at Narita airport normal? What caused it? How have French authorities responded to resistance? Has the Japanese state moved away from land expropriation because of Narita?

Readings: Daniel P. Aldrich. Site Fights. Chapter 3 (pp. 70 – 94)

11 November International Regimes and Environmental Policy

Goals: To see how norms, rules, procedures, and institutions created by nations influence international environmental policy.

Questions: How do we define norms, principles, rules, and procedures? What are some regimes in hazardous waste and climate change? What are some obstacles (systemic, procedural, etc.) to effective global environmental policy? In terms of environmental policy, which do you believe is more important: individuals or institutions?

Readings: David Downie. “Global Environmental Policy: Governance Through Regimes.” In Om Axelrod, Regina S., David Leonard Downie, and Norman J. Vig (eds). 2005. *The Global Environment: Institutions, Law, and Policy*. Washington D. C., CQ Press. Pp. 64-82.

Additionally: By class time, upload your revised paper for comments and feedback.

13 November International Institutions and Environmental Policy

Goals: To understand how international organizations have shifted over time.

Questions: How should we characterize the pre-Stockholm era? How did developing nations see demands for environmental protection? When were poverty and underdevelopment recognized as causes of environmental degradation? What are three critical international institutions focused on the environment?

Readings: Marvin Soros. “Global Institutions and the Environment: An Evolutionary Perspective.” In Axelrod, Regina S., David Leonard Downie, and Norman J. Vig (eds). 2005. *The Global Environment: Institutions, Law, and Policy*. Washington D. C., CQ Press. Pp. 21-42

15 November In Class Simulation: Bargaining and Mediation over the Environment

Goals: To be able to take part in an international meeting on environmental standards involving corporations, NGOs, the United Nations, the World Bank, and consumers.

Questions: What difficulties did your group have in achieving its goals? In what ways could you have altered your strategies to be more effective?

Readings: Come to class having read and understood your “role” in the simulation.

18 November The US Government in Perspective

Goals: To understand the history of the American bureaucracy in theory and in action.

Questions: How can power be “gathered undesirably” by an agency? Why did the status of the US Post Office as a monopoly inhibit its efficiency? Why has the military budget increased even as its numbers decrease? In what ways was the US system a “client oriented bureaucracy”? How do separated powers keep US institutions from changing? How do majoritarian politics help presidents intent on creating new programs? Why do agencies resist deregulation? What can you predict about environmentally-focused agencies?

Readings: James Q. Wilson. 1975. “The Rise of the Bureaucratic State.” *Public Interest* 41 (Fall), p. 77 - 103.

20 November Epistemic Communities in Environmental Politics

Goals: To understand how environmental epistemic communities function.

Questions: Do environmental groups serve as the “megaphones” for scientists? What are epistemic communities? What happened once environmentalists began to dominate the whaling debate? Do all environmental groups have similar ideologies? In terms of CFC emission, did environmental groups magnify the voices of scientists?

Readings: Dave Toke. “Epistemic Communities and Environmental Groups.” *Politics* Vol. 19, No. 2, (1999), pp. 97-102.

22 November Environmental Policy and Institutions in Europe

Goals: To understand the role of institutions in Europe focused upon the environment.

Questions: What is the EEAC, and to what American institutions is it similar? What major event happened in Rio in 1992? What are “scientific expert” versus “stakeholder” bodies? Is the EEAC a national enforcement agency? What does it do, exactly? Why is a common perspective from the EEAC highly influential? Is decision making done by formal voting?

Readings: Richard Macrory and Ingeborg Niestroy. “Emerging Transnational Policy Networks: The European Environmental Advisory Councils.” In Norman J. Vig and Michael G. Faure. 2004. *Green Giants? Environmental Policies of the United States and the European Union*. Cambridge, MA, The MIT Press.

25 November The Gap between the United States and Europe on the Environment: Interests

Goals: To be able to identify the sources for the distance between US and European environmental positions.

Questions: Why did Bush pull out from the Kyoto protocol treaty? How did the Bush decision help the Europeans overcome internal disagreements? What is the “precautionary principle” embraced by Europe? What is the “no regrets” policy of the US? Why couldn’t the Clinton-Gore presidency close the gap with Europe? Why was the EU skeptical of emissions trading? How does Schreurs explain the failure of environmental groups in the US?

Readings: Miranda Schreurs. "The Climate Change Divide: The European Union, the United States, and the Future of the Kyoto Protocol." In Norman J. Vig and Michael G. Faure. 2004. *Green Giants? Environmental Policies of the United States and the European Union*. Cambridge, MA, The MIT Press.

27 November No class [Thanksgiving break]

29 November No class [Thanksgiving break]

2 December United States Politics and the Environment

Goals: To view the dynamic role played by individual state governments in the US.

Questions: Why is the federal government's role in climate change unclear, and how have states responded to the ambiguity? In what way is Texas "bigger" than Britain? What have rising temperatures done to fish and bird populations? Are states simply reacting to federal inaction? What is decentralization in the context of environmental policy? Are interest groups involved in state environmental policies, and why or why not? What are policy entrepreneurs, and what are they doing? What are prime-time and stealth states?

Readings: Barry Rabe. "The Politics of Climate Change, State Style" *Statehouse and Greenhouse: The Emerging Politics of American Climate Change Policy*. Washington D.C., Brookings Institution Press, 2004. Chapter 1, pp. 1-38.

4 December United States Politics and the Environment

Goals: To understand the role played by the US president in environmental politics.

Questions: What kinds of presidential powers exist? What indicators can we use to evaluate presidency environmental policy? In what ways did George Bush (I) surprise observers with his environmental policy? What caused a loss of confidence in Clinton's environmental actions? How did Bush (II) tip the balance of power towards business groups? Where do you believe the next US president will take environmental politics, and why?

Readings: Norman Vig. "Presidential Leadership and the Environment." In Norman Vig and Michael E. Kraft. 2003. *Environmental Policy: New Directions for the 21st Century*. Washington D.C., CQ Press.

6 December **Final Exam**

Goals: To be knowledgeable on the class material from the mid term.

Questions: Come to class prepared to take a 50 minute exam.

Readings: All since mid-term

Additionally: Final paper must be uploaded today by class time to SafeAssign. No late papers will be accepted.

Note: This syllabus is a living document which may change over the course of the semester in response to changing conditions. In the event of a major campus emergency, course requirements, deadlines etc are subject to changes necessitated by a revised calendar. Make sure your syllabus is up to date!