

Environmental Politics and Democratization

GOVT/EAST/ENVS 304

Fall 2009
Thursday 1:10-4:00
PAC 136

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Thurs. 10:30-11:30
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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, for good and for ill, democratic participation and politics.

This seminar will cover very wide geographic and intellectual ground. We will investigate ultra-local environmental issues, engaging in participant observation of environmental politics in our own Middletown community. We will also study how global environmental actors such as international nongovernmental organizations and multinational corporations are shaping the process and the content of environmental policy around 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 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 and becoming comfortable with different ways of thinking and engaging with subject matters is one of the skills that you will be building and enhancing throughout the semester.

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 wiki, and contributing your country-specific knowledge to our general discussion. At the end of the semester you will hand in a final paper that includes a summary of the collective information that you have gathered about your country, an analysis of that information, and a reflection on your experience in the seminar. 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 and far-away policies that we discuss in class take on shape and context in real life.

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
- 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 five 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 feet to the fire module will be reflected in this grade. 13%

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. 2%

Participant Observation Assignment

Each student will participate in some form of environmental politics. 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.). 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 (e.g., now that I understand X, I wonder why...; now that I have done A, I would like to...). 5%

Wiki

Throughout the semester students will maintain and update their wiki about the environmental politics of one particular country. The wiki should be 45%

updated each week with information related to the topic of that week and include issues specifically related to those raised by the readings. (5% per paper for 8 weeks plus a 5% creativity bonus)

Topic Papers

20%

Students must write two 5-6 page topic-focused papers over the course of the semester. Each paper will be a reflection on one of the weekly topic. The papers must have a clear argument and use the readings as well as the wiki contributions of classmates as evidence to support that argument. (2 papers 10% each)

Final Paper

15%

The final 18-20 page paper will represent a culmination of the class. 15 of the pages will summarize the student's wiki and analyze how their country case fits in with other cases covered in the readings and in class, and the final 3 pages will be a personal reflection on what the student takes away from the class both in terms of knowledge as well as personal growth.

The two topic papers and the final paper will be turned into me in two forms: (1) hard copy handed directly to me or dropped off in the course box in front of the government department **AND** (2) 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. Course wikis 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. 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

There is one book for this course: William Powers. *Blue Clay People: Seasons on Africa's Fragile Edge* (Blumsbury 2006). The book is available at the bookstore. All other readings are available online either through a direct link to the article or through the library's online course reserves system (found at: <http://eres.olin.wesleyan.edu/eres/courseindex.aspx>). If the link to an article is broken or not working, please look up the article yourself using the "journal locator" function at the library website (<http://www.wesleyan.edu:9092/libr/php/journallocator/jlocate.php3>). Full citations for all

articles are given, so you should not have trouble finding a copy. If you cannot find the readings having looked in these three places, please contact me so that I can get you the reading before class.

Reading Schedule

Date	Topic	Assignment Due
Sept. 10	Introduction <ul style="list-style-type: none">• Why is the environment such an issue?• Who are the main actors?• What are the main issues?• What tradeoffs do policymakers make?• Why/how is environmental politics related to democracy? To capitalism?	Think about/pick country that will be your research focus for the semester. Think about what your participant observation assignment will be.
Sept. 17	Governmental Regulatory Framework <ul style="list-style-type: none">• International regulatory framework• National regulatory framework• Sub-national regulatory framework• Why is regulation necessary?• Who regulates?• Who is regulated?• What is the purpose of regulation?• What kind of regulation is effective?• How does regulatory capacity vary across regulatory bodies/countries?	Marc Eisner, <i>Governing the Environment</i> . Ch. 1. Busch et al. “The Global Diffusion of Regulatory Instruments” Update Wiki: List main actors 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.
Sept. 24	International/Transnational Organizations <ul style="list-style-type: none">• Which intergovernmental organizations are involved in the environment? What do they do?• Which international, non-governmental organizations are involved? What do they do?• How do transnational actors connect to environmental politics on the ground?	Participant Observation assignment handed out Peter M. Haas. “Banning Chlorofluorocarbons.” Kim Reimann, “Building Global Civil Society from the Outside In?” Update Wiki: List transnational organizations involved in your country and what they do. Include 1-2 paragraphs discussing how issues raised in the readings relate to your country.
Oct. 1	Environmental Ethics <ul style="list-style-type: none">• What is environmental ethics?	Stanford Encyclopedia on Environmental

- What are some of the issues related to environmental ethics?
 - How does cultural heritage affect environmental ethics?
 - How are environmental ethics issues resolved/ameliorated?
- Oct. 8 **Feet to the Fire Movement Workshop— arts and environmental politics**
- 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?
- Oct. 15 **Conservation Politics**
- Who are the main actors involved in conservation politics?
 - What are some of the 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 political processes vary in democratic and non-democratic contexts?
- Oct. 22 **The Politicization of Science**
- Who identifies environmental “problems”?
 - How is science used in political battles concerning the environment?
 - How do different actors use/view science and knowledge differently?
- Ethics: <http://plato.stanford.edu/entries/ethics-environmental/>
- Figueroa and Mills “Environmental Justice”
- Tu Weiming, “The Continuity of Being: Chinese Visions of Nature”
- Update Wiki** 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.
- Jacqueline Adams. “Art in Social Movements.”
- Doug Blandy et al “Art, Ecological Restoration, and Art Education.”
- Update Wiki:** 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.
- Peterson et al “A Tale of Two Species”
- Ralph Litsinger, “In Search of the Grassroots”
- Update Wiki:** Describe main conservation issues and actors in your country. Include 1-2 paragraphs discussing how the issues raised in the reading relate to your country.
- Connie Ozawa. “Science in Environmental Conflict.”
- Paul Robbins. “The Practical Politics of Knowing”
- Update Wiki:** How is science used

- What are the ethical components of the treatment of different kinds of knowledge?
- Oct. 29 **NIMBY Politics**
- What is NIMBY politics?
 - How is NIMBY politics related to other kinds of environmental politics?
 - What are the ethical issues related to NIMBY politics?
 - How does NIMBY politics vary by cultural context?
- Oct. 29 MANDATORY TALK: Aldrich 4:30 at EAST**
- Nov. 5 **Eco-terrorism**
- What is ecoterrorism?
 - Why do people engage in ecoterrorism?
 - What are the differences between local and transnational ecoterrorists?
 - When (if ever) is ecoterrorism a legitimate political tactic?
 - How does democracy make a difference?
- Nov. 12 **The Benefits of Authoritarianism and Costs of Democracy**
- What are some of the benefits of authoritarianism for environmental protection and sustainable development?
 - What are some of the costs of democracy?
- Nov. 19 **Environmental Activism Leading to Democratization?**
- How does environmental politics operate in a undemocratic context?
 - How can environmental activism
- politically in your country? Include 1-2 paragraphs discussing how the issues raised in the reading relate to your country.
- Daniel Aldrich. “Dam the Rivers”
- Eileen McGurty “From NIMBY to Civil Rights”
- Update Wiki:** What are some of the main NIMBY battles in your country. Include 1-2 paragraphs discussing how the issues raised in the reading relate to your country.
- Whale Wars: <http://animal.discovery.com/videos/whale-wars-tools-tactics/>
- Josse, Paul. “Leaderless Resistance and Ideological Inclusion.”
- Ronald Shaiko, “Greenpeace USA”
- Muzaffar Assadi. “Tribals on Warpath”
- Update Wiki:** Describe eco-terrorists in your country. Include 1-2 paragraphs discussing issues raised in the readings/clip in your country.
- Masdar City, UAE <http://www.masdar.ae/en/home/index.aspx>
- David Carruthers. “Environmental Politics in Chile”
- Participant Observation Assignment Due**
- Shannon O’Lear. “Networks of Engagement.”

- promote democratization?
 - Why do authoritarian governments allow environmental activism? Robert Weller. *Alternate Civilities*. ch.6
- Start reading *Blue Clay People*.
- Nov. 26 **THANKSGIVING—NO CLASS** Eat Much, Sleep Much, Be Merry ☺
- Dec. 3 **Bringing It All Together—Negative forces converge in developing countries** William Powers. *Blue Clay People*
- What are the main environmental issues in Liberia?
 - What are the ethical issues involved?
 - How are environmental politics related to democratization and development in Liberia?
- Dec. 10 **Working towards solutions around the world—Wrapping Up** One news article/link about positive action in your country posted to class wiki by midnight Tuesday Dec. 8th. Read all posts by class on Thursday.
- Dec. 21 Final Paper Due**—Turnitin.com before midnight Dec. 21; Turn in hard copy directly to me or to course box by noon on Dec. 22.

Full Bibliography of Readings

Adams, Jacqueline. “Art in Social Movements: Shantytown Women's Protest in Pinochet's Chile.” *Sociological Forum*, Vol. 17, No. 1 (Mar., 2002), pp. 21-56.

Aldrich, Daniel. “Dam the Rivers.” Ch. 4 in *Sight Fights: Divisive Facilities and Civil Society in Japan and the West* (Cornell University Press, 2008).

Assadi, Muzaffar. “Tribals on Warpath: Confronting Eco-Terrorism.” *Economic and Political Weekly*, Vol. 31, No. 40 (Oct. 5, 1996), pp. 2722-2724.

Blandy, Doug, Kristin G. Congdon, Don H. Krug. “Art, Ecological Restoration, and Art Education.” *Studies in Art Education*, Vol. 39, No. 3 (Spring, 1998), pp. 230-243.

Carruthers, David. “Environmental Politics in Chile: Legacies of Dictatorship and Democracy.” *Third World Quarterly*, Vol. 22, No. 3 (Jun., 2001), pp. 343-358.

Eisner, Marc. *Governing the Environment*. 2006. Lynne Rienner. Ch. 1. pp.

Figueroa, Robert and Claudia Mills, "Environmental Justice," ch. 30 (pp. 426-438) in Dale Jamison ed. *A Companion to Environmental Philosophy* (Blackwell, 2003).

Haas, Peter M.. "Banning Chlorofluorocarbons: Epistemic Community Efforts to Protect Stratospheric Ozone." *International Organization*, Vol. 46, No. 1, Knowledge, Power, and International Policy Coordination (Winter, 1992), pp. 187-224.

Joose, Paul. "Leaderless Resistance and Ideological Inclusion," *Terrorism and Political Violence*, Vol. 19, No. 3 (September 2007), pp. 351-368.

Litzinger, Ralph, "In Search of the Grassroots: Hydroelectric Politics in Northwest Yunnan" pp. 282-299 in Perry and Goldman, *Grassroots Political Reform in Contemporary China*, (2007).

McGurty, Eileen Maura. "From NIMBY to Civil Rights: The Origins of the Environmental Justice Movement." *Environmental History*, Vol. 2, No. 3 (Jul., 1997), pp. 301-323.

O'Lear, Shannon. "Networks of Engagement: Electronic Communication and Grassroots Environmental Activism in Kaliningrad." *Geografiska Annaler. Series B, Human Geography*, Vol. 81, No. 3 (1999), pp. 165-178.

Ozawa, Connie. "Science in Environmental Conflicts." *Sociological Perspectives*. Vol. 39, No. 2, *Environmental Conflict* (Summer, 1996), pp. 219-230.

Peterson, M. Nils, Stacey A. Allison, Markus J. Peterson, Tarla Rai Peterson, Roel R. Lopez. "A Tale of Two Species: Habitat Conservation Plans as Bounded Conflict." *The Journal of Wildlife Management*, Vol. 68, No. 4 (Oct., 2004), pp. 743-761.

Reimann, Kim. "Building Global Civil Society from the Outside In? Japanese International Development NGOs, the State, and International Norms," pp. 298-315 in Schwartz and Pharr *The State of Civil Society in Japan* (Cambridge UP, 2003).

Robbins, Paul. "The Practical Politics of Knowing: State Environmental Knowledge and Local Political Economy." *Economic Geography*, Vol. 76, No. 2 (Apr., 2000), pp. 126-144.

Shaiko, Ronald G. "Greenpeace U. S. A.: Something Old, New, Borrowed" *Annals of the American Academy of Political and Social Science*, Vol. 528, Citizens, Protest, and Democracy (Jul., 1993), pp. 88-100.

Tu Weiming, "The Continuity of Being: Chinese Visions of Nature" pp. 105-120 in *Confucianism and Ecology: The Interrelation of Heaven, Earth, and Humans* (Center for the Study of World Religions, 1998).

Weller, Robert. *Alternate Civilities: Democracy and Culture in China and Taiwan*. Westview Press: 1999. ch. 6 pp. 107-134.