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 resource 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 the role ideas, interests, and institutions play in the policymaking process; specifically with regard to how each can lead to environmental policy outcomes. Emphasis is placed on discussing traditional environmental theories alongside case studies of real world environmental issues and policy outcomes. By the end of this course students will have an understanding of the complexity of the policymaking process as well as why little progress has been made domestically and internationally to improve environmental conditions. **There are no prerequisites.**

**STRUCTURE OF COURSE**

**Course Material/Readings:** All readings will be available on the Blackboard system.

**Student Requirements:**

1. **Assignments:** Completion of periodic assignments to test the student’s ability to think critically about the material.

2. **Exams:** Four exams consisting of multiple choice and short answer questions will be given to test comprehension of the material.

**Class Format:** The course is divided into weekly segments. Each week has a lesson plan which contains links to any outside material not provided on Blackboard and instructions for completing the assignments for that week. Reading questions are provided for each reading. These questions are designed to help you focus on the key points in the articles. Although these questions are not graded, you should answer the questions as you complete the readings. They will be used to test your knowledge of the reading in weekly quizzes.

All quizzes and exams will be posted online. The due dates for the exams are posted on each exam, but are always due by Sunday at 11:59 p.m.

All assignments are posted online. The instructions and due dates for the assignments are posted on each assignment, but are always due by Sunday at 11:59 p.m.

*For all work, the Purdue University Student Code of Conduct is in effect. Every assignment, quiz, and exam must be your own work. Students who cheat or copy will fail the course and be turned into the Dean of Students.*
GRADERS AND POLICIES

**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

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<th>Assignment</th>
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<td>Exams</td>
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**Grades:** It is a violation of FIRPA to discuss grades via email. As a result, UNDER NO CIRCUMSTANCE WILL I DISCUSS GRADES OTHER THAN BY APPOINTMENT. Since this is a distance learning course, appointments are scheduled in person or via Skype or some other electronic teleconferencing means. All emails asking about grades will be referred to this syllabus.

***Please note: Your grades are your responsibility, not mine. If you are doing poorly I am always available to help. It is your responsibility, however, to seek help as soon as you know your grades are not as good as you would like. DO NOT wait until the end of the semester to ask how you can improve your grade. By that point there will be little you or I can do to help improve the situation.

**Extra credit:** I periodically offer extra credit, though this is NOT guaranteed. If you are concerned about your grade you should take these opportunities if offered. Under no circumstance will I offer extra credit at the end of the semester just for you because you are unhappy with your grade. All requests for extra credit will be referred to this syllabus.

**Make-up Policy:** I do not give make-up exams, quizzes, or assignments unless you have a verified absence by the Dean of Students. In such cases it is your responsibility to contact me to arrange a time to make-up the missed assignment. At my discretion make-up assignments, quizzes, and/or exams may be different than that given in class, but will be of equal difficulty level.

**Special Needs:** If you are an individual with a disability and require accommodations for this class, please notify the instructor immediately.

THE POLICY PROCESS

**11 Jan**

**Introduction**

*Goals:* To understand the structure of the course, readings, and class requirements.

*Readings:* None

**13 Jan**

**Who Makes Policy?**

*Goals:* To understand who makes policies and the nature of the policymaking process.

*Questions:* Who makes policy? Why is policymaking delegated to elected functionaries, their appointees, or civil servants instead of left in the hands of citizens? How do elected elites pose a threat to the prospects for intelligent, democratic policy making? What is one reason political elites fail to define, debate, and solve issues effectively? What does the author mean by “the
gains from democracy are bought at a cost”? Why does the author argue many aspects of legislative and executive organization tend to obstruct popular control? Why, if the organizations obstruct popular control, are they designed that way?


15 Jan 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 presidential environmental policy? What is the definition of an opportunistic leader? a frustrated underachiever? a rollback advocate? In what ways did George Bush (I) surprise observers with his environmental policy?


18 Jan No Class – MLK Day

20 Jan 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?


22 Jan Actors and Interests

Goals: To understand the role of interest groups and business in the policy making process.

Questions: Why is there a negative view of interest groups by Americans? Give three examples of an interest group. Name three functions of interest groups. What is the effect of interest groups on elections? Name two sources of interest group influence.

Readings: Lindblom and Woodhouse The Policy-Making Process Chapter 7
25 Jan  Actors and Interests

*Goals:* To understand the role of interest groups and business in the policy making process.

*Questions:* How can a government official be confident that managers will discharge the functions that keep an economy affluent? Give three examples of inducements. What are the two categories of benefits to business? What are the three advantages businesses have in electoral politics?

*Readings:* Lindblom and Woodhouse *The Policy-Making Process* Chapter 8

27 Jan  Making Environmental Policy

*Goals:* To understand the US policymaking process in broad terms, with a focus on agenda setting and the role of policy entrepreneurs, as well as understand the main features of the US government and politics at the federal, state, and local levels.

*Questions:* What is necessary in order for an issue to make it on the policy agenda? What are some of the most central factors in the politics of environmental policymaking? What is the difference between group, elite, institutional, and rational choice theory? What is the policy process model? List and define each state of the policy process. What is the policy stream? Who/what is an environmental policy entrepreneur? What role do international policy actors play in US environmental policy decisions? What role do technical experts play in US environmental policy decisions?


29 Jan  Exam 1

1 Feb  Ideas, Interests, and Institutions

*Goals:* To understand the role that ideas, interests, and institutions play in the policymaking process, specifically in the role of environmental politics.

*Questions:* According to Kraft, what is politics about? What is necessary to achieve sustainable development? Describe the difference between the first, second, and third generation of environmental policy. Why do so many regulations exist despite widespread criticism about their effectiveness? What does the author mean when he says, “policy choices are inescapably political?” What are some of the problems with creating sound environmental policy? How can scientific knowledge help create effective policies? How does an imbalance in incentives lead to environmental ills? How do our belief systems and values influence environmental policy? What
role does government play in resolving environmental problems? Define environmental policy. What is the difference between regulatory and distributive policies?


HISTORY OF THE ENVIRONMENTAL POLICY

3 Feb  
**Documentary: Earth Days**

Goals: To look at the inspiring story of the modern environmental movement

*Video: [http://www.youtube.com/watch?v=cBVGzf-fFl0](http://www.youtube.com/watch?v=cBVGzf-fFl0)*

5 Feb  
**Documentary: Earth Days – Cont’d**

Goals: To look at the inspiring story of the modern environmental movement

*Video: [http://www.youtube.com/watch?v=cBVGzf-fFl0](http://www.youtube.com/watch?v=cBVGzf-fFl0)*

8 Feb  
Current State of Environmental Policy

*Goals: To understand one critical perspective on the failure of the world to act decisively on environmental problems despite “the inspiring story of the modern environmental movement.”*

*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?*


THE ROLE OF IDEAS, INTERESTS, AND INSTITUTIONS IN ENVIRONMENTAL POLICY

10 Feb  
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? Does this approach represent an “ideas”, “interests”, or “institutions”
approach to solving our environmental problems?


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**12 Feb**

Exam 2

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**IDEAS, INTERESTS, AND INSTITUTIONS – APPLIED**

**15 Feb**

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? Does this approach represent an “ideas”, “interests”, or “institutions” approach to solving our environmental problems?


**17 Feb**

Interests: The Role of Markets in Environmentalism

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

*Readings:* Watch Parts 1 – 3 of the Terry Anderson interview. Part 1 starts here [https://www.youtube.com/watch?v=4lVMLwLg5rk](https://www.youtube.com/watch?v=4lVMLwLg5rk), Part 2 here [https://www.youtube.com/watch?v=6B_8RuAc9c](https://www.youtube.com/watch?v=6B_8RuAc9c), and part 3 here [https://www.youtube.com/watch?v=uC7dyUFEECU](https://www.youtube.com/watch?v=uC7dyUFEECU)

**19 Feb**

Nuclear Power and Ideas

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

*Questions:* Why did the anti-nuclear movement taken on the form of a social movement? What are the origins of the anti-nuclear movement in France? What were the concerns with the programs for developing the electro-nuclear industry to replace oil that led to massive protest between 1972-1975? What was the fate of the anti-nuclear movement in France? Is the failure of the United States to pursue nuclear power a result of “ideas”, “interests”, or “institutions”?

22 Feb 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? Is the ability of the Japanese government to pursue nuclear power a result of “ideas”, “interests”, or “institutions”?


24 Feb Risk Perception and Ideas

Goals: To understand differences in risk perception among 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?


26 Feb Civil Society and Risk Perception

Goals: To be able to analyze the outcome of a failed siting outcome based on risk perception and its effect on civil society.

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?


29 Feb 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”?


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<th>Readings</th>
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| 2 March  | Risk Perception: Ideas and Institutions    | *Goals:* To view the US legislative process on pollution from a scientific perspective.  

  *Questions:* 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?  


| 4 March  | Risk Perception and Ideas                  | *Goals:* To appreciate one understanding of public risk perception.  

  *Questions:* How does Pillar 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?  


| 7 March  | 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?  


| 9 March  | Pollution, Risk Perception, and Ideas      | *Goals:* To comprehend risk perception from the perspective of the general public.
Readings: Watch the documentary about Love Canal here [http://www.youtube.com/watch?v=Kjobz14i8kM](http://www.youtube.com/watch?v=Kjobz14i8kM)

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<tr>
<td>11 March</td>
<td>Exam 3</td>
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<tr>
<td>14 March</td>
<td>No Class – Spring Break</td>
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<td>16 March</td>
<td>No Class – Spring Break</td>
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<td>18 March</td>
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<td>21 March</td>
<td>Facility Citing and Interests</td>
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<td><em>Goals:</em> To understand the arguments behind a classic text on environmental racism.</td>
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<td><em>Questions:</em> According to Bullard, 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? According to Bullard, 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?</td>
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<td>23 March</td>
<td>Facility Citing – A Critique</td>
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<td><em>Goals:</em> To understand the arguments behind a classic text on environmental racism.</td>
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<td><em>Questions:</em> 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?</td>
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<td>25 March</td>
<td>Facility Siting and Interests</td>
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<td><em>Goals:</em> To gain working knowledge of one city’s struggle to balance economic growth and jobs with the resulting environmental consequences.</td>
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Questions: How did race impact 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?


Domestic Politics – Applied

28 March  Risk Perception and Domestic Politics – Applied

Goals: To learn first-hand knowledge about the way the government and the public view risks associated with our reliance on off-shore drilling, with specific focus on the BP oil spill.

Readings: None.

30 March  Risk Perception and Domestic Politics – Applied

Goals: To learn first-hand knowledge about the way the government and the public view risks associated with our reliance on off-shore drilling, with specific focus on the BP oil spill.

Readings: None.

1 April  Risk Perception and Domestic Politics – Applied

Goals: To learn first-hand knowledge about the way the government and the EPA view environmental policies.

Readings: None.

4 April  Documentary: Fuel

Goals: To understand how ideas and interests impacted policies regarding renewable energy sources.

6 April  Documentary: Fuel

Goals: To understand how ideas and interests impacted policies regarding renewable energy sources.
8 April  Documentary: *Fuel*

*Goals*: To understand how ideas and interests impacted policies regarding renewable energy sources

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**INTERNATIONAL POLITICS & THE ENVIRONMENT**

11 April  International Regimes and Environmental Policy

*Goals*: To see how norms, rules, procedures, and institutions created by nations influence international environmental policy; and, to understand how international organizations have shifted over time.

*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?


13 April  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?


15 April  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? 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?


OTHER ACTORS IN ENVIRONMENTAL POLICY

18 April The Media and Environmental Policy

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?


20 April Social Media and Grassroots Environmental Movements

Goals: To understand how social media has played a role in propelling the environmental movement.

Questions: How has social media helped the environmental movement combat the powerful economic interests that seek to stop it? What are the keys to its success? What is the Global Work Party and Blog Action Day? What was the Earth Hour campaign and was it effective? How are environmental groups using social media to raise awareness about environmental issues?


22 April NGOs and Environmental Policy

Goals: To understand the role NGOs play in shaping environmental policy.

Questions: What are the three criteria an organization must have in order to be considered an NGO? What are some of the functions of NGOs? What is Agenda 21? What is the importance of accreditation for NGOs? What are some reasons for limited NGO participation? What is imbalanced representation? What are some ways NGOs can participate in international environmental governance? What are some options for enhancing the role of NGOs in
environmental policymaking?


25 April Review for final exam

27 April Review for final exam

29 April Exam 4

Note: This syllabus is a living, organic creation, and it may change over the course of the semester in response to changing classroom and campus conditions. More specifically, in the event of a major campus emergency course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Though all changes will be announced, you should also refer to the Blackboard Learn web page to keep track of the most recent version of the syllabus.