

PSC 285-1: Environmental Politics
Summer II 2020

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Objective:

Politics is about who gets what, when, and how. This course explores the ways in which environmental policies benefit some while harming others. Students explore the ways particular policies designed to promote environmental protections impact individuals. We also explore how a lack of environmental protections has consequences not just for flora and fauna but for humans. Students will learn to perform a cost/benefit analysis of environmental policies that takes into account residents of the impacted area and the world.

Student Learning Outcomes:

This course is designed such that students who have immersed themselves in the readings and lectures, attended discussion sections regularly, completed all assignments thoughtfully, studied the exam, and participated fully in the course in general should be able to do the following by the end of the course:

1. The student will understand major theories and issues in the field of environmental politics.
2. The student will understand best practices in common pool resource management.
3. The student will be able to engage critically and creatively with self-collected data to test an environmental politics hypothesis.

Requirements:

Though it may be altered slightly and/or clarified by professorial edict either in class or via email, consider this syllabus a contract between you and your professor that lists both what you can expect from class and what is expected of you. Check it regularly. You are expected to read EVERYTHING assigned on the syllabus which averages approximately 100 pages per week. You are also expected to watch EVERY lecture and attend EVERY discussion. Visiting me regularly during ZOOM hours to discuss issues raised in class, readings, and your community conservation notebook is also a good idea.

You will be evaluated in this class based on your performance on 4 assignments. Rubrics for each of these assignments are available on our course Bb page. These assignments, along with their relative weights, are as follows:

Exam (35%) – The exam is open book and open note and covers all material from the readings and in-class discussions for weeks 1 through 3. If you miss a class over this period, it is your responsibility to get notes from one of your colleagues. The exam measures Student Learning Outcome 1 (SLO1) and may include multiple choice, short answer, and essay questions. There will be NO review sheet. Late or early exams will only be given in extreme circumstances with prior permission (at least two weeks in advance) from the professor or a documented and approved excuse. Unexcused late exams will be penalized at a rate of 10 points per day. If you miss an exam it is YOUR responsibility to contact me on the day of the exam or sooner to schedule a make-up.

Debate (15%) – During the first week of class each student will be assigned a debate and a side from the *Taking Sides* textbook. You will be expected to summarize the position you have been assigned in front of the class in 5 minutes or less. Maintaining your side in the debate, you and your debate partner will then be peppered with questions from your professor and peers about your topic for 10 to 15 minutes. You or your partner will be given 2 minutes to answer the question, the other will be given 2 minutes to respond, and then the original answerer will be given 1 minute to rebut. This is a role-playing exercise so just because a student takes a position does not mean they endorse this position in any way, shape, or form. The debate measures SLO1. All unexcused late debate assignments will receive a 0 grade.

Ostrom Book Review (15%) – As a class we read Elinor Ostrom's *Governing the Commons*. Each student is required to write a short (1500 words or less) book review of Ostrom following the guidance of the "How to Write an Academic Book Review" flier available to you on Blackboard. This assignment measures SLO2.

Community Conservation Notebook (35%) – At the end of the term you will all submit a community conservation notebook. This notebook measures SLO3 and has five parts: (I) a description of your three sites, their history, and how they are governed; (II) your measurement and observations of human usage at the three sites; (III) your measurement and observations of conservation at the three sites; (IV) your analysis of the economic development around your site; and (V) an essay that answers the question – "What does the analysis of these three sites teach us about community conservation and development?" – that lets you reflect on what you have learned from your project. This

notebook should be well written and researched, draw on insights from the literature, show careful consideration and application of the measurement devices we construct as a class, and have ample documentation to demonstrate your conclusions. Feel free to spice it up with pictures, graphs, and tables. Submit your assignment via a Turnitin link available in the course Bb Assignments tab. Unexcused late papers are penalized 10 points per day. You will be given the opportunity during Week 5 to present your research and analysis for feedback. Though this assignment is ungraded, the opportunity for feedback is an important part of the research process for you and your peers. Shirking this opportunity without a documented and excusable absence results in a deduction of 10 points from your course notebook grade. Maximum page limit for this assignment is 15 pages.

Important Due Dates:

Debate	Wednesday 22 July (8am-12:15pm)
Exam	Monday 27 July (9am-11am)
Ostrom Book Review	Wednesday 29 July (8am)
Community Conservation Notebook	Friday 14 August (11:59pm)

Required Texts:

- Dobson** Dobson, Andrew. *Environmental Politics: A Very Short Introduction*. ISBN: 9780199665570
- Easton** Easton, Thomas. *Taking Sides: Clashing Views on Environmental Issues*. (17th ed) ISBN: 9781259853357
- Ostrom** Ostrom, Elinor. *Governing the Commons*. ISBN: 9781107569782
- ☞ Article or chapter available through UT Blackboard.

Grading:

The course letter grade will be determined according to the following scale:

<i>Letter Grade</i>	<i>Quality Points</i>	<i>Numeric Scale*</i>
A	4.0	93-100
AB	3.5	88-92
B	3.0	83-87
BC	2.5	78-82
C	2.0	73-77
CD	1.5	68-72
D	1.0	60-67
F	0.0	Below 60

*I will round up at the .5 and NOT before. For example, if you earn an 87.49 you will receive a B for the class. If you earn an 87.5 you will receive an AB. The only exception to this rule concerns the line between a D and an F. If you make below 60 points, even if it is by the smallest fraction of a point, I will NOT round up.

COURSE SCHEDULE

The course schedule is subject to change at the professor's sole discretion. Any changes will be announced in class, via email, and/or via Blackboard.

Week 1 (July 6 – 10)

Before Introduction to Environmental Politics

Wednesday Online Lectures: 1) Syllabus and 2) Politics of the Environment

Readings: Syllabus; [∞] Brick, Philip. 2004. "The Greening of Political Science: Growth Pains and New Directions." *Perspectives on Politics* 2(2): 337-346; and [∞] Cronon, William. 1995. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." In *Uncommon Ground: Rethinking the Human Place in Nature*. New York, NY: WW Norton, 69–90.

Wednesday Discussion: What is Environmental Politics?

8:00am-

12:15pm

Week 2 (July 13 – 17)

Before Landscape of "Environmental Politics"

Wednesday Online Lectures: 3) History of Environmental Politics, 4) Actors in Environmental Politics, and 5) Issues in Environmental Politics

Readings: **Dobson**

Wednesday Discussion: Politics of Conservation and Preservation

8:00am-

12:15pm

Week 3 (July 20 – 24)

Before Environmental Politics of Food

Wednesday Online Lectures: 6) Environmental Politics of Energy, 7) Environmental Politics of Food, and 8) Environmental Politics of Pollution

Readings: **Easton** Units 3, 4, and 5.

Wednesday **STUDENT DEBATES**

8:00am-

12:15pm

Week 4 (July 27 – 31)

Monday **EXAM**

9:00am-

11:00am

Before Community-Based Conservation

Wednesday Online Lectures: 9) Community-Based Conservation

Readings: **Ostrom**.

Wednesday Discussion: Ostrom and the Commons

8:00am- **OSTROM BOOK REVIEW**

12:15pm

Week 5 (August 3 – 7)

Before Wednesday Selecting Cases, Measuring Conservation, and Observing Human Activity and Development

Online Lectures: 10) A note on measurement

Readings: ☪ United Nations Environment Programme. 2016. *Completing America's Inventory of Public Parks and Protected Areas*. Cambridge, UK: UNEP-WCMS; ☪ Hostetler, Mark E. and Martin B. Main. 2017. *Florida Monitoring Program: Point Count Method to Survey Birds*. UF IFAS: Gainesville, FL; and ☪ Alkire, Sabina and Andy Sumner. 2013. "Multidimensional Poverty and the Post-2015 MDGs." *Development* 56(1): 46-51.

Wednesday Discussion: Operationalizing Variables for our Community Conservation
8:00am-
12:15pm Notebooks

Week 6 (August 10 – 14)

Monday Presentations (Groups 1 – 3)
 Group 1: 8:00am – 9:00am
 Group 2: 9:05am – 10:05am
 Group 3: 10:10am – 11:10am

Wednesday Presentations (Groups 4 – 6)
 Group 4: 8:00am – 9:00am
 Group 5: 9:05am – 10:05am
 Group 6: 10:10am – 11:10am

***** COMMUNITY CONSERVATION NOTEBOOK due 14 August *****

General Classroom Information:

These are a few things every student should know.

Emergency Conditions - In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access www.ut.edu for information about the status of the campus and class meetings. In addition, please refer to Blackboard for announcements and other important information. You are responsible for accessing this information.

Special Needs - If there is a student who requires accommodations because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257-5757 or email disability.services@ut.edu. Please feel free to discuss this issue with me, in private, if you need more information.

Classroom Disruption Policy – Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs.

Audio and Video Recording – Lectures are provided to you via .mp4 video files. Discussions, including your input if you choose to give it, are posted as .m4a audio files. These materials are for classroom purposes ONLY. You may NOT share them with individuals outside of class in any manner. If you do so, not only have you violated classroom policy, but you may be in violation of 17 U.S.C. § 1101 (civil), and 18 U.S.C. § 2319A (criminal) copyright law.

Mental Health Counseling – College can be a stressful time in a young person's life. The American Psychiatric Association published a recent study of college students observed over the course of a single academic year. Over 60% of students reported feeling things were hopeless one or more times, almost 40% of the men and 50% of the women reported feeling so depressed that they had difficulty functioning one or more times, and 10% of the students reported seriously considering attempting suicide at least one time. If at some point during your time at UT you begin to feel depressed or out of control for any reason you should realize that you are not alone and there is help available to you. Your professors are happy to counsel you on the problems you are having coping with academic life, but there are dedicated mental health counselors available to you through UT's Health and Counseling Center located at 111 North Brevard Ave. (behind Austin Hall) who you may feel more comfortable disclosing certain types of non-academic problems to. The time to deal with mental health issues is when they arise and not after your grade has deteriorated. Their email is healthcenter@ut.edu and their phone numbers are 813-253-6250 (during business hours) and 813-257-7777 (outside of business hours for emergencies).

Title IX Statement - Sexual violence includes nonconsensual sexual contact and nonconsensual sexual intercourse (which is any type of sexual contact without your explicit consent, including rape), dating violence, sexual harassment, sexual exploitation, domestic violence, and stalking. You may reach out for confidential help or report an incident for investigation. If you choose to write or speak about an incident of sexual violence and disclose that this violence occurred while you were a UT student, the instructor is obligated to report the incident to the Title IX

Deputy Coordinator for Students. The purpose of this report is to provide a safe and nondiscriminatory environment for all students. The Deputy Coordinator or his or her designee will contact you to let you know about the resources, accommodations, and support services at UT and possibilities for holding the perpetrator accountable. If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following individuals: - The Victim's Advocacy Hotline 813.257.3900; Dickey Health & Wellness Center (wellness@ut.edu) 813.257.1877; Health and Counseling Center (healthcenter@ut.edu) 813.253.6250. They can connect you with support services and discuss options for holding the perpetrator accountable.

Academic Assistance – The Academic Success Center (academicsuccess@ut.edu) in North Walker Hall offers free peer tutoring, credited academic skills courses, national testing services, and services for students with disabilities. The Saunders Writing Center (323 Plant Hall, x6244) aids students with their writing projects. The Public Speaking Center (KBB 200, speakingcenter@ut.edu) offers students help with presentations. You pay for these services through your tuition and there is no shame in using them if you need help with your course work. I am more than happy to discuss any academic issues you might have during office hours but if I think one of these services can help you be more successful, I will not hesitate to recommend it.

Academic Integrity – Cheating, plagiarism, copying and any other behavior that is contrary to University standards of behavior will not be tolerated. Students caught violating any aspect of the University of Tampa's Academic Integrity Policy will be penalized in all cases. Penalty ranges from "0" on an assignment to "F" for the course without regard to a student's accumulated points. Students may also face expulsion. It is the student's responsibility to become familiar with the policies of the university regarding academic integrity and to avoid violating such policies. Policy information is found at: <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Academic-Integrity-Policy>

Class Rules, Etiquette, and Advice:

I like my job a lot. There are few things I can imagine doing more satisfying than providing inquisitive minds with an atmosphere conducive to thinking more critically about their own assumptions and the world in which we live. The image of students leaving my classroom just a bit more prepared to make their society better is sustaining. Following is a list of things you can do to help me maintain this image as well as some things you can do to reveal it as a mirage. Doing more of the former and less of the latter will make me happy whereas the converse will make me sad!

DO read the assigned texts – The amount and content of the reading assignments are well within the realm of reasonable for a class at this level. I have looked at syllabi from many different institutions of higher learning to come confidently to this conclusion. Do the assigned readings before each class and you will get the most out of the lectures. Though there are some things covered in the assigned readings that will not be covered in lecture, and vice versa, the lectures and readings build off each other. I will not hesitate to pull exam questions from readings not covered in class and from lectures not covered in the readings.

DO engage in class discussions in an intelligent way – There will be lots of opportunities for you to contribute to conversations in the classroom. Most of my lectures have a built in

component for student input because I think it is important that you not only read and hear the information, but have to reconstitute and challenge it. I am also delighted to entertain questions when you have them and follow tangents that you would like to explore. Class periods when students are engaged and contributing seem to go by much faster than class periods when students are checked out. Students who regularly contribute to the classroom conversation do significantly better than students who do not on exams. So pretend the information we are covering is really interesting and jump at the opportunity to challenge the material. After a while you will find that you do not have to pretend any more. If you are shy this is good practice for you. Use the class to build your confidence and public speaking skills. If you are worried about your peers' impressions of you forget about it. Those who value education will find your contributions useful and those who roll their eyes are dull and uninteresting.

DO visit me during office hours – If you have a question about something we covered in class, need feedback on an assignment, want to discuss something you discovered outside of class that you think connects to course content in an interesting way, or just want to chat FEEL FREE to schedule a ZOOM during office hours. I keep five hours per week and these hours are for you. You are not pestering me or taking me away from something more important. It is nice to talk with students outside of our regular classroom setting.

DO understand what your grade represents – I assume every student who enters my class wants to take away a greater understanding of the world and that the grade (s)he receives is but a formal, and somewhat abstract and imprecise, reflection of the knowledge (s)he has gained. The average student in my courses typically earns a low B (3.0) or a high C (2.0). This grade represents both effort and skill so students that put in more effort than average and/or are more skilled than average will do better than this, whereas students who put in less effort than average and/or are less skilled will do worse. It is not easy to earn an A in my course and few will. On the other hand it is even more difficult to earn an F in my course but a few students every semester put in nearly no effort and/or do not have the skills necessary for a college-level course in Political Science. I have given failing marks to students who I think are wonderful people and given A grades to students who I would rather never see again. Grades are not personal statements on your character, they are a professional opinion of the work you submit.

DO learn how to question grades respectfully – I do my best to communicate expectations and make sure my comments on graded assignments pinpoint areas where you did well and areas where you needed to put in some more work. There will, however, occasionally be questions about the grade you receive. I will NOT change a grade or let you resubmit an assignment simply because you want a better grade. If, however, you think I have made a mistake I will consider changing a grade only after the following conditions have been met: 1) You must wait at least 24 hours but no more than ten days after receiving your graded assignment to file a complaint. 2) You must submit in writing (*typed* and *printed* out) a detailed explanation of why you think you deserve a different grade. I will review your submission and give you my final decision within a week of receipt at which time I will consider the “negotiation” complete and any further appeals on the issue will be directed to the department chair. Challenges that resemble “I’m an A student so there is no way this paper is a B,” “I was making a good argument it just did not come across in my paper,” “I was having a bad day can you cut me some slack,” or “I need to pass this class to graduate” will be summarily dismissed as they do not speak to the quality of the work.

DO know the university policy on “excused” absences – I do not take roll so the only time you need an excused absence is when there is an assignment due. The UT catalog has a detailed section on excused absences. It falls under the heading “Class Attendance and Participation” in the Academic Policies and Procedures section. There are no excuses for late written assignments. You know about them well in advance and a last minute illness or death in the family should not affect your ability to turn in the assignment or have a colleague do so on your behalf. Excuses for missed exams or presentations are granted following university procedures. The best way to be granted an excused absence is with prior approval. If you will miss an exam or presentation due to a previously scheduled event, let me know at least two weeks in advance and you will almost always be allowed an early exam or presentation. In the event that prior approval is not possible, you must provide acceptable documentation detailing the reasons for your excuse as soon as possible. Be thorough with this documentation as the burden of proving an absence is excusable falls on the student. For each assignment listed in this syllabus there is a detailed policy regarding late penalties. Many of these policies grant an exception for “excused” absences. Whether an absence is “excused” or not is up to the discretion of your professor based on the guidelines outlined above.