Course Description:

Ecology reminds us that our activities are embedded within natural systems. What is the significance of this fact for politics? This course examines how various actors, such as citizens, consumers, social movements, scientific experts, and governmental agencies, conceptualize the relationship between humanity and the natural world. We will evaluate the merits and shortcomings of a variety of approaches to environmental politics, including survivalism, sustainable development, deep ecology, ecofeminism, and the environmental justice movement.

Learning Objectives:

- Introduce students to a variety of approaches to environmental politics
- Encourage students to engage in close readings of texts using discourse analysis
- Enable students to think critically about the arguments made by actors in environmental politics
- Assist students in improving their written and oral communication skills
- Teach students how to apply key concepts in political theory (such as citizenship, democracy, justice, and sovereignty) to contemporary environmental issues
Course Requirements:

**Attendance:** You are expected to attend each class session and arrive on time. If you miss a class session, then your final grade will be penalized .1 points (on a 4 point scale). This penalty will be waived, however, if you write an adequate 1-page (300-500 words) response to the assigned reading for the class session you missed and submit this response by the next class session. Guidelines for reading responses can be found in the “Handouts” section of the Sakai site. Missing class and showing up late to class sessions will have a negative impact on your participation grade.

**Class Preparation (15%)**: I expect you to read all of the materials assigned for this course. To assist you in reading these challenging texts, I will post study questions for each reading assignment on the “Study Questions” section of the Sakai course site. Studying environmental political theory can be an intrinsically valuable activity, but there will also be external incentives for reading the assigned texts before each class session in the form of reading quizzes throughout the semester. In addition, you will need to post a brief (2-3 sentences long) reaction to a passage from the assigned readings every couple of weeks (6 total: 3 reactions before Spring Break and 3 reactions afterwards) that explains why you found the selected passage striking to the “Striking Passages Forums” on the Sakai site. You cannot post a reaction to a passage from the reading that is assigned for the day your group is scheduled to give a class presentation.

**Class Participation (10%)**: I intend to devote a significant portion of class time to discussing the assigned texts, and expect active participation from all students. This includes listening attentively to other students when they are speaking.

Please bring the assigned editions of the required texts to class and be sure to turn off and stow all electronic devices before the beginning of each class session.

**Group Project and Presentation (25%)**: On several occasions throughout the semester, groups of students will work together to conduct a discourse analysis of a particular approach to environmental politics and present their findings to the rest of the class. I will provide a handout that explains this assignment in greater detail.

**Midterm Take-Home Exam (25%)**: There will be one midterm take-home exam. The exam will be open-book, and questions will be circulated approximately one week before the exam is due.

**Final Paper (25%)** You will be responsible for writing one 10 page final paper that applies a key concept in political theory (such as citizenship, democracy, freedom, or justice) to a contemporary environmental issue that interests you.

Your exam and paper should be typed using a standard 12-point font (such as Cambria or Times New Roman). The body should be double-spaced with 1-inch margins all around. Please don’t forget to use page numbers.

Late papers will be penalized .25 grade points (on a 4 point scale) per day late.
Accommodations:

I am more than happy to grant accommodations to students with documented special needs. Please provide me with a note from John Meagher, the Director of the Disability and Accessibility Services Office, at the beginning of the semester.

Academic Dishonesty (adapted from the Student Handbook):

The following statement is taken from the Academic Honor Council Constitution. The complete version of the Constitution can be found at the following address: http://www.stlawu.edu/acadaffairs/academic_honor_policy.pdf

1. It is assumed that all work is done by the student unless the instructor gives specific permission for collaboration.
2. Dishonesty in writing assignments consists of handing in or presenting as original work which is not original, where originality is required.

The following constitute examples of academic dishonesty:

1. Plagiarism: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, A Guide to MLA Documentation).
2. Supplying information to another student knowing that such information will be used in a dishonest way.
3. Submission of or presentation of work (papers, journal abstracts, oral presentations, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor/supervisor/mentor of the second course.
4. Knowingly making false statements in support of requests for special consideration or special timing in the fulfillment of course requirements.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one’s own work and how the work of others must be acknowledged. Any student found guilty of academic dishonesty by the Academic Honor Council may have a letter placed in his or her permanent file.

ALL CASES OF ALLEGED ACADEMIC DISHONESTY WILL BE FORWARDED TO THE ACADEMIC HONOR COUNCIL.
Required Text:


Additional readings will be available in the “Additional Readings” section of the Sakai course page. You are expected to print these readings and bring them to class.

Course Schedule and Reading Assignments:

Tuesday, January 21: Introduction to the Course

Thursday, January 23: Survivalism
Course Syllabus
Article I of the Academic Honor Council Constitution (available in the “Assignments” section of Sakai)
Meadows et al, “The Nature of Exponential Growth,” in DtE, pp. 11-24
Hardin, “The Tragedy of the Commons,” in DtE, pp. 25-36

***AHC CONSTITUTION MUST BE SIGNED ONLINE BY MONDAY, JANUARY 27***

Tuesday, January 28: The Promethean Response to Survivalism
Simon and Kahn, “Introduction to The Resourceful Earth,” in DtE, pp. 51-73
Lomborg, “The Truth About the Environment,” in DtE, pp. 74-79
Burke, “Ten Pinches of Salt: A Reply to Bjorn Lomborg,” in DtE, pp. 80-88

Thursday, January 30: Administrative Rationalism I
The National Environmental Policy Act (NEPA), on Sakai
Bartlett, “Rationality and the Logic of the NEPA,” in DtE, pp. 93-103
Lee, “Appraising Adaptive Management,” in DtE, pp. 104-115

Tuesday, February 4: Administrative Rationalism II
Sabel et al, “Beyond Backyard Environmentalism,” in DtE, pp. 116-134
O’Brien, “Replace Risk Assessment with Alternatives Assessment,” in DtE, pp. 135-144

Thursday, February 6: Liberal Democracy I
Sagoff, “The Allocation and Distribution of Resources,” in DtE, pp. 147-162
Pachlke, “Democracy and Environmentalism,” in DtE, pp. 163-179
Wissenburg, “Sustainability and the Limits of Liberalism,” in DtE, pp. 180-190

Tuesday, February 11: Liberal Democracy II
Ophuls and Boyan, “The American Political Economy II” in DtE, pp. 191-206
Maniates, “Individualization: Plant a Tree, Buy a Bike, Save the World?” on Sakai

Thursday, February 13: Market Liberalism
Anderson and Leal, “Rethinking the Way We Think,” in DtE, pp. 211-228
Stavins and Whitehead, “Market-Based Environmental Policies,” in DtE, pp. 229-238
Goodin, “Selling Environmental Indulgences,” in DtE, pp. 239-256
Tuesday, February 18: Sustainable Development
WCED, “From One Earth to One World,” in DtE, pp. 259-266
Meadowcroft, “Sustainable Development,” in DtE, pp. 267-284
Carruthers, “From Opposition to Orthodoxy,” in DtE, pp. 285-300

Thursday, February 20: Ecological Modernization
Barry, “Ecological Modernisation,” in DtE, pp. 303-321
Hawken et al, “The Next Industrial Revolution,” in DtE, pp. 322-338

Tuesday, February 25: Deep Ecology
Naess, “The Shallow and the Deep,” in DtE, pp. 343-347
Forman, “Putting the Earth First,” in DtE, pp. 348-354
Eckersley, “Ecocentric Discourses,” in DtE, pp. 364-381

Thursday, February 27: Bioregionalism and the Back-to-the-Land Movement
Hayes, Excerpt from Radical Homemakers, on Sakai

Tuesday, March 4: Social Ecology
Bookchin, “Society and Ecology,” in DtE, pp. 385-398

Thursday, March 6: Ecological Socialism
Kovel and Löwy, “An Ecosocialist Manifesto,” on Sakai
Kovel, “Ecosocialism,” in DtE, pp. 408-425

***MIDTERM DUE ON FRIDAY, MARCH 8***

Tuesday, March 11 / Thursday, March 13: NO CLASS (SPRING BREAK!!!)

Tuesday, March 18: Environmental Justice
“Principles of Environmental Justice,” in DtE, pp. 429-430
Bullard, “Environmental Justice in the 21st Century,” in DtE, pp. 431-449
LaDuke, “All Our Relations,” in DtE, pp. 489-496

Thursday, March 20: Perspectives from the Global South
Guha, “The Environmentalism of the Poor,” in DtE, pp. 463-480
Shiva, “Poverty and Globalization,” in DtE, pp. 481-488
Bayet, “Overturning the Doctrine: Indigenous People and Wilderness,” in DtE, pp. 497-504

Tuesday, March 25: Ecofeminism
Merchant, “Ecofeminism,” on Sakai
King, “Toward an Ecological Feminism and a Feminist Ecology,” in DtE, pp. 399-407

Thursday, March 27: The Social Construction of Nature
Cronon, “The Trouble with Wilderness,” on Sakai

Tuesday, April 1: Responses to the Social Construction of Nature
Soule, “The Social Siege of Nature,” on Sakai
Chaloupka, “Jagged Terrain,” on Sakai
Thursday, April 3: *The Green Movement I*
Torgerson, “Farewell to the Green Movement?” in DtE, pp. 509-524
Wapner, “Politics Beyond the State,” in DtE, pp. 525-549

Tuesday, April 8: *The Green Movement II*
Schlosberg, “Networks and Mobile Arrangements,” in DtE, pp. 550-572
Poguntke, “Green Parties in National Governments,” in DtE, pp. 573-583

Thursday, April 10: *Ecological Democracy I*
Beck, “Politics of a Risk Society,” in DtE, pp. 587-595
Ball, “Democracy,” on Sakai

Tuesday, April 15: *Ecological Democracy II*
Plumwood, “Inequality, Ecojustice, and Ecological Rationality,” in DtE pp. 608-632
Dryzek, “Political and Ecological Communication,” in DtE, pp. 633-646

Thursday, April 17: NO CLASS (Prof. Buck will be attending a conference)

Tuesday, April 22: *The Green State I: Constitutionalism*
Barry, “Towards a Green Republicanism,” on Sakai

Thursday, April 24: *The Green State II: Sovereignty*
Eckersley, “Green Evolutions in State Sovereignty,” on Sakai

Tuesday, April 29: *Ecological Citizenship*
Dobson, “Ecological Citizenship,” in DtE, pp. 596-607
Barry, “Resistance is Fertile: From Environmental to Sustainability Citizenship,” on Sakai

Thursday, May 1: *The Death of Environmentalism?*
Shellenberger and Nordhaus, “The Death of Environmentalism,” on Sakai
Meyer, “Does Environmentalism Have a Future?” on Sakai

***FINAL PAPER DUE ON FRIDAY, MAY 9***