

PSCI 3064: Environmental Political Theory

Spring 2020 • MWF 12:00 – 12:50pm • DUAN G125

Instructor: Roger Emmelhainz

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Office: Ketchum 125

Office hours: Mondays from 10-11am and Wednesdays from 1:30-2:30pm, or by appointment

Course Description:

Many of today's most pressing political problems involve managing our societies' interactions with the non-human world—most notably, the unsolved problems surrounding climate change, loss of biodiversity, and resource depletion. This course examines normative political concepts as they apply to our understanding of environmental issues, with particular emphasis on the role potentially played by science and technology. Over the semester, we will seek to understand the nature and origins of the environmental problems we face; the barriers to systemic change, and potential ways to circumvent those barriers; and the ways in which concepts such as justice, democracy, responsibility, and rights might shape our political responses to these problems (while, at the same time, exploring whether the unique nature of these problems might require us to rethink our initial understanding of justice, democracy, and so forth). The goals of the course are to better understand the normative aspects of major contemporary environmental issues, to critically assess the role of underlying theories and concepts in shaping environmental politics, and to recognize how environmental problems and goals often emerge from our social and political assumptions. The course shall assess a range of approaches to the study of environment, science, and technology, but does not advocate any particular value system.

Course Texts:

No textbooks need be purchased for this course. All required readings will be posted on Canvas.

Course Expectations:

Class preparation: This is a discussion-based course. Small group discussions will focus on the readings assigned on the syllabus for that day. I expect you to come to class having completed the required reading assignment. If you have the time and inclination, you are also encouraged to explore the 'recommended' readings, where applicable. To be more fully prepared and get the most out of class, I suggest that while you read the texts you write down one or more questions that you have about the day's readings (whether about the meaning of the text or about its political implications), and raise these questions in class. See the “Reading Guidelines” document on Canvas for additional tips on reading and class preparation.

Participation: Your participation is essential to the success of this course, both for you and for your fellow students. Student participation involves both speaking and listening skills. In other words, you are encouraged to speak often, providing comments and asking questions—but you should also be listening to your peers and responding thoughtfully to their comments. Participation means demonstrating familiarity and critical engagement with the course materials as well as demonstrating intellectual curiosity. The point is not to have understood everything before coming to class, but instead to show up ready to raise and address questions, difficulties, and new insights that arise while exploring the course material. In addition to class discussion, participation on the Canvas discussion board will improve your participation grade.

Attendance: Although I will not be tracking attendance directly due to the size of this class, your attendance at all class sessions will be essential for your success in this course. The discussions will convey information and ideas that may not be evident from the readings alone, and will model and provide practice in the critical/analytic skills you are expected to develop.

If you do miss a class, it is your responsibility to figure out what you missed. This means that you should not simply email me asking what you should have learned in class. I will not respond to any such emails, as they are not in compliance with the policy stated here. Instead, your first tasks are to complete all the readings and request and review class notes from a fellow student. After this, if you still have remaining, specific questions about the material, then you should come and see me in office hours to discuss your questions.

Response Papers: Students must write a total of 3 short reading responses across the course of the semester. Which readings you choose to respond to are entirely up to you. Each of these papers should be at least 600 words, but no longer than 1000. They should engage directly with one of the course readings. (This might mean critiquing the argument made in the reading, or examining the implications of the argument if applied to other issues—or any number of other things, so long as what you write involves exploring the specific arguments made in the course text.) Response papers must be submitted (on Canvas) before the start of class on the day the reading is assigned.

Term Paper: Students will be assigned to write one analytical essay (8 to 10 pages) on a course-related topic of their choosing. Topics must be approved by the instructor; you should submit your topic by email on or before 5pm Friday, March 20th. We will also devote a class session (Monday, April 6th) to a peer workshop of your paper ideas; be sure to have at least an outline of your argument written by that date. The final paper will be due on Canvas by 5pm Friday, April 17th. Further details on the paper assignment, as well as tips for writing analytical papers, will be provided in class. Late papers shall be accepted only at the discretion of the instructor, and with an appropriate penalty.

Final Exam: The final exam will be held on Wednesday, May 6th. It will comprise several short-answer questions and one longer essay. Further details on the exam, as well as a study guide, will be provided in class. All students must take the final exam during its scheduled slot, except as allowed under CU's final exam policy.

Grade components:

- 3 Response Papers (10% each/30% total)
- Course Participation (15%)
- Term Paper (30%)
- Final Exam (25%)

Important Dates:

- Friday, January 24th: notify me of any accommodations (disability, religious, athletic, etc.), on or before this date.
- Friday, March 20th: submit paper topic (by email, no later than 5pm)
- Monday, April 6th: bring paper outline or draft to class for writing workshop
- Friday, April 17th: submit final paper (on Canvas dropbox, no later than 5pm)
- Wednesday, May 6th: final exam (1:30-4pm)

Course Outline

This schedule is provisional, and may be updated at any time throughout the course. The most current version of the schedule will always be available on the Canvas site for the course. Online readings will be made available on Canvas as the semester progresses.

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| 1 | Monday 1/13 | Introduction
<i>No assigned readings</i> |
| 2 | Wednesday 1/15 | The Environmental Problem
Wallace-Wells, "The Uninhabitable Earth"
(Recommended): Geisel (Dr. Seuss), <i>The Lorax</i> |
| 3 | Friday 1/17 | Knowledge and Politics
Mill, <i>On Liberty</i> (selections)
Aristotle, <i>Politics</i> book 3 (on the "Doctrine of the Wisdom of the Multitude") |
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| -- | <i>Monday 1/20</i> | <i>NO CLASS (MLKJ Day)</i> |
| 4 | Wednesday 1/22 | Science and Politics
MacLeod, "Science and Democracy: Historical Reflections on Present Discontents"
(Recommended): Bacon, <i>The New Organon</i> (selections) |
| 5 | Friday 1/24 | Technology and Politics (I)
Winner, <i>The Whale and the Reactor</i> (selections) |
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- 6 **Monday 1/27** **Technology and Politics (II)**
 Collingridge, *Social Control of Technology* (selections)
- 7 **Wednesday 1/29** **Environment and Politics**
 Barry, "Green Political Theory"
 Dryzek and Stevenson, "Global Democracy and Earth System Governance"
- 8 **Friday 1/31** **Democracy**
 Ellis, "Democracy as Constraint and Possibility for Environmental Politics"
 Saward, "Enacting Democracy"
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- 9 **Monday 2/3** **Representation and its challenges: participation (I)**
 Ravetz and Funtowicz, "Post-Normal Science--an insight now maturing"
 Brown, "Citizen Panels and the Concept of Representation"
- 10 **Wednesday 2/5** **Representation and its challenges: participation (II)**
 Dobson, "Democracy and Nature: Speaking and Listening"
- 11 **Friday 2/7** **Representation and its challenges: identity (I)**
 Kaijser and Kronsell, "Climate change through the lens of intersectionality"
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- 12 **Monday 2/10** **Representation and its challenges: identity (II)**
 Warren, "The power and the promise of ecological feminism"
- 13 **Wednesday 2/12** **Representation and its challenges: future generations (I)**
 Barry, "Sustainability and Intergenerational Justice"
- 14 **Friday 2/14** **Representation and its challenges: future generations (II)**
 Gardiner, "A Perfect Moral Storm: Climate Change, Intergenerational Ethics, and the Problem of Moral Corruption"
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- 15 **Monday 2/17** **Representation and its challenges: the non-human world (I)**
 Peter Singer, "Specieism and Moral Status"
- 16 **Wednesday 2/19** **Representation and its challenges: the non-human world (II)**
 Freya Mathews, "The Anguish of Wildlife Ethics"
 Donaldson and Kymlicka, *Zoopolis* (selections)
- 17 **Friday 2/21** **Representation and its challenges: the non-human world (III)**
 Stone, *Should Trees Have Standing?* (selections)
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- 18 **Monday 2/24** **Environmental Justice: introduction**
Schlosberg, "Theorizing Environmental Justice: The Expanding Sphere of a Discourse"
Nagel, "The Problem of Global Justice"
- 19 **Wednesday 2/26** **Environmental Justice: inequality**
Singer, "Famine, Affluence, and Morality"
Shue, "Global Environment and International Inequality"
- 20 **Friday 2/28** **Environmental Justice: natural resources**
Hayward, "Global Justice and the Distribution of Natural Resources"
Wenar, "Property Rights and the Resource Curse"
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- 21 **Monday 3/2** **Responsibility for the Climate: cosmopolitan approaches (I)**
Young, "Responsibility and Global Justice"
- 22 **Wednesday 3/4** **Responsibility for the Climate: cosmopolitan approaches (II)**
de Shalit, "Climate Change Refugees, Compensation, and Rectification"
- *Friday 3/6* *NO CLASS (Instructor out of town)*
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- 23 **Monday 3/9** **Responsibility for the Climate: historical approaches (I)**
Waldron, "Superceding Historical Injustice"
- 24 **Wednesday 3/11** **Responsibility for the Climate: historical approaches (II)**
Bell, "Global Climate Justice, Historic Emissions, and Excusable Ignorance"
- 25 **Friday 3/13** **Responsibility for the Climate: distributional approaches**
Shue, "Subsistence Emissions and Luxury Emissions"
Miller "Global Justice and Climate Change: How Should Responsibilities be Distributed?"
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- 26 **Monday 3/16** **Environment and Economics: capitalism**
McLaughlin, "Nature as Privately Owned: Capitalism"
- 27 **Wednesday 3/18** **Environment and Economics: socialism**
Löwy, "Ecosocialism and Democratic Planning"
- 28 **Friday 3/20** **Environment and Economics: tragedy of the commons**
Paavola, "Climate Change: the Ultimate 'Tragedy of the Commons'?"
Ostrom, "A Polycentric Approach to Climate Change"
(PAPER TOPIC DUE BY 5PM)
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- *3/23 - 3/27* *SPRING BREAK*
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- 29 **Monday 3/30** **Environment and Economics: consumerism**
Goodin, "Selling Environmental Indulgences"
- 30 **Wednesday 4/1** **Environment and Economics: individualism**
Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?"
- 31 **Friday 4/3** **Environment and Economics: paternalism**
Sunstein and Reisch, "Green by Default"
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- 32 **Monday 4/6** **(Workshop term papers)**
No assigned reading. Come prepared with an outline or draft of your term paper.
- 4/8 - 4/10 *NO CLASS (Instructor out of town)*
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- 33 **Monday 4/13** **Limits in the Anthropocene**
Lambacher, "The Limits of Freedom and the Freedom of Limits"
- 34 **Wednesday 4/15** **Limits in the Anthropocene: the limits of science?**
Scott, *Seeing Like a State* (selections)
Jasanoff, "Technologies of Humility"
- 35 **Friday 4/17** **Limits in the Anthropocene: the limits of technology? (I)**
Huesemann and Huesemann, *Techno-Fix: Why Technology Won't Save Us or the Environment* (chapters 6 and 13)
(TERM PAPER DUE AT 5PM)
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- 36 **Monday 4/20** **Limits in the Anthropocene: the limits of technology? (II)**
Gardiner, "Is 'arming the future' with geoengineering really the lesser evil? Some doubts about the ethics of intentionally manipulating the climate system"
- 37 **Wednesday 4/22** **Limits in the Anthropocene: the limits of growth? (I)**
Arrow et al, "Economic Growth, Carrying Capacity, and the Environment"
Rees, "Revisiting Carrying Capacity"
- 38 **Friday 4/24** **Limits in the Anthropocene: the limits of growth? (II)**
Daly, "Sustainable Growth: An Impossibility Theorem"
Club of Rome, *The Limits to Growth (30 Year Update)* (selections)
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- 39 **Monday 4/27** **Hope?**
Nelson, "To a Future Without Hope"
Kretz, "Singing Hope's Praises: A Defense of the Virtue of Hope"
- 40 **Wednesday 4/29** **Conclusions**
No new reading assigned

University and course-specific policies:

Accommodation for Disabilities: If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me in a timely manner (**i.e., within the first two weeks of the semester**) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website: <http://www.colorado.edu/disabilityservices/students>. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website: <http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions>.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior (<http://www.colorado.edu/policies/student-classroom-and-course-related-behavior>) and the Student Code of Conduct (<http://www.colorado.edu/osccr/>).

Honor Code: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website: <https://www.colorado.edu/osccr/honor-code>.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation: The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies,

anonymous reporting (https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJZnf), and the campus resources can be found on the OIEC website: <http://www.colorado.edu/institutionalequity/>.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Students need to notify me of any such conflicts **within the first two weeks of the semester** in order for accommodations to be made. See the campus policy regarding religious observances (<http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>) for full details.

Excused absences: Excused absences include absences due to religious observances and documented personal, family, or medical emergencies. Whenever possible, students should inform their instructor in advance of such absences in order to make necessary arrangements. Absences resulting from discretionary events (such as non-emergency health care, non-essential travel, etc.) cannot qualify as excused. The instructor reserves the right to distinguish excusable from non-excusable reasons for missing class or exams, or requiring an extension for written work. **If you can expect to miss more than 1/3 of class sessions** due to any combination of excused and/or unexcused absences, you are strongly encouraged to withdraw from the course.

Grading policies: Grade appeals must be submitted no earlier than 24 hours, and no later than 7 days, after receipt of the grade. Your concerns should be **presented in writing**, with detailed reasons explaining why you believe the grade is unfair or incorrect. Be advised that in all cases of grade appeals, the professor reserves the right to **raise, maintain, or lower** the grade upon review. Students dissatisfied with the result of an appeal to the professor may then appeal to the Director of Undergraduate Studies in the Department of Political Science, in accordance with the Department's grade appeals policy.

If instead you are merely seeking clarification of a grade or suggestions on how to improve your performance in the future (rather than appealing for a grade to be revised), **then the above policies do not apply**. Feel free to come to my office hours to discuss such things at any time.