

PUP 4224: Florida Environmental Politics
Department of Political Science
Spring 2016
M/W/F 10:40-11:30 pm (Norman Hall 0331)

Instructor: Mitchell Sellers (msellers@ufl.edu)
Office: Anderson 006
Office Hours: Monday/Wednesday 9:30-10:30 (and by appointment)
Class Skype Account: PUP_4224_Spring_2016 (I am available to message or talk any time that I am listed as online)
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- To help me keep track of email messages, please include PUP 4224 in the subject line of any email message you send to me.

Course Description and Objectives

This course introduces students to the history, development, and contemporary forms of environmental politics in Florida. In order to do this, universal concerns addressed on the federal and global scale are also considered and evaluated. Florida is one of the most remarkable states in the United States, and the world, for studying environmental politics. From America's War on Water to the recent efforts to save the Everglades, Florida's history shows all levels of government constantly interacting and attempting to shape its environment to meet the values and desires of current residents.

Environmental policies are shaped by a number of concerns and functions of government – politics, citizen engagement, administration and planning. This class will overview the basic logistic and normative concerns that arise in environmental policies. Government is constantly shaping and regulating our environment; yet, unlike many other policy areas, there are active interest groups on both sides of the debate fighting for influence. At the same time, federalism plays an interesting effort in how Florida environmental politics plays out because forces on the local, federal and global scale are also working to shape environmental concerns.

The primary learning objectives are for students to:

- Understand early environmental practices and concerns.
- Develop a solid foundation of how American institutions shape the development, and implementation, of environmental policies.
- Begin to assess the goals and effectiveness of environmental policies.

Required Text (Copies are on Reserve at Library West)

Seuss. *The Lorax*. Random House Children's Books, 1971 (ISBN: 978-0394823379).

Vig, Norman J., and Michael E. Kraft, eds. *Environmental Policy: New Directions for the Twenty-first Century*. 9th edition. CQ Press, 2015 (ISBN: 978-1483352589).

Class Participation/Attendance

Students are expected to do the readings, attend class, and participate in class discussions. My lectures will be organized around the topics and readings found in the schedule outlined below. Lectures will include interactive discussion of the core themes of the readings. Students should **read the assigned literature before class** in order to participate.

You are responsible for the content of all classes, including issues raised in the spontaneous class discussions. Attendance may be checked at random throughout the semester. Also, note that class participation accounts for 10% of your grade, so missing classes will negatively influence your final grade. As a matter of mutual courtesy, please let the instructor know when you're going to be late, when you're going to miss class, or if you need to leave early. Please try to do any of these as little as possible. If you must miss a class, please request notes from your classmates prior to contacting me. I do not share my powerpoint slides, except under extenuating circumstances. Throughout the semester I may need to cancel class for on-campus interviews with universities. If I must cancel an additional day (other than the dates listed below), I will post a powerpoint and video lecture on Canvas to discuss the material for the day.

Class Debates

The course will have a series of debates throughout the semester (8 debate days with 4-6 students participating in each debate). All students are expected to participate in one debate, where they will assume the identity of a political figure that is a major proponent or opponent on the debate topic. Debate days and identities are selected at the start of the semester. In addition to participating in the debate, students are expected to write a 400-600 word paper (due 2 days before the day of their debate), where they will provide a brief overview of their political figure's involvement in the topic, as well as a detailed overview of their policy stance. **Students are expected to bring in evidence from current events, scholarly articles or reputable news sources to support the arguments made in their paper and during the debate.** Do not rely on talking points from CNN or Fox News, and wikipedia is not allowed.

Students are expected to attend all debates and are required to submit one question to the discussant (Mr. Sellers). The paper is worth 5% of your final grade and participation in the debate is worth 10%, for a total of 15% of your final grade. A more detailed explanation of what is expected from debate participants is provided on Canvas.

Essays

Students are expected to write two short essays. These essays are intended to stimulate student engagement with the content and to prepare students for upcoming exams. The paper should be between 1,250-1,500 words (double-spaced, Times New Roman, 1 inch margins) and must include a References page (not part of the word count) if outside sources are utilized.

Essays must be submitted on Canvas by 11:59 pm on the due date. Any assignments submitted after midnight will be treated as late regardless of an excused attendance (submission is online and can be done early). Grades and comments will be returned via Canvas in the grades section. Each essay is worth 10% of your overall grade, which accounts for 20% of your final grade.

A more detailed explanation of what is expected from these essays and how to write a good paper is provided in the files section on Canvas. Note that Turnitin evaluates all submissions for plagiarism. Be sure to cite any and all sources that you draw from. Any plagiarism will be given a 0 for the assignment, and will be submitted to the University for Disciplinary Review.

Exam 1 and Exam 2

There are two exams – Exam 1 (midterm) and Exam 2 (not cumulative). Both exams will test your knowledge of the material covered in the lectures and in the assigned readings. The exams will consist of 40 multiple choice questions. Exam 1 is worth 25% of your final grade; Exam 2 is worth 30% of your final grade.

Make-up Exams, Missed Classes and Late Papers

It is expected that no students will miss any exams or classes. No make-up exams or participation points will be possible unless due to university excused absences, which will require documentation and must be brought to Mr. Sellers' attention **prior** to the class that you know that you will miss. An unexcused absence on an exam or a debate results in a grade of 0%. Essays not turned in by their due date will incur a grade reduction of 10% every day after the deadline (and will not be accepted if it is more than 2 days late). Since essays are submitted through Canvas, this applies to all students (even those with excused absences). No planned opportunities for extra credit exist in this course.

Summary of Grading

Class Participation/Attendance	10%
Class Debate	15%
Essays	20% (2 worth 10% each)
Exam 1	25%
Exam 2	30%

Course Grades

Final grades will be assigned based on the scale below:

90% - 100%	A	70% - 75.9%	C
88% - 89.9%	A-	68% - 69.9%	C-
86% - 87.9%	B+	66% - 67.9%	D+
80% - 85.9%	B	60% - 65.9%	D
78% - 79.9%	B-	58% - 59.9%	D-
76% - 77.9%	C+	57.9% or less	E

Unless a computational error has been made, grades will not be changed after the end of the semester. Only in the rarest of circumstances will I grant an Incomplete ('I').

Academic Dishonesty

For University's honesty policy regarding cheating and use of copyrighted materials, see: <http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php>

Written assignments will be checked for plagiarism against published works, other papers submitted by classmates at the current and previous semesters and internet pages using Turnitin, which is UF's plagiarism detection software. It is expected that submitted work for individual assignments will solely reflect the student's own efforts. Be sure to cite all sources.

Accommodations for Students with Disabilities: If you require a classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://oss.ufl.edu/>). The Dean of Students Office will send documentation directly to all of your instructors. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, (352) 392-1575, or Student Mental Health Services, (352) 392-1171. Visit their websites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>.

*Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789.*

Course Schedule

Section 1: Introduction to Environmental Politics and Values

Week 1: January 6-8

Jan 6 Intro to Course
Readings: None

Jan 8 NO CLASS: Southern Political Science Association's Annual Conference
Readings: None – Prepare for Next Week

Week 2: January 11-15

Jan 11 Intro to Environmental Politics, Terms and the Research Methods
Readings: Vig & Kraft – Ch. 1: p. 1-18; 26

Jan 13 History of US Environmental Policy
Readings: Eisner, Worsham and Ringquist. 2006. Contemporary Regulatory Policy – Ch.7: p. 173-189 (In Resources)

Jan 15 History of Florida Environmental Policy
Readings: Grunwald, M. 2006. The Swamp: The Everglades, Florida, and the Politics of Paradise: p. 1-6; 357-370; 371-375 (In Resources)

Week 3: January 18-22

- Jan 18 NO CLASS: Martin Luther King Day
Readings: None – Prepare for the Rest of the Week
- Jan 20 Environmental Values
Readings: Seuss. *The Lorax*. 1971. Random House Children’s Books.
Layzer – Ch. 18: 556-565 (In Resources)
- Jan 22 What is the role of Government in Environmental Justice?
Readings: Layzer – Ch. 1: p.1-18 (In Resources)

Section 2: Creating Environmental Policy

Week 4: January 25-29

- Jan 25 Challenges for Environmental Policy, Law and Administration
Readings: Hardin, G. 1968. “The Tragedy of the Commons,” *Science* 162:
p. 1243-1248 (In Resources)
- Jan 27 Intro to Environmental Policymaking
Readings: Kraft – Ch. 3 (71-87)
- Jan 29 Debate 1: On what level of government should environmental policy be
approached?
Readings: None

Week 5: February 1-5

- Feb 1 Legislative Efforts to Influence Environmental Policy
Readings: Vig & Kraft – Ch. 5: all
Vig & Kraft – Appendix 1: all
- Feb 3 Legislative Efforts to Influence Environmental Policy
Readings: [Environmental Groups Sue Florida Legislature over Budget
Florida Governor, Legislature Not Good Friends to Environment](#)
- Feb 5 Debate 2: Is environmental legislation needed? Why or why not?
Readings: None

Week 6: February 8-12

- Feb 8 Executives’ Attempts to Influence Environmental Policy
Readings: Vig & Kraft – Ch. 4: all
- Feb 10 Florida Gubernatorial and Agency Activity
Readings: [Jeb in the Wilderness](#)
Look at: <http://www.dep.state.fl.us/mainpage/default.htm>

Feb 12 Debate 3: What should be the role of executives (Governors, Presidents and Mayors) in environmental policymaking?

Readings: None

***** Essay 1 Due in Canvas *****

Week 7: February 15-19

Feb 15 Conservation and Preservation Programs

Readings: Vig & Kraft – Ch. 7: all

Feb 17 Regulatory Agencies

Readings: Eisner, Worsham and Ringquist. Contemporary Regulatory Policy (2006) – Ch.7: p. 149-173 (In Resources)

Feb 19 Intergovernmental coordination

Readings: Vig & Kraft – Ch. 13: p. 298-303

Week 8: February 22-26

Feb 22 Debate 4: How active should agencies be in regulating environmental policy?

Readings: None

Feb 24 Exam 1

Feb 26 Problems and Concerns of Scarcity

Readings: None

Week 9: February 29-March 4

***** NO CLASS: Spring Break *****

Section 3: Factors Shaping Environmental Policy

Week 10: March 7-11

March 7 Public Opinion and Awareness

Readings: Gallup. 2015. [Environment](#).

Gallup. 2015. [In U.S., Concern About Environmental Threats Eases](#)

Yale. 2016. Florida: Public Opinion on Climate Change (In Resources)

March 9 Science and Environmental Controversy

Readings: Vig & Kraft – Ch. 13: p. 289-292

S. Jasanoff, “Is Science Socially Constructed – And Can It Still Inform Public Policy?” 1996. *Science and Engineering Ethics* 2 (3): p. 263-276.

March 11 Debate 5: What concerns should government respond to for environmental policies – public opinion, interest groups or science?

Readings: None

Week 11: March 14-18

- March 14 Citizen Engagement, Interest Groups and Political Parties
Readings: Look at: <http://www.eco-usa.net/orgs/fl.shtml>
- March 16 Direct Democracy and Local Efforts to Protect the Environment
Readings: Forster, Diana, and Daniel A. Smith. "Environmental Policies on the Ballot." *Changing Climate Politics: US Policies and Civic Action* (2014): 171-191.
- March 18 Policymaking in the Courts: A New Hope
Readings: Vig & Kraft – Ch. 6: all

Week 12: March 21-25

- March 21 Policymaking in the Courts: The Business Empire Strikes Back
Readings: Layzer – Ch. 13: p. 383-408 (In Resources)
- March 23 Debate 6: How should the courts shape environmental policy?
Readings: None

Section 4: Current and Future Concerns

- March 25 Environmental Concerns in the 21st Century
Readings: Kolbert, Elizabeth. Man in the Anthropocene: p. 183-189 (In Resources)
Vig & Kraft – Ch. 16: all

Week 13: March 28-April 1

- March 28 ~~Global Warming~~... [I mean...] Climate Change
Readings: [Even Before Its Release, World Climate Report Is Criticized as Too Optimistic](#). The New York Times (2007)
[The Day After Tomorrow: Could Abrupt Climate Change Really Happen?](#) Pew Center on Global Climate Change (2015)
- March 30 Debate 7: Are sustainable practices a public good or a business enterprise?
Readings: None
- April 1 Federalism and Environmental Policy
Readings: Vig & Kraft – Ch. 2: all

Week 14: April 4-8

- April 4 Urban & Environmental Planning Concerns
Readings: Vig & Kraft – Ch. 12: all
Lawrence, Barbara. "The Context and Causes of Sprawl." (2005)
Ch. 1: p. 3-17 (In Resources)

April 6 Sustainability and Smart Growth
Readings: Vig & Kraft – Ch. 11: all

April 8 NO CLASS: Midwest Political Science Association's Annual Conference
Readings: None

***** Essay 2 Due in Canvas *****

Week 15: April 11-15

April 11 Global Environmental Efforts
Readings: Kolbert, Elizabeth. The Day after Kyoto (2007): 150-172 (In Resources)

April 13 Policy Reforms
Readings: DeHaven-Smith, Lance. "Unfinished Agenda in Growth Management and Environmental Protection." (2008): 233-264 (In Resources)
[How One State is Banning Unused Food from Landfills and Giving it to the Hungry](#)

April 15 Evaluating Environmental Policy
Readings: [America's Greenest States](#)

Week 16: April 18-22

April 18 Debate 8: What should be the role of state government in environmental politics?
Readings: None

April 20 Exam 2

Important Dates:

Feb 12 Essay 1 Due
Feb 24 Exam 1
April 8 Essay 2 Due
April 20 Exam 2