

Environmental governance: global and local perspectives  
PUBP 746 X01, Arlington Campus 251

Summer 2005  
MW: 7:20 – 10 pm, June 6-July 28  
Office Hours: W 3-6 pm  
(and by appointment)

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**Course Description**

This course examines the major aspects and institutions involved in the global and local dynamics of environmental governance. The course will develop your potential to formulate, assess and evaluate environmental politics and policy from the local to the global level as well as provide you with the knowledge of substantive policy issues being discussed and debated today.

The first part of the course will address the interface between science and democracy that animates many environmental problems and responses (4 sessions). Over a decade ago, many of the world's environmental decision makers met at the United Nation's Conference on Environment and Development (UNCED) in Rio de Janeiro, Brazil. The event produced *Agenda 21*, a blueprint of actions on a wide range of problems to address the environmental and social dimensions of ecological degradation. *Agenda 21's* fortieth and final chapter is called "Information for decision-making", a term that reflects the messy convergence of the rational realm of environmental science and the logic of social choice. A growing number of scholars see a significant gap between scientific expertise and citizen participation especially in the realm of environmental decision making. Nation-States face many policy problems that are highly technical and scientific while simultaneously experiencing increasing demands for citizen participation, especially in the environmental policy arena.

The second part will examine the dynamics of environmental federalism in the United States and Europe (5 sessions). Devolution, block grants, swaps, and "unfunded mandates" represent the vocabulary of new federalism. It generally refers to shifting policy authority and responsibilities from national to state government. American federalism moved with centralizing tendencies in judicial, legislative, and administrative realms during the sixties and seventies especially in matters of environmental policy. But many U.S. policy makers are increasingly turning to the states for solutions to today's environmental problems in our "laboratories of democracy." On the other hand, European states are turning to Brussels for environmental policy.

The third segment will focus on the tension between global and local environmental governance dynamics (5 sessions). Class participants will begin to think *glocally*, which is, "looking at the great global changes that are now under way in the environment, society, technology, and culture in terms of their effects on the local places in which individuals actually live and work..." (Hempel, 2000). Many ecological issues represent *third generation* governance challenges of a global scale that are beyond existing policies and institutions.

**Books Required**

Vig, Norman J. & Michael E. Kraft (ed., 2003), *Environmental policy: new directions for the 21<sup>st</sup> Century* (5<sup>th</sup> edition). Washington, DC: CQ Press. Abbreviated **VK** in the class schedule.

Axelrod, Downie, and Vig (ed., 2005), *The global environment: institutions, law, and policy*. Washington, DC: CQ Press. Abbreviated **ADV** in the class schedule.

Friedman, Thomas (2000). *The lexus and the olive tree*. New York: Anchor Books.  
Other readings as assigned

**Student Expectations**

This course's design rests on what Richard Stillman called the "concept-case" approach. Monday sessions focus on foundational readings that introduce students to the major concepts and ideas shaping environmental governance. In Wednesday sessions, case studies illustrate the key aspects of the concepts under review. This design provides both a sound understanding of both the theory and problems of environmental governance. I believe it will allow you to make interconnections among concepts, draw your own conclusions, and stimulate our dialogue.

This interactive dialogue is critical to the class and students are expected to contribute each week. Discussion participation (*volume* counts less than *quality* and *originality*) constitutes **20 percent** of your grade. These discussions will be fostered by your preparation of a two page summary (double-spaced, 12 point font) each week of what you see as each case's relevance, main concepts, theoretical connections, and practical lessons. Case summary papers comprise **20 percent** of your grade and your first one will be due at the beginning of the June 15<sup>th</sup> session (six total). You will also prepare a written report on an environmental governance case study of your choice worth **40 percent** of your grade (see below). This paper will provide the basis for your own oral presentation to the class in one of the last two sessions that constitutes **20 percent** of your grade.

Discussion participation	20%	A	= 93% or above
Case summaries	20%	A/B	= 88-92%
Written report	40%	B	= 82-87%
Oral presentation	20%	B/C	= 78-81%
		C	= 70-77%
		D	= 60 – 69%
		F	= below 60%

### Case Study Report

Each student will prepare a written environmental governance case study on a topic similar to those covered in the class. The professor will help students select their topics by the July 4<sup>th</sup> break and develop their research to complete the paper by the July 25<sup>th</sup> session. The paper should include the following parts:

Part 1: *Introduction*. Outline the content of your report.

Part 2: *Origins*. Cover the historical, political, and global background of your particular case.

Part 3: *Framework*. Show how your case is framed by the concepts introduced in our class readings and other cases.

Part 4: *Implications*. Summarize the contributions of your case to the theory and practice of environmental governance.

Part 5: *Conclusion*. Summarize the key ideas in your report.

### **Class Schedule and Readings**

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<b>Class</b>	<b>Topic</b>	<b>Readings</b>
Session 1 Mon. June 6	Syllabus distribution and Scieocracy Quandaries.	<b>VK 10 &amp; 13. ADV 10.</b> Recommended book; Rabe, Barry 2004. <i>Statehouse and Greenhouse: The Emerging Politics of American Climate Change Policy.</i>
Session 2 Wed. June 8	<b>Case 1: Climate Change Policy and the Policy Change Climate</b>	Schlosberg & Sisk (1998) “The environmental science/policy interface” <i>PS: Political Science &amp; Politics.</i> Sarewitz & Pielke (2000) “Breaking the global-warming gridlock” <i>Atlantic Monthly.</i> <a href="http://www.brookings.edu/press/REVIEW/spring2002/rabe.htm">http://www.brookings.edu/press/REVIEW/spring2002/rabe.htm</a>
Session 3 Mon. June 13	Technocratic and democratic gridlock	<b>VK 4, 6 &amp; 11.</b> Recommended book; Schneider & Ingram 1997, <i>Policy design for democracy.</i>
Session 4 Wed. June 15	<b>Case 2: Pollution and Politics are never equal</b>	Pulido (1996) Critical review of environmental racism methodology Abel (2005) “Not all pollution is average” Working paper. <a href="http://www.cceia.org/viewMedia.php/prmID/4437#2">http://www.cceia.org/viewMedia.php/prmID/4437#2</a> Section 3; Articles by Aguirre, Kazmi and Leiderman, Walton, and Atik.
Session 5 Mon. June 20	Environmental federalism I	<b>VK 5-8</b> Recommended book; Scheberle 2004. <i>Federalism and environmental policy</i>
Session 6 Wed. June 22	<b>Case 3: Backyard environmentalism</b> Guest: Hank Topper, USEPA	Karkkainen et. al (2000) “After backyard environmentalism” <i>American Behavioral Scientist.</i> <a href="http://www.epa.gov/care">www.epa.gov/care</a>
Session 7 Mon. June 27	Environmental federalism II	<b>ADV 8, 9, &amp; 11.</b> Recommended book; Vig & Faure, ed. (2004) <i>Green Giants: environmental policies of the US and EU.</i>
Session 8 Wed. June 29	<b>Case 4: EU environmentalism</b>	Macrory & Niestroy (2004) “Emerging transnational policy networks: the European Environmental Advisory Councils.” <i>Green Giants</i>
Session 9 Mon. July 4	<b>Break</b>	Freidman’s <i>The lexus and olive tree</i>

Session 10 Wed. July 6	<b>Case 5: Collaborative Policy Making.</b> Guests: Judith Innes and David Booher	Connick and Innes (2003). "Outcomes of Collaborative Water Policy Making." <i>Journal of Environmental Planning and Management</i> . Innes and Booher (1999). "Consensus Building and Complex Adaptive Systems." <i>Journal of the American Planning Association</i> .
Session 11 Mon. July 11	International Environmental Institutions	<b>ADV</b> 1-3. Ingram & McDonald (2002). "The precautionary principle, science wars, and the Earth Summit." <i>Politics and Life Sciences</i> .
Session 12 Wed. July 13	<b>Case 6: Local Agenda 21</b>	<b>VK</b> 13. Selman (1998). "LA21: substance or spin?" <i>Journal of Environmental Planning and Management</i> . (2004). "Turkey's LA21 Process." <i>Political Studies</i> .
Session 13 Mon. July 18	Toxics Policy from local to global	<b>ADV</b> 7. <b>VK</b> 12 & 16.
Session 14 Wed. July 20	<b>Case 7: Environmental information disclosures</b>	Abel, Kraft, & Stephan (2004), "Environmental Information Disclosure and Risk Reduction: State Variation in Control of Toxic Chemical Emissions.
Mon. July 25	<b>Seven 15 minute student presentations</b>	
Wed. July 27	<b>Six 15 minute student presentations</b>	