

**Political Science 335: Environmental Politics and Policy and
English 315: Advanced Composition
University of Hawai'i at Hilo**

Fall, 2007
POLs CRN: 11648; ENG CRN: 11147
MWF 11:00 – 11:50 am
K 122
Course website: <http://webct.hawaii.edu>

Instructor: Dr. Todd Belt
Phone: 974-7375
Email: tbelt@hawaii.edu
Office: UCB 355
Office Hours: Monday and Wednesday
2:00 pm – 4:30 pm,
and by appointment.

Instructor: Dr. Mark Panek
Phone: 974-7476
Email: mpanek@hawaii.edu
Office: K 216
Office Hours: MWF
12:00 pm – 1:00 pm,
and by appointment.

Course Description and Goals

In ENG 315/ POLS 355, we'll use writing assignments and intensive discussion to explore such current environmental/resource problems as air and water pollution, energy development, and land use, paying special attention to the following questions: What is the nature of debate in government and the private sector regarding these problems? How are arguments of environmental concern shaped in the courts, congress, and the executive branch? Who implements environmental policy? How? Why? How is the debate further shaped by public opinion, the media, corporations, and other interest groups? As we delve into these important questions, you will watch your writing, analytical, and critical reading skills improve dramatically across the semester, provided that you do not treat the class as an intrusion on your way to graduation or are mad at it because the folks in your major are making you take it. What we do here should prepare you well for your graduate/law school applications, for graduate/law work, and any other public writing you do after graduation.

Required Text

Smith, Zachary A. *The Environmental Policy Paradox* 4th ed. Prentice Hall. ISBN: 0130993085.
In addition to the course textbook, students will be required to read handouts distributed in class.

Groundrules

1. Attendance is mandatory. Many classes will be conducted in a directed workshop format where we will be working in groups of three-to-four students, which means you will be missed if you are not here. Your final grade, as explained below, will be determined by the number of points you accumulate on a 100-point scale. **Two points** will be deducted from your final grade for each absence; **one point** will be deducted for each lateness. Absences will be excused for documented medical reasons and certain circumstances that the instructors agree fall beyond your control. Traffic, waking up on time, finding a parking space, and other such circumstances are well within your control. It is also early enough for you to book your Thanksgiving trip without missing the Wednesday before or the Monday after, so don't bother asking for those days off. If you are ever absent, it is up to **you** to make an appointment with one of us to find out what you missed. Finally, if you expect to miss any extended period for travel for any reason, you should drop this class.
2. We will be doing much writing that will not be graded. You must complete all of this writing in order to pass the class. You must also complete all drafts of all assignments in order to pass the class.

3. All drafts are due on the dates indicated on the class schedule without exception. Failure to come prepared with a draft on its due date will result in a deduction of **two points**. All first drafts are to be **handwritten in blue ink**. All second drafts are to be **handwritten in black ink**. All final drafts are to be typed in 12-point Times New Roman font with 1-inch margins, double-spaced, and free of all surface errors. We don't bother reading papers where people skip lines between paragraphs, fool with the margins, choose some squiggly font, or make other silly and obvious attempts to add meaningless length. *Do not email your assignments!* The following statements are not valid excuses:

"I lost my pen drive."	"This isn't the only class I have, you know."
"My computer crashed."	"I can't find someone to watch my kids."
"My nose job got infected."	"I'm taking my kids snowboarding on Mauna Kea."
"I can't get motivated to do it."	"I have to work."
"My child is sick."	"I have a doctor's appointment."
"I had printer problems."	"I'm having personal problems."
"But, my parents were in town."	"I would have had to come back early from my trip to Kona."

4. The penalty for **plagiarism** is an **F** for the course. Since this is a 300-level course, you are already expected to know what the University of Hawai'i means by "plagiarism," so there will be **no warnings, no exceptions, and no negotiations**. This policy has already produced a few unhappy thieves in the short time we've been at UHH, so don't test it. Just in case there is any doubt about this, your completion of the plagiarism mini-essay will act as your agreement that you know exactly what plagiarism entails at UHH.

5. Be courteous. We hope and expect to have lively political discussions in this class. You are encouraged to disagree with other students and even the professors as long as it is done in a courteous manner. Turn off all electronic devices before class. Do not bring children or other animals to class. Do not pack up your belongings while class is still in session—class ends at **11:50**. No eating or drinking.

6. Student Consultation Policy: Office hours are posted on the top of the syllabus. Please see one of us for any concerns you have about the class. If you cannot make the scheduled office hours, please request an appointment at another time.

7. Note on Disability Services: We will do everything possible to accommodate the needs of students with disabilities. Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office—Hale Kauano'e A Wing Lounge, 933-0816 (V), 933-3334 (TTY), shirachi@hawaii.edu. Please do so as early in the semester as possible.

8. Note on Academic Advising. Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once per semester in order to decide upon courses, check progress towards graduation, and discuss their career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have the final responsibility for meeting degree requirements. You can find out who your advisor is here: <http://www.uhh.hawaii.edu/studentaffairs/advising/advisors>

A FINAL WORD ON DRAFTS:

Your **first** draft is not the thing you tweak and adjust, cutting a sentence here and adding one there on your way to polishing it into your final draft. It is meant to be messy and possibly disorganized—a free-flowing, quickly-rendered version of your essay that is possibly even vague in places, and that shouldn't even take all that long to write. Although it may not necessarily be very good, it must be complete—of substantial length, and finished all the way to the end. You will be a liability to yourself and your classmates if you come in with a couple of scribbled pages, saying, "That's as far as I got," or, "I got stuck," since getting "stuck" is not possible with this kind of informal, low-stakes writing. Complete drafts of finished essays make up a large part of our course material. Don't come to class without one on our writing group days. Your **second** draft may look like something approaching a final draft, although many of us revise many, many times before we're satisfied with our work. Your **final** draft should be perfect, and free of all surface errors of any kind, including grammatical errors and typos.

Evaluation Method and Grading Policy

Evaluation of student performance will be guided by the following table:

Evaluation	Points	Grade	Grade Points
Excellent	93-100	A	4.0
	90-92	A-	3.7
	87-89	B+	3.3
Good	83-86	B	3.0
	80-82	B-	2.7
Satisfactory	77-79	C+	2.3
	73-76	C	2.0
	70-72	C-	1.7
Poor	67-69	D+	1.3
	63-66	D	1.0
	60-62	D-	0.7
Failure	59 and below	F	0.0

Students are required to prepare a portfolio of coursework for the semester. Your portfolio must include all of the following in order for you to pass the class:

- Plagiarism mini-essay (5 pts)
- Analysis Essay (Term Paper #1) (30 pts)
- Researched Argument Essay (Term Paper #2) (30pts)
- Final Self-Assessment Essay (15 pts)
- All drafts of all essays
- Context Analysis for Researched Argument Essay (5 pts)
- Two 500-word Reading Assignment Analyses (5 pts)
- All prep notes for all reading assignments (10 pts)
- Two Reading Group self-assessments

Your portfolio should allow you to demonstrate excellence in the following:

- Integration of complex ideas from academic and public writing with own experience and knowledge
- Understanding of research as a complex and involved process
- Proper use of sources ranging from the library to personal interviews, including documentation of such sources
- Development of complex ideas in various genres appropriate for various audiences
- Understanding of writing in a social context, as part of a larger academic or public discourse
- Understanding of writing as a *process* involving reflection, response from others, self-analysis, and revision.
- Proper control of such surface features as syntax, grammar, punctuation, and spelling
- Understanding of the various environmental and resource management challenges facing the world
- The ability to explain the role that different political institutions, actors, and other forces play in the play in the crafting of environmental policy
- Familiarity with the implementation processes involved the enforcement of environmental policy
- The ability to analyze the role of nonprofit organizations, interest groups, privatization, and government regulations in determining environmental policy
- The ability to collect, interpret, and integrate environmental data into your analyses
- The ability to advocate effectively for and against alternative environmental policies

Course Schedule

Week 1. (8/20-24). Course Introduction and Expectations

M: Writing Self-Assessment
W: Course Intro
F: Reading Group Intro

Week 2. (8/27-31). Perspectives and Perceptions of Humans and the Environment

M: **Reading Groups:** Introduction and Ch. 3 from *The Botany of Desire* by Michael Pollan (Handout).
W: Rhetorical Analysis Intro; **Plagiarism Mini-essay due**
F: **Reading Groups:** “Strategic Ignorance” by Carl Pope and Paul Rauber (Handout)

Week 3. (8/5-7). Environmental Consciousness

M: **Labor Day Holiday: No Class**
W: **Reading Groups:** Chapters 1-3 from *Silent Spring* by Rachel Carson (Handout)
F: The Green Revolution and the Environmental Movement

Week 4. (9/10-14). Ecosystems and Environmental Belief Structures

M: **Term Paper #1 Proposal Due**
W: Understanding the Ecosystem Exercise
F: **Reading Groups:** Smith, Chs. 1-2.

Week 5. (9/17-21). Regulation and the Role of Government

M: Political Ideology and the Environment
W: **Reading Groups:** Smith, Ch. 3.
F: Governmental Regulation Simulation

Week 6. (9/24-28). Political Institutions

M: **Term Paper #1 Annotated Bibliography Due**
W: Political Institutions Exercise
F: **Reading Groups:** Smith, Ch. 4.

Week 7. (10/1-5). Air and Water

M: Writing Group Intro
W: **Term Paper #1 First Draft Due**
F: Writing Groups; **Low-Stakes Chapter Analysis Due** for Smith, Chs. 5 and 6.

Week 8. (10/8-12). Energy; Toxicity and Waste

M: Personalization of environmental concerns, Smith, Chs. 7 and 8.
W: **Term Paper #1 Second Draft Due**
F: Writing Groups; **Term Paper #2 Proposal Due**

Week 9. (10/15-19). Environmentalism and Social Justice

M: **Term Paper #1 Final Draft Due**
W: Mapping race, income, and toxic waste
F: **Reading Groups:** Chs. 1 and 2 from *Dumping in Dixie* by Robert Bullard (Handout)

Week 10. (10/22-26). Land Management

M: Trash & Recycling Exercise; **Low-Stakes Chapter Analysis Due** for Smith, Ch. 9
W: **Reading Groups:** *The Omnivore’s Dilemma* by Michael Pollan (Handout)
F: **Term Paper #2 Annotated Bibliography Due**

Week 11. (10/29-11/2). Animals and GMOs

M: The Future of Food

W: **Reading Groups:** Chs. 5 and 6 from *Fast Food Nation* by Eric Schlosser (Handout); “Who’s Afraid of Genetic Engineering?” by Jimmy Carter (Handout)

F: **Term Paper #2 Context/Audience Analysis Due**

Week 12. (11/5-11/9). Corporations and Responses to Consumer Pressure

M: **Reading Groups:** Chs. 1 and 2 from *Toxic Sludge is Good for You!* by Stauber and Rampton (Handout)

W: **Term Paper #2 First Draft Due**

F: Writing Groups

Week 13 (11/14-16). Enforcement, Evaluation, and Problem Solving

M: **Veteran’s Day Holiday: No Class**

W: **Term Paper #2 Second Draft Due**

F: Writing Groups; *Reading:* Pp. 265, 268-71 from *Environmental Politics and Policy* by Steel, Clinton, and Lovrich (Handout);

Week 14 (11/19-21). Reflection and Wrap-up

No Class Friday: Thanksgiving Holiday

M: Reflective Exercise

W: **Term Paper #2 Final Draft Due**

F: No Class: Thanksgiving Holiday

Week 15 (11/26-30). Reflection and Wrap-up

M: **Self-Assessment Essay First Draft Due**

W: Writing Groups

F: **Self-Assessment Essay Second Draft Due**

Week 16 (12/3-5). Reflection and Wrap-up

M: Writing Groups

W: **Self-Assessment Essay Final Draft Due; Portfolios Due**

F: **Stop Day: No Class**