

Spring 2012

ENVIRONMENTAL POLICY: THE POLITICS OF DISASTERS

POLS3395.01
CRN 21175



WHY ARE DISASTERS POLITICAL EVENTS...?

When it comes to preventing or responding to tragedies, we would like to think that we could transcend politics. So, why is it that more often than not, the opposite is the case?

This course explores the politics and policies around a very specific set of environment-related events: disasters. We will develop an expansive definition of disaster that includes events that are “natural” such as earthquakes, tsunamis, and hurricanes but also those that generally have more human-induced causes such as famines and epidemics. This broad definition allows us to explore not only a variety of events but also important ancillary topics that have bearing on the politics of disasters.

Our focus will be not just on the politics of disasters themselves but on how disasters can serve as an analytical windows, allowing us to better view and appreciate some of the underlying incentives that always shape our domestic and international politics. Thus, we will explore

disasters as a means of better understanding concepts like risk, public goods, collective action, emergent orders, and international cooperation & conflict.

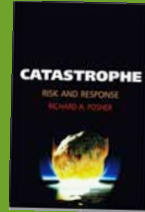
In this syllabus:

Instructor information	2
Course objectives	2
Required texts	2
Course requirements	3
Course schedule	4-6
Policies & resources	7
Tips on doing well	7

Throughout the semester we will illustrate these concepts using case studies. These stories will provide us with a common narrative for analysis and hopefully force us to think carefully about the difficult choices facing

policy-makers and the powerful incentives that guide them as they navigate these choices, even in policymaking around disasters.

COURSE MATERIALS:



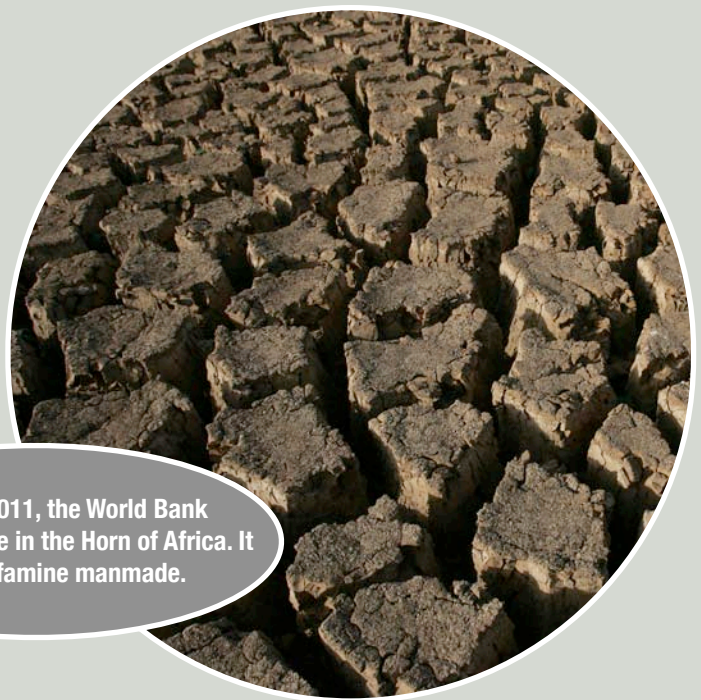
Please purchase:*

1. Bostrom & Cirkovic, eds. (2010) *Global Catastrophic Risks*, Oxford (ISBN:978-0199606504)
2. Posner (2004) *Catastrophe: Risk & Response*, Oxford U. Press (ISBN: 978-0195306477)
3. Sunstein (2009) *Worst-Case Scenarios*, Harvard U. Press (ISBN: 978-0674032514)


*Each of these should be widely accessible in new, used and Kindle versions.

Course Objectives:

- Gain factual knowledge (terminology, classifications, methods, trends) about the study of disasters and environmental policymaking around disaster-related issues
- Learn fundamental principles, generalizations, theories of public goods, policymaking and other disaster-related models.
- Improve critical thinking and writing skills



In summer 2011, the World Bank declared a famine in the Horn of Africa. It called the famine manmade.

DR. JASON ENIA	RESEARCH INTERESTS	CONTACT INFORMATION
	<p>My work focuses on the political economies of cooperation and conflict, specifically the challenges associated with public goods provision. My current projects explore these challenges in the context of the politics of natural disasters and international weapons regimes.</p>	<p>Office: CHSS 496A Phone: 936-294-1467 Email: jason.enia@shsu.edu Web: http://jasonenia.wordpress.com Hours: Monday 2:30-4 Tuesday 1-2:30</p>

REQUIREMENTS

Reading quizzes (11 @ 20 ea.)

Eleven different times during the semester, you will need to log on to the course Blackboard website and take a reading quiz. These must be completed by the start of the session on which they appear as “due” (below).

These quizzes cannot be taken late or made up. To cover for any eventualities, the lowest quiz grade will be dropped. Thus there are 200 possible quiz points.

Case studies (6 @ 64 ea.)

A number of our Friday sessions are designated as case study sessions. For each case, the 64 points will be broken out as follows:

24 points: Participation in session
40 points: Case debrief essays

Your lowest case score will be dropped. Thus, the total possible case points are 320.

Exams (3 @ 150 ea.)

The first two exams will take place during our normal class sessions; the third exam will take place during our designated final exam period. The coverage for each exam is specified in the schedule.

Attendance (30 @ 1 ea.)

Starting Jan 23 there are 30 sessions (not counting exams, case studies, or exam reviews). Showing up earns you 1 point for each of these.

FINAL GRADE

1000-900 points	A
899-800 points	B
799-700 points	C
699-600 points	D
599-0 points	F

Assignment Deadlines

All assigned work must be turned prior to the due date/time indicated. Most assignments will be turned in/completed electronically through the course Blackboard site. Late assignments (received electronically or in person) will be accepted but will incur the following penalties:

<i>Received</i>	<i>Penalty</i>
1 minute – 24 hours	10%
24-48 hours	30%
48-72 hours	50%
72-96 hours	75%
96+ hours	100%

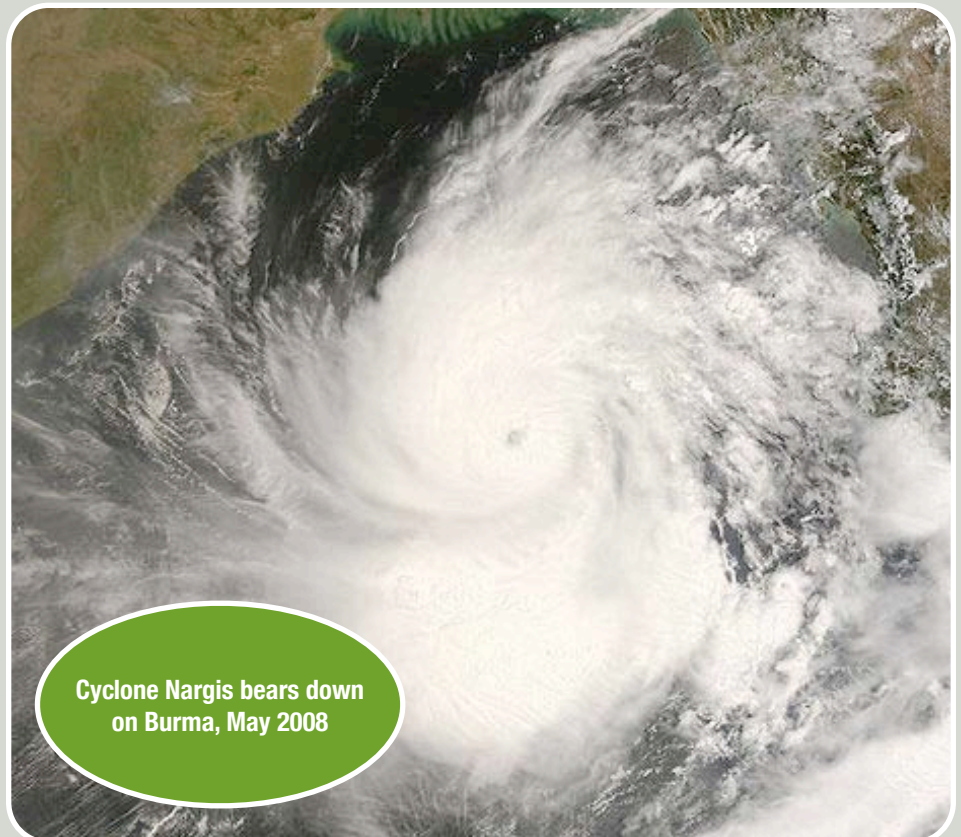
For example: a case study essay that is submitted 36 hours late will automatically receive a 12-point deduction. After 96 hours (4 days) you will not be able to receive any points for the assignment.

Please note that there are not very many excuses I am willing to entertain

regarding incomplete work. I have built in a policy to drop the lowest scores on various components of the course. This is designed to account for those inevitable moments during the semester when “life” gets in the way of your work in this class. Please use these dropped grades wisely.

It is your responsibility to ensure that your assignment is delivered on time. Everything that comes in after the stated deadline is late. Penalties will start to accrue the minute the deadline expires. If you are worried about a technology-related problem or anything else going wrong, consider delivering the assignments well before the last minute!

Please note: The exception to this late policy involves the reading quizzes. Once the links expire on these quizzes, they cannot be taken, and the quiz grade will be recorded as a zero. Again, the lowest quiz grade will be dropped.



WK	DATE	TOPIC	DUE	READ
1	Jan-18	Course introduction; syllabus		1. Course syllabus
	Jan-20	What do we mean by “disaster”?		1. Posner pp. 3-20. [P] 2. Bostrom & Cirkovic pp. 1-27. [B&C]
DISASTERS AS POLITICAL EVENTS AND ANALYTICAL WINDOWS				
2	Jan-23	The politics of disasters		1. Posner pp. 92-138. [P] 2. Smith et al. (2010) at http://fam.ag/wTife9 3. Flores et al. (2010) at http://fam.ag/xlihD7 4. Berlinski (2011) at http://lat.ms/zXKdSc
	Jan-25	Disasters as focusing events, analytical windows		1. Birkland (1997) pp. 21-46; 131-150. [Bb]
	Jan-27	Case #1: The politics of Hurricane Katrina	Reading quiz #1	1. Congleton (2006) pp. 5-30. [Bb] 2. Watch “The Storm” at http://to.pbs.org/ySVyCE [55 minutes]
THE POLITICS OF RISK				
3	Jan-30	What is risk? How can we calculate it?	Case #1 debrief	1. Ripley (2009) “Risk,” pp. 22-51. [Bb] 2. Yudkowsky pp. 91-119. [B&C]
	Feb-1	The politics of low-probability, high impact events	Reading quiz #2	1. Taylor pp. 164-183. [B&C] 2. Sunstein pp. 17-24. [S] 3. Sunstein pp. 118-175. [S]
	Feb-3	Case #2: Real cases of LPHI events		1. Posner pp. 139-198 [P] 2. Kurtz (2011) at http://bit.ly/z10ETr 3. Harnden (2011) at http://tgr.ph/yrxBIK 4. Lacey (2011) at http://bit.ly/wcBpdH 5. Fountain (2011) at http://nyti.ms/wGd2uV
THE CHALLENGES OF GLOBAL DISASTER MANAGEMENT: PROVIDING PUBLIC GOODS				
4	Feb-6	What are public goods?	Case #2 debrief	1. Barrett (2007) pp. 1-21. [Bb]
	Feb-8	Public goods and aggregation technologies	Reading quiz #3	1. Sandler (2004) pp. 45-74. [Bb]
	Feb-10	Disaster-related public goods		1. Enia (2012) <i>working paper</i> . [Bb]

THE UNEXPECTED SIDE OF DISASTERS: INDIVIDUAL BEHAVIOR AND EMERGENT ORDERS

5	Feb-13	The psychology of human behavior in disasters		<ol style="list-style-type: none"> 1. Ripley (2009) "Delay," pp. 1-21. [Bb] 2. Chang (2009) pp. 289-302. [Bb] 3. Clarke (2002) pp. 21-26. [Bb]
	Feb-15	Emergent orders in disaster politics	Reading quiz #4	<ol style="list-style-type: none"> 1. Solnit (2009) pp. 135-164. [Bb] 2. Chamlee-Wright & Storr (2009) pp. 429-458. [Bb] 3. Beito (2011) at http://bit.ly/ysqhhA
	Feb-17	Case #3: Other interesting cases of disaster behavior		<ol style="list-style-type: none"> 1. Howitt & Leonard eds. (2009) "Wal-Mart..." [Bb] 2. Bauerlein (2011) at http://on.wsj.com/AamYaW 3. Watch "The Economy of a Tent City" at http://to.pbs.org/wEw5ZQ
6	Feb-20	The 2010 Earthquake in Haiti	Case #3 debrief	
	Feb-22	Catch-up & review		
	Feb-24	Exam #1		Exam 1 covers all course material from 18 Jan through 20 Feb.

DEVELOPMENT, VULNERABILITY, & DISASTERS: HAITI EARTHQUAKE 2010, AFRICAN FAMINE 2011

7	Feb-27	The relationship between vulnerability and disaster		<ol style="list-style-type: none"> 1. Wisner et al. pp. 3-18; 49-85. [Bb] 2. Singer-Vine (2011) at http://slate.me/w8907V
	Feb-29	Access to resources in crises	Reading quiz #5	<ol style="list-style-type: none"> 1. Wisner et al. pp. 87-124; 274-292. [Bb]
	Mar-2	Case #4: Earthquake in Haiti		<ol style="list-style-type: none"> 1. If you didn't see it in class on Feb 20, watch "The Quake" at http://to.pbs.org/xApKjl [approx. 54 minutes] 2. Watch "Battle for Haiti" at http://to.pbs.org/yE5hYG [approx. 54 minutes]
8	Mar-5	The politics of famine	Case #4 debrief	<ol style="list-style-type: none"> 1. Wisner et al. pp. 127-166. [Bb]
	Mar-7	Famines in History	Reading quiz #6	<ol style="list-style-type: none"> 1. Watch "The Great Famine" at http://to.pbs.org/y0a91q [approx. 52 minutes] 2. Haggard & Noland (2008) pp. 1-24. [Bb]
	Mar-9	Is history repeating itself?		<ol style="list-style-type: none"> 1. Paarlberg (2011) at http://bit.ly/xlZ1ju
9	Mar-12 thru 16	***No class-Spring break***		

THE POLITICS OF DISASTER RELIEF AID

10	Mar-19	What do we know about aid?		<ol style="list-style-type: none"> 1. Alesina et al. (2000) pp. 33-63. [Bb]
	Mar-21	Do we give more in the context of disasters?	Reading quiz #7	<ol style="list-style-type: none"> 1. Drury et al. (2005) pp. 454-473 [Bb] 2. Kenny (2011) at http://bit.ly/yYCWdU 3. Gartenstein-Ross et al. (2011) at http://bit.ly/A7xzCa 4. Jarrett (2011) at http://bit.ly/zTc7oD 5. Loftis (2011) at http://bit.ly/fnuAsf
	Mar-23	Case #5: Iran 2003 and Burma 2008		<ol style="list-style-type: none"> 1. Enia (2006) pp. 1-19. [Bb]

DISASTER DIPLOMACY? DO DISASTERS ALTER COUNTRIES' FOREIGN POLICIES? CAN THEY LEAD TO PEACE?

11	Mar-26	The idea and origins of “disaster diplomacy”	Case #5 debrief	1. Ker-Lindsay (2000) pp. 215-232. [Bb] 2. Kelman (2007) at http://bit.ly/wQ2n20
	Mar-28	Do disasters alter countries' foreign policies? A model...	Reading quiz #8	1. Akcinaroglu et al. (2010) pp. 1-16. [Bb] 2. Hirano (2011) at http://bit.ly/AohGLx
	Mar-30	Disasters in zones of conflict?		1. Brancati (2007) pp. 715-743. [Bb] 2. Mampilly (2009) pp. 302-320. [Bb]
12	Apr-2	***No class-Enia at conference***		
	Apr-4	Exam #2		Exam 2 covers all course material from 27 Feb through 30 Mar.
	Apr-6	***No class-holiday***		

THE POLITICS OF PANDEMICS

13	Apr-9	What have we learned from major pandemics?		1. Watch “Influenza 1918” at http://to.pbs.org/zz5RKe 2. Posner pp. 21-24. [P] 3. Kilbourne pp. 287-307. [B&C] 4. Bailey (2011) at http://bit.ly/AFmzFi
	Apr-11	The public goods aspects of pandemic preparedness	Reading quiz #9	1. Barrett (2007) pp. 179-207. [Bb]
	Apr-13	Case #6: SARS & Bird Flu		1. Howitt & Leonard eds. (2009) “SARS in Toronto” [Bb] 2. Garrett (2011) at http://bit.ly/wmp8Pt

THE POLITICS SUSTAINABLE DEVELOPMENT & GLOBAL WARMING THROUGH THE LENS OF DISASTER

14	Apr-16	The emergence of environmental politics	Case #6 debrief	1. Kraft (2007) pp. 85-110; 241-269. [Bb]
	Apr-18	The tragedy of the commons	Reading quiz #10	1. Hardin (1968) excerpted in Conca & Dabelko 2010 pp. 38-45. [Bb]
	Apr-20	Getting past the tragedy		1. Ostrom (1990) pp. 58-102. [Bb]
15	Apr-23	Global warming: assessing risk		1. Posner pp. 43-58. [P] 2. Frame & Allen pp. 265-286. [B&C] 3. Sunstein pp. 17-70. [S]
	Apr-25	Global warming: mitigation options or adaptation?	Reading quiz #11	1. Sunstein pp. 71-118. [S] 2. Levitt & Dubner (2009) pp. 165-203. [Bb]
	Apr-27	Analyzing tradeoffs		1. “CC Exercise” briefing packet [Bb]
16	Apr-30	The public goods aspects of environmental politics		1. Barrett (2007) pp. 74-102. [Bb]
	May-2	Recent developments: Durban 2011		1. FCCC (2011) at http://bit.ly/Aq8efN 2. Bell et al. (2011) at http://fam.ag/zEpF07
	May-4	Conclusions, catch-up & review		1. Sunstein pp. 244-274. [S]

MAY 9, 8-10AM: EXAM #3

Other Policies

Academic Integrity

Students are expected to maintain complete honesty and integrity in academic experiences both in and out of the classroom. Any student found guilty of any instance of academic dishonesty will fail the course. In addition, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. If you have any questions, please ask!

During Class

Please be in class on time. Please put your cell phones & other electronic devices on vibrate or silent. I encourage the use of a laptop, but if you choose to partake in other activities on your laptop during class, you do so at the risk of being severely embarrassed. Overall, our time is short (and expensive!); please do not waste it.

Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or

complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Disability Services

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

Classroom Visitors

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

HOW TO SUCCEED

1. Come to class. Definitely come to the case study sessions.

You must come to the case study sessions to receive any of the 20 participation points. If you are absent from the case study session, you will receive zero points for participation.

Aside from the case sessions, much of the action in this class is going to happen in the classroom, not necessarily in the texts. In order to do well, you're going to have to attend regularly.

2. Use a calendar and to-do list.

In my previous experience, students who do poorly in my classes are almost always those that miss a bunch of assignments. As you can see from the schedule above, almost every week you will have 1-2 small assignments to complete as well as regular reading. Put these in your phone, calendar, to-do list, etc., and set a reminder. Don't lose points needlessly!

3. Speak your mind.

The more active participation we have in our sessions, the better they will be. This is true of all sessions but particularly of the case sessions. Thus, just showing up is not enough to earn the 20 points in those sessions. Think critically about the cases as you encounter them. Come to class ready to speak - with both questions and thoughts. As important - come to class ready to listen. Again, this is true of all sessions!

4. Be proactive! Visit CHSS 496A.

Office hours exist for a reason! I'm always happy to discuss the course with you whether you're having difficulties or just want to kick around the material a bit more.