In this course, we will examine U.S. environmental politics and policy. We will pay particular attention to public opinion and the political forces that influence environmental policy. We will then discuss how politicians respond to those forces, and some of the public policy approaches that have been developed to address environmental problems.

Grades will be based on a midterm (30%), a term paper (30%), a final exam (30%), and section and class participation (10%). The research paper (9-12 pages) will be based on lectures, required readings, and outside research. The topics are posted on the class web page. You must also submit a proposal for your paper topic to your teaching assistant by Monday, November 11, and meet with your TA or me to discuss your paper. Topic changes will be allowed only with the permission of the TA. Details about the exams and paper assignment are posted on the class web page. The term paper is due on Monday, November 25, by 11 p.m. on GauchoSpace.

Class Participation: Class participants are asked to help create a constructive learning environment in the following ways:

- Please show respect for other students; this includes not interrupting or attacking them personally in class.
- Discussions should take place within a context of academic inquiry and the spirit of understanding diverse perspectives and experiences.
- Any personal information shared by students in class should be considered confidential.

Academic integrity: Students attending the University of California are expected to understand and subscribe to the ideals of academic integrity and to bear individual responsibility for their work. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student’s original work. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action. Using or attempting to use materials, information, study aids, or commercial “research” services not authorized by the instructor of the course constitutes cheating. The Campus Regulations have the following to say about plagiarism: "Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is utilized, whether it be a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's 'own' words, must also be acknowledged." In addition, submitting the same paper to two classes is also considered cheating because the work is not original for both classes. Any act of plagiarism or other form of cheating will be rewarded with an automatic "F" and referral to the administration for further punishment (typically a two-quarter suspension for plagiarism).

I realize that few of you (and hopefully none) would cheat. However, quite a few students do not know acceptable reference styles. You don't want to be in the position of having the TA wonder if you are plagiarizing or just don't know how to use quotation marks. So in practical terms, this means that you must learn to use quotation marks, footnotes, and citations for your term papers and other writing assignments.
You can find details about citation styles in Diana Hacker's *A Pocket Style Manual*. Another source is the *Chicago Manual of Style*, which you can find here: https://www.library.ucsb.edu/node/2379.

I strongly recommend that students take notes by hand, not by computer. Recent studies have shown that students learn material better and perform better on tests when they take notes by hand. See Robinson Meyer, “To Remember a Lecture Better, Take Notes by Hand” (posted on GauchoSpace) and Pam Mueller and Daniel Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking.” *Psychological Science* 25 (June, 2014):1159-68.

In order to reduce the distraction that people taking notes on laptops cause, I ask students using laptops to sit in the back of the lecture hall so that students who are taking notes by hand can sit in front. In addition, no recordings (via any medium, from audio to video) of lectures, class discussions, or sections may be made without my prior written permission.

Campus Resources for Students: If you experience difficulty in this course for any reason, please don’t hesitate to consult with me or your teaching assistant. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact the Disabled Students Program as soon as possible so we can discuss accommodations necessary to ensure your full participation and facilitate your educational process. A wide range of services is available to support you in your efforts to meet the course requirements:

- **Campus Learning Assistance Service:** 893-3269. CLAS helps students increase their mastery of course material through course-specific tutoring and academic skills development. Check out our tutorial groups and drop-in tutoring schedules posted on our web site: www.clas.ucsb.edu. Sign up for services at the CLAS main office, Building 477 9-5 daily.
- **Counseling and Psychological Services:** (893-4411, ww.counseling.ucsb.edu) offers counseling for personal concerns, self-help information, and connections to off-campus mental health resources.
- **Disabled Students Program:** 893-2668; www.sa.ucsb.edu/dsp. DSP provides academic support services to eligible students with temporary and permanent disabilities. Students with disabilities may request academic accommodations online through the UCSB Disabled Students Program at http://dsp.sa.ucsb.edu/. Please make your requests for accommodations through the online system as early in the quarter as possible to ensure proper arrangements.

All of the required reading is in GauchoSpace or on reserve at the library. The required textbooks, which are available at the UCSB Bookstore, are:

**Required Texts:**
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Judith Layzer, *The Environmental Case*, 3rd or 4th ed. (electronic version available for $35)

**Web Pages:**
-
Prof. Smith http://www.polsci.ucsb.edu/faculty/smith/
PS 175-ES178 http://www.polsci.ucsb.edu/faculty/smith/courses/ps175.html
(Syllabus, Teaching Assistant List, and Paper assignments)
COURSE OUTLINE AND READINGS

Topics roughly correspond to weeks. The schedule may change to accommodate guest speakers.

1. The Problem of Climate Change


2. Science vs. Politics

Michael Sherrmer, “The Liberal War on Science: How politics distorts science on both ends of the spectrum.” *Scientific American* January 21, 2013


3. History of the Environmental Movement

Judith Layzer, *The Environmental Case*, chap 2s and 6 (ch 2 and 5 in 3rd ed)


4. Public Opinion on Environmental Issues

Judith Layzer, *The Environmental Case*, chap 1, 13 (chaps 1 and 11 in 3rd ed)


5. Risk Perception

S. Robert Lichter and Stanley Rothman, Environmental Cancer—A Political Disease?
Judith Layzer, The Environmental Case, chap 3 (both editions)
Melody Gutierrez, “California vaccine bill exemption rules agreed to by Newsom and lawmakers.” Los Angeles Times, September 6, 2019

October 29, MIDTERM: Please bring a 4-1/4 x 11 (green) scantron and a small blue book.

6. Environmental Policy Making in Washington

Christopher Klyza and David Sousa, American Environmental Policy, updated edition, chapters 1, 3.
Judith Layzer, Open for Business: Conservatives Opposition to Environmental Legislation, chaps 1, 7, 8
Judith Layzer, The Environmental Case, chap 7 (chaps 6 in 3rd ed)


Elinor Ostrom, Governing the Commons pp. 88-102.

Judith Layzer, *The Environmental Case*, chaps 6-9 (chaps 8-10 in 4th ed)


See NASA’s Ozone Tracker: http://ozonewatch.gsfc.nasa.gov/

**8. Environmental Justice**


Manuel Pastor, Jr., et al., “Environmental Inequity in Metropolitan Los Angeles.” In Robert Bullard, ed., *The Quest for Environmental Justice*

Judith Layzer, *The Environmental Case*, chap 4 (on GauchoSpace)


**9. Command & Control Solutions vs. Market Solutions**

Judith Layzer, *The Environmental Case*, chaps 3, 14-16 (chaps 4-5, 15 in 4th ed)


**10. The Precautionary Principle and Comparative Risk Analysis**


*** FINAL EXAM:  **Wednesday, December 11, 7:30–9:30.** Early finals will not be given.***

For adequate reasons, I will give late finals. A desire to leave early for winter break is not an acceptable reason for missing the final.