In this course, we will examine U.S. environmental politics and policy. We will pay particular attention to the political forces that cause environmental policy and theories that are useful in explaining environmental policy making. That is, this is primarily a course about the politics of environmental policy-making, rather than a course on environmental policy.

The course requirements are: (1) two short [2-4 pp] critical analyses of some aspect of the readings—due at 5:00 the day before class meeting in which we discuss the item; (2) a term paper, which may be either a research paper or a critical review and synthesis of the literature; and (3) participation in class discussions. The first response paper must be written during weeks 2-5; the second during weeks 6-9. They response papers should very briefly summarize the relevant bits of the reading(s), identify elements you find convincing or unconvincing and explain why, or raise questions about the reading for discussion; and suggest a next step for research in this area. The last item, future research, is the most important and most difficult.

All of the required reading except for the books should be on GauchoSpace. The books have not been ordered by the bookstore. You will need to buy them online. The required books are:

**Required Texts:**
- David Konisky and Stephen Ansolabehere, *Cheap and Clean*
- Matto Mildenberger, *Carbon Captured* (2020)
- Elinor Ostrom, *Governing the Commons*
- Roger Karapin, *Political Opportunities for Climate Policy* (2016)

**Recommended readings marked with * **

**Web Pages:**
- Prof. Smith [http://www.polsci.ucsb.edu/faculty/smith/](http://www.polsci.ucsb.edu/faculty/smith/)
- PS 175 [http://www.polsci.ucsb.edu/faculty/smith/courses/ps175.html](http://www.polsci.ucsb.edu/faculty/smith/courses/ps175.html)

**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.
Campus Resources for Students - If you experience difficulty in this course for any reason, please don't hesitate to consult with me or the Graduate Advisor. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact one of us or the Office of Disabled Students 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:

- Counseling and Psychological Services: (893-4411, www.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.

- If you are facing any challenges in food or housing and believe this may affect your performance in the class, you are urged to meet with a Food Security and CalFresh Advocate who is aware of the broad variety of resources that UCSB has to offer. See their drop-in hours at food.ucsb.edu. You are also urged to contact the professor if you feel comfortable doing so.

Gender and Sex Discrimination Policy and Student Support: Under Title IX, university students are protected from harassment and discrimination based on gender and sex. If a student feels uncomfortable or in need of support at any time related to their gender, sex, and/or sexual orientation, please contact your instructor (me) immediately. UCSB's Resource Center for Sexual and Gender Diversity (http://wgse.sa.ucsb.edu/sgd/home) is also available to advocate and be of and support to students.

COURSE OUTLINE AND READINGS

Oct 6. Introduction
Discussion of climate change science
* Frank Incropera, „Climate Change: A Wicked Problem” (Cambridge, 2016), chaps 2-4

October 13. Public Opinion on Environmental Issues & Climate Change

Deborah Guber, The Grassroots of a Green Revolution, chaps 1-2
Davis and Wurth, "Voting preferences and the environment in the American electorate: the discussion extended."
David Konisky and Stephen Ansolabehere, *Cheap and Clean*


* Lawrence Hamilton and Mary Stampone, “Blowin’ in the wind: Short-term weather and belief in anthropogenic climate change.” Weather, Climate, and Society


October 20. Knowledge and Values underlying Opinions on Environmental Issues

First presentation of term papers/term paper ideas


October 27. Risk Perception


L. Sjoberg et al., *Explaining Risk Perception* [http://www.svt.ntnu.no/psy/torbjorn.rundmo/psychometric_paradigm.pdf]

* Timothy Earle and George Cvetkovich, “Social Trust and Culture in Risk Management.” In George Cvetkovich and Ragnar Loftstedt, ed. *Social Trust and the Management of Risk*.


November 3. Agenda Setting and the Environment


* Shanto Iyengar and Donald Kinder, *News That Matters*


November 10. Advocacy Coalitions


**November 17. Climate Change Politics in Washington**

Matto Mildenberger, *Carbon Captured* (2020), chaps 1,2,4,5, 8
Michael Shermmer, “The Liberal War on Science: How politics distorts science on both ends of the spectrum.” *Scientific American* January 21, 2013

* Chris Mooney, *The Republican War on Science*
* Naomi Oreskes and Erik Conway, *Merchants of Doubt*
* Bjørn Lomborg, *The Skeptical Environmentalist*

**November 24. Federal and State Climate Policy in the U.S.**

Second presentation of term papers

Roger Karapin, *Political Opportunities for Climate Policy* (2016)

**December 1. Common-Pool Resource Problems**

Elinor Ostrom, *Governing the Commons* (1990)

December 8. Environmental Justice

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

* Edwardo Rhodes, Environmental Justice in America: A New Paradigm
* David Schlosberg, Defining Environmental Justice

Environmental News Websites:

On-line Bibliography:
Dave Robertson (U. of Missouri-St. Louis), Environmental Politics and Policy: a Bibliography for Teaching and Research: http://www.umsl.edu/~robertsondb/248/sy248bib.html