

Political Science 175 / Environmental Studies 178: *Politics of the Environment*

Prof. Eric Smith	Fall, 2022
E-mail: smith@polsci.ucsb.edu	Zoom Office Hours: Tues 3:30-4:30;
Zoom office:	Thurs 1:00-2:00
Office: 3711 Ellison Hall	and by appointment

In this course, we will examine selected topics in U.S. environmental politics and policy. We will pay particular attention to climate change, but we will discuss other environmental issues as well. We will examine the politics surrounding environmental issues and some policy approaches that can be used to address them. We will also look at some of the tradeoffs made when addressing climate and other environmental issues, especially those with environmental justice consequences.

Grades will be based on a midterm (30%), two op-ed columns (15% each), a final exam (30%), and section and class participation (10%). The op-ed essays (400-700 words) will cover common-pool resource problems and environmental or climate justice. Alternative topics will be considered if they are requested at least one week before the due dates for the papers. They will be based on lectures, required readings, and outside research. Details about the exams and paper assignments will be posted on the class web page. The op-eds are due on Friday, October 21 and Friday, November 19 by midnight. They should be submitted on GauchoSpace. The midterm is on Thursday, November 3. The final exam is Tuesday, December 6 in class. Early exams will not be given.

Nectir accounts are required (www.ucsb.nectir.io). You can use them to talk with other students in the class and ask questions during lectures. A TA will be monitoring the class Nectir channel to answer questions or, if appropriate, ask the professor to answer the question for the class. Sign up for the class channel--"ps175-es178."

PowerPoint lecture slides will be posted. Some videos of lectures may be posted, but they are not guaranteed. The Tuesday, November 22 (before Thanksgiving) lecture will be on Zoom or video, but not in class.

Covid-19 Classroom Rules:

- Student non-compliance with COVID-19 health and safety requirements or with related directions from the instructor is a violation of the UCSB Standards of Conduct and will be adjudicated accordingly.
- All students of this course, as a condition of physical presence in this classroom (including for exams), must be compliant with the UC SARS-CoV-2 (COVID-19) Vaccination Program at all times.
- Instructors have been asked by the administration to direct any student who is not masked to don their mask immediately, or leave the classroom. If a student still does not comply, the instructor may cancel the class meeting and leave. Non-compliant students will be [reported to the Office of Student Conduct](#) for disciplinary measures.

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 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 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, 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.

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:

Judith Layzer & Sara Rinfret, *The Environmental Case*, 5th ed. (electronic version available)
Michael Mendez, *Climate Change from the Streets*

Web Pages:

Prof. Smith <http://smith.faculty.polsci.ucsb.edu/>
PS 175-ES178 <http://www.polsci.ucsb.edu/faculty/smith/courses/ps175.html>
(Syllabus, Teaching Assistant List, and Paper assignments)

I acknowledge that the land of this University is the unceded traditional territory of the Chumash Tribal Nation.

COURSE OUTLINE AND READINGS

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

1. The Problem of Climate Change

Frank Incropera, *Climate Change 2016*, chap 2.

Naomi Oreskes, "The Scientific Consensus on Climate Change." *Science*, 306 (3 December 2004): 1686.

Michael A. Ranney and Dav Clark, "Climate Change and Conceptual Change: Scientific Information Can Transform Attitudes." *Topics in Cognitive Science* 8(2016): 49-75.

Rotman et al "Addressing Global Warming Denialism." *Public Opinion Quarterly*, 84 (2020): 74–103.

Judith Layzer & Sara Rinfret, *The Environmental Case*, chap 1

Gerald T. Gardner and Paul C. Stern, "The Short List: The Most Effective Actions U.S. Households Can Take to Curb Climate Change." *Environment Magazine* 50 (2010)(5): 12-24

Recommended: Intergovernmental Panel on Climate Change (IPCC), *Sixth Assessment Report* (August, 2021) [<https://www.ipcc.ch/assessment-report/ar6/>]

Nick Visser, "The Arctic is Warming Far More Quickly than Scientists Thought, Study Finds." *Huffington Post*, 12 August 2022. https://www.huffpost.com/entry/arctic-warming-four-times-faster_n_62f5f0e5e4b0ab35e0b1bde9

2. History of the Environmental Movement

Dorceta Taylor, *The Rise of the American Conservation Movement*, ch 1, 12 & Conclusion
Gifford Pinchot, "The Birth of Conservation." In Roderick Nash, ed., *American Environmentalism*, chap 11.
John Muir, "A Voice for Wilderness." In Roderick Nash, ed., *American Environmentalism*, chap 15.
Douglas Costain and James Lester, "The Evolution of Environmentalism" in James P. Lester, ed., *Environmental Politics & Policy*.
Cairney and Zahariadis, "Multiple Streams Approach." In Nikolaos Zahariadis, ed., *Handbook of Public Policy Agenda Setting*.
Dorceta Taylor, "The Future of Environmental Justice is True Equality." *Sierra*, January-February, 2021, 44-45.

Recommended: Spencer Weart, *The Discovery of Global Warming*, 2/e (2008)

3. Common Pool Resource Problems & Collective Action

Garrett Hardin, "The Tragedy of the Commons," *Science* 162 (December 13, 1968), 1243-1248.
Elinor Ostrom, *Governing the Commons* pp. 88-102.
Edella Schlager and Tanya Heikkila, "Left High and Dry? Climate Change, Common Pool Resource Theory and Adaptability of Western Water Compacts." *Public Administration Review*, 71 (2011): 461-470.
Judith Layzer & Sara Rinfret, *The Environmental Case*, chaps 4, 7, 8, 10
Kenneth Weiss, "Sharing the Catch Helps Save the Fish." *Los Angeles Times*, September 19, 2008, a13.

Recommended: NASA's Ozone Tracker: <https://ozonewatch.gsfc.nasa.gov/>

4. Command & Control Solutions vs. Market Solutions

Walter A. Rosenbaum, "Command and Control in Action: Air and Water Regulation." In *Environmental Politics and Policy*, 9th ed., chapter 6, pp.197-240.
Sheila Olmstead, "Applying Market Principles to Environmental Policy." In Norman Vig & Michael Kraft, *Environmental Policy*, chap 9
Judith Layzer & Sara Rinfret, *The Environmental Case*, chaps 2, 5, 10
David Malakoff, "Taking the Sting Out of Acid Rain." *Science*, 330 (12 November 2010): 910-911

Friday, Oct 21: Op-ed 1 due on Gauchospace

5. Environmental Policy Making in Washington

Daniel McCool, "The Subsystem Family of Concepts." *Political Research Quarterly*, 51 (1998): 551-570.
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 & Sara Rinfret, *The Environmental Case*, chap 6, 8, 11

Emily Cochrane, "Climate and Tax Bill Scales Crucial Senate Hurdle, Paving Path to Passage. *New York Times*, 6 August 2022. <https://www.nytimes.com/2022/08/06/us/politics/climate-tax-bill-senate.html?referringSource=articleShare>

Tony Romm and Jeff Stein, "The Two-Week Scramble that Saved the Democrats' Climate Agenda." *Washington Post*, 30 July 2022. <https://www.washingtonpost.com/us-policy/2022/07/30/climate-spending-agenda-senate-democrats/>

6. Environmental Justice

Robert Bullard, "Environmental Justice in the 21st Century." In Robert Bullard, ed., *The Quest for Environmental Justice*

Evan Ringquist, "Environmental Justice: Normative Concerns, Empirical Evidence, and Government Action." In Norman Vig & Michael Kraft, *Environmental Policy*, chap 11

Evan Ringquist, "Assessing Evidence of Environmental Inequities: A Meta-analysis." *Journal of Policy Analysis and Management* 24 (2005): 223-47.

Priscilla Gonzales et al, "Community-based Participatory Research and Policy Advocacy to Reduce Diesel Exposure in West Oakland." *American Journal of Public Health*, Supplement 1, 101 (2011): S166-S175

Gina Solomon et al, "Cumulative Environmental Impacts." *Annual Review of Public Health* 2016. 37: 83-96.

David Pellow, "Environmental Inequality Formation." *American Behavioral Scientist*. 43 (2000): 581-601.

John Eligon, "A Question of Environmental Racism in Flint." *New York Times*, January 22, 2016, a1.

Recommended: John Freeman, ed. *Tales of Two Planets*

November 3, MIDTERM in class. Please bring a 4-1/4 x 11 (green) scantron and a small blue book

7. Environmental & Climate Justice

Michael Mendez, *Climate Change from the Streets*

Colby Bermel, "California's Rooftop Solar Program Collides with Equity Concerns." *Politico*, March 31, 2021

Recommended: Darryl Fears and Dino Grandoni, "EPA Just Detailed All the Ways Climate Change Will Hit U.S. Racial Minorities the Hardest. It's a Long List." *Washington Post*. 2 August 2021.

[<https://www.washingtonpost.com/climate-environment/2021/09/02/ida-climate-change/>]

8. Science vs. Politics

David Michaels and Celeste Monforton, "Manufacturing Uncertainty: Contested Science and the Protection of the Public's Health and Environment," *American Journal of Public Health* 95:S1 (2005), pp. 39-48.

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

Juliet Carlisle, et al., "The Public's Trust in Scientific Claims Regarding Offshore Oil Drilling." *Public Understanding of Science*, 19 (2010): 514-27.

Dan Kahan et al., "Cultural Cognition of Scientific Consensus." *Journal of Risk Research*, 14 (2011): 147-184.

Lee Rainie and Cary Funk, "An Elaboration of AAAS's Scientists' Views." Pew Research Center, July 23, 2015 <<http://www.pewinternet.org/2015/07/23/an-elaboration-of-aaas-scientists-views/>>

Recommended: Naomi Oreskes and Erik Conway, *Merchants of Doubt*, (2010)

Friday, Nov 18: Op-ed 2 due on Gauchospace

9. Public Opinion on & Knowledge of Environmental & Climate Issues

Online lecture on Tuesday, Nov 22

Judith Layzer & Sara Rinfret, *The Environmental Case*, chaps 12-13

Eric Smith, *Energy, the Environment, and Public Opinion*, chaps 4-5

Dan Kahan et al., "The Polarizing Impact of Science Literacy and Numeracy on Perceived Climate Change Risks." *Nature Climate Change* 2 (Oct., 2012): 732-735.

Jing Shi, "Knowledge as a Driver of Public Perceptions about Climate Change Reassessed." *Nature Climate Change*, 6 (2016): 759-763

Peter Howe, et al., "How will climate change shape climate opinion?" *Environmental Research Letters*. 14 (2019): 113001 (9)

Leanne Giordano, Hilary Boudet, and Chad Zanocco, "This year's extreme fires and floods may change what Americans think about climate change, our research finds." *Washington Post* 19 August 2021 [<https://www.washingtonpost.com/politics/2021/08/19/this-years-extreme-fires-floods-may-change-what-americans-think-about-climate-change-our-research-finds/>]

Alec Tyson and Bryan Kennedy, "Two-Thirds of Americans Think Government Should Do More on Climate." Pew Research Center, 23, June 2020 [<https://www.pewresearch.org/science/2020/06/23/two-thirds-of-americans-think-government-should-do-more-on-climate/>]

Recommended: Gallup, "Environment." <http://www.gallup.com/poll/1615/Environment.aspx>

**** FINAL EXAM: On Gauchospace, Tuesday, December 6, 4:00 – 7:00 in class. Early finals will *not* be given. ****