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 (450-750 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 22 and Friday, November 19 by midnight. They should be submitted on GauchoSpace. The midterm is on November 3.

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, 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.
- **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*, 4th or 5th ed. (electronic version available)
- Michael Mendez, *Climate Change from the Streets*

**Web Pages:**
- Prof. Smith  
  [http://smith.faculty.polsci.ucsb.edu/](http://smith.faculty.polsci.ucsb.edu/)
- PS 175-ES178  
  [http://www.polsci.ucsb.edu/faculty/smith/courses/ps175.html](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**

   Judith Layzer & Sara Rinfret, The Environmental Case, chap 1
   Recommended: Intergovernmental Panel on Climate Change (IPCC), *Sixth Assessment Report* (August, 2021) [https://www.ipcc.ch/assessment-report/ar6/]

2. **History of the Environmental Movement**

   Dorceta Taylor, *The Rise of the American Conservation Movement*, ch 1, 12 & Conclusion

3. **Common Pool Resource Problems & Collective Action**


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


Judith Layzer & Sara Rinfret, *The Environmental Case*, chaps 4, 7, 8, 10


*Recommended*: NASA’s Ozone Tracker: https://ozonewatch.gsfc.nasa.gov/

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


Judith Layzer & Sara Rinfret, *The Environmental Case*, chaps 2, 5, 10


**Friday, Oct 22: Op-ed 1 due on Gauchospace**

5. **Environmental Policy Making in Washington**


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


6. **Environmental Justice**


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

**November 3, MIDTERM**: 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


8. **Science vs. Politics**

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


**Friday, Nov 19**: Op-ed 2 due on Gauchospace

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

**Online lecture on Wed, Nov 24, short**
Leanne Giordono, 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/]


10. The Precautionary Principle and Comparative Risk Analysis

Judith Layzer & Sara Rinfret, The Environmental Case, chap 17

Kerry Whiteside, Precautionary Politics, chap 2.

*** FINAL EXAM: Tuesday, December 7, 12:00 – 3:00. Early finals will not be given. ***