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; (3) a biweekly report describing your progress on your term paper; and (4) 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, raise questions about the reading for discussion, and/or suggest a next step for research in this area. The last item, future research, is the most important and most difficult. The short papers will be graded pass/no pass. The progress memos should be sent at the end of weeks 2, 4, 6, and 8 in the Gauchospace portals.

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 or use the (few) library copies. The required books are:

**Required Texts:**
- David Konisky and Stephen Ansolabehere, *Cheap and Clean*
- Michael Mendez, *Climate Change from the Streets*
- Elinor Ostrom, *Governing the Commons*

**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

September 28. Introduction
Discussion of climate change science

*Recommended readings marked with *

* Frank Incropera, *Climate Change: A Wicked Problem* (Cambridge, 2016), chaps 2-4

October 5. Common-Pool Resource Problems

Elinor Ostrom, *Governing the Commons* (1990)
October 12. Public Opinion on Environmental Issues & Climate Change

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 19. Knowledge and Values underlying Opinions on Environmental Issues


October 26. Environmental Justice


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

November 2. 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

November 9. Agenda Setting and the Environment

Frank Baumgartner and Bryan Jones, Agendas and Instability in American Politics, 2nd ed. (2009)

* Bryan Jones and Frank Baumgartner, The Politics of Attention (2005)
* Shanto Iyengar and Donald Kinder, News That Matters

November 16. Climate Change Politics in Washington

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

* Roger Karapin, Political Opportunities for Climate Policy (2016), chaps 1-5, 7
* Chris Mooney, The Republican War on Science
* Naomi Oreskes and Erik Conway, Merchants of Doubt
November 30. Advocacy Coalitions


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