Instructor: Deborah Seligsohn  
Office: School of Global Policy and Strategy, Robinson 1410  
Office Hours: M/W 4 – 5 pm. Since thus far the classroom is empty, we’ll just meet in the classroom. If that becomes occupied, we’ll move to the courtyard outside HSS.

Contact: dseligsohn@ucsd.edu, djseligsohn@gmail.com

e-mail policy: I look at student e-mails at some point during the day, every day. So you can expect an e-mail response from me within 24 hours. You may hear sooner, but you should not expect it. For assignments where you want feedback or have questions, please make sure you start your preparation well in advance so you have time to ask questions and seek the feedback you need. If by some chance you don’t hear from me in 24 hours, assume the e-mail somehow went in the spam box and please write again.

Please write e-mails in a professional manner. Not only is it polite, it is good practice for the work world.

Goals of this course:
Students will be able to

- Identify the key drivers of environmental regulation, specifically the economic and political science theories that explain the need for regulation and help us understand the types of regulation required.
- Analyze and identify the key regulatory options available.
- Identify the different types of environmental issues that require environmental regulation, and analyze the regulatory options to address them.
- Analyze the different challenges faced by different countries in addressing environmental challenges.
- Analyze how these multiple interests affect the establishment and enforcement of regulation.
- Identify the scientific basis for environmental regulation and analyze how science affects regulatory outcomes.
- Identify and analyze other key values involved in environmental protection, including but not limited to environmental justice, economic growth, wildlife protection, concerns about development and change.
- Analyze the different levels of regulation needed for different types of environmental problems.
- Apply quantitative and analytic skills to policy decisions.
- Develop policy memo writing for engaging in the policy process. Focus on the type of writing that is required for communicating directly and economically in real-world situations.
Develop oral presentation and discussion skills through in-class discussion and through a final debate.
Develop the capacity to apply the content of this class to real world situations as engaged citizens and in employment.

Materials:

To bring to class:

Notebook: We will be doing some writing assignments in class, both individually and in groups. Please bring a notebook with you to every class for two reasons: 1) To work on these assignments – bringing a notebook is necessary for your quizzes and your full participation grade. 2) To take notes. We will be engaging in a variety of discussion and group work tasks, and you will find you learn more if you are an active notetaker. This includes when there are powerpoint slides on the screen. The research on this is very strong. Students who take notes perform better on exams than students who don’t. Students who take notes by hand on paper perform better than those who take notes on a computer. Our brains are amazing and mysterious things. Please take advantage of the cognitive research and take notes regularly.

Computer: We’ll be doing a variety of group work assignments where looking up material on the internet will be helpful. If you don’t have a laptop, that is fine. There are likely to be enough in the class to ensure all groups have computers. But if you do have a computer, it will be useful to bring it.

Print outs of all policy memo drafts: We will be working in pairs to edit and redraft our policy memos. Therefore, you will need to bring printed copies for your drafting partner to write on and provide feedback. Remembering to bring these printouts will be essential to your grade on the assignment.

Requirements:

1. Class attendance, 20%: Your active attendance is required. This class will be conducted mainly as a workshop. It is a small class, and we’re addressing a big topic in a short period. There are ten 3-hour sessions. That means that each session is equal to 3 lectures during the regular school year. In other words, missing one class is equal to three. We are going to be working together in pairs and in groups. In addition to active discussion, you will be working in partners on drafting memos, working with the class on a simulation, working with your debate team on preparation, and participating in a formal debate. As in the work world, 90% of life is showing up. Thus, to get over a 90 on your participation grade, you’ll need to be at every class. If you miss 3 or more sessions, it is going to be very difficult to complete the course requirements at all. Obviously if you have a medical excuse, that is different. Contact me and we’ll figure out how to make up the class.
2. **Quizzes, 20%**: We’ll have regular quizzes on the preparation required in the syllabus.

3. **Policy Memos, 2, each worth 20%**: The policy memos will be critical to the course. You will be required to submit your subject line and recommendation, a draft, edit a partner’s draft, and submit a final version to complete each assignment.

4. **Debate, 20%**: The course will conclude with 2 final debates. You will be assigned to a team, and each team will prepare both the affirmative and the negative for a their topic. One week before the debate, we will draw lots as to which team will argue the affirmative or the negative. The full assignment includes
   - submitting preliminary materials July 19
   - actively working with and contributing to your team’s preparations
   - participating in the final debate
   - active notetaking using the flow sheet method of both debates
   - submitting your team’s research materials
   - submitting a peer evaluation about your teammates
   - submitting a critique of the debate you are not participating in

The two topics for debate are:

**Resolved, the state of California should allow fracking for natural gas.**

**Resolved, the state of California should invest in and develop desalinization to augment its water supply.**

For Wednesday, July 5, decide which topic you would like to debate. We’ll assign the teams that day.

**Grading:**
This class is not graded on a curve. You are UCSD students, and you are all fully capable of A level work in this class. So what grade you get will be based on your individual performance without a comparison to others in the class. A level work requires attendance, hard work, focus, active discussion, working with your fellow students and a willingness to revise and refine your work. As you will see from the above requirements, each segment of the requirements is worth 20% of the grade. To earn an A you will need to do well on all five parts.

**Plan for the Course:**

**Week 1:**

**July 3** – Introduction to the course and to each other
The economic logic of Regulation
Discussion of First Policy Memo
Reading (quiz Wednesday):
http://science.sciencemag.org/content/162/3859/1243.full
(This is a little difficult to read, but if you read the two sections entitled “Tragedy of Freedom in a Commons” and “Pollution” you should be able to consider the main point.)

Please watch this Youtube video: https://www.youtube.com/watch?v=00HPak2RLlQ

July 5 – Three Approaches to Regulation:
Command and Control
Cap and Trade
Pigouvian Tax

Choice of Debate Topic
Debate Prep, team meetings

Week 2:

July 10 - First Policy Memo addressee, subject line and recommendation due

Climate Change, Cap and Trade and Carbon Tax: Emissions Control Simulation Game

Reading before class (quiz today):

Chai Jing, “Under the Dome,” on line video 2015,
https://www.youtube.com/watch?v=T6X2uwlQGQM


Additional Reading:
http://www.nature.com/nature/journal/v484/n7393/full/484161a.html

**July 12** – 3 pm - Policy Memo draft due and bring a copy to class

5pm – 6:30 in class editing with Matthew Nelson, Director | The Writing + Critical Expression Hub, Teaching + Learning Commons

6:30 – 7:50 PM Air pollution – case study – Command and Control in Action: China

**July 14** – 5 pm – Policy Memo 1 – final due

**Week 3:**

**July 17** – Policy Memo 2, addressee, subject line and policy recommendation due

**Reading (quiz today):**
California’s Climate Policy
AB 32 Overview [https://www.arb.ca.gov/cc/ab32/ab32.htm](https://www.arb.ca.gov/cc/ab32/ab32.htm)

The European Emissions Trading System
[https://ec.europa.eu/clima/policies/ets_en](https://ec.europa.eu/clima/policies/ets_en)

[http://science.sciencemag.org/content/302/5652/1907.full](http://science.sciencemag.org/content/302/5652/1907.full)

Climate change – global issues

Debate team meetings

**July 19** – Debate Team submissions: Your arguments and material for both the affirmative and the negative.

**Case study – Common Pool Resources and Environmental Justice: South Asian Forest Management**

**Reading (quiz today):**

“Forests for People 1: An Introduction to Community Forestry,” Tropenbos International
https://doi.org/10.1016/j.worlddev.2005.05.021


**Week 4:** (You should be reading the assignments that relate to your debate topic much earlier – by week 2).

**July 24** – Policy Memo 2 draft due 3 pm

Reading for class (possible pop quiz):


Please read the executive summary and then the introduction and conclusion to each of the 3 main topics. Please skim the rest.


5 pm In class editing

6 pm Gary Arant, general manager of Valley Center Municipal Water District, Q&A

7 pm Water in another context: Considering drought and climate change in Africa

**July 26** – Policy Memo 2, final due, before beginning of class
Energy Issues


Reading for class (possible pop quiz):
Alexis Madrigal, “How much energy does the US Use?”
https://www.youtube.com/watch?v=zN4jaRoP2AA

Amory Lovins, “A 40 Year Plan for Energy,”
https://www.youtube.com/watch?v=ZHOyfyGwpes


5 pm – Fracking, video conference call with Sarah Forbes, speaking in her individual capacity (experience in both US Department of Energy and the World Resources Institute)

6 pm – energy choices discussion

7 pm – debate team meetings

**Week 5:**

**July 31** – debate 1

**Aug. 2** – debate 2

**Aug. 4** – final debate critiques and peer evaluations due, 12 noon

**Policy Memo assignment** –

If you’ve never read a style guide, I strongly recommend looking at *The Elements of Style* as you write. It is nice and short, and its advice will help you out in every writing task you ever engage in – as the authors note, this could be anything from a job application cover letter to an article to a memo for the boss. Clean, clear writing is invaluable.

This is a policy course, so we are going to write as if we were writing for a specific boss. The first rule of writing for your boss is: Bosses are busy people. These memos will be short, but chock full of information. There should be no wasted words. To get to that point, we will be editing and rewriting. The specified length is 350 to 600 words.
You are asked to write 2 policy memos over the course of the class. You may choose the topics and the institutions that you are writing to. The requirements are as follows:

1. You should select 2 different topics.
2. You should select 2 different institutions.
3. You should address one topic that should be addressed at the local, state or national level, and one topic that requires international cooperation.

To define this further a **local or national issue is one that can be successfully addressed without the cooperation of any other nation.** Your memo could involve one jurisdiction only – such as writing a memo as a staffer to a CA State Legislator suggesting a piece of legislation on some issue of relating to the CA Environmental Quality Act (CEQA) or water use or some other state issue, or writing a memo to the EPA Administrator on national implementation of a specific aspect of the Clean Air Act or the Clean Water Act. And it could involve writing to similar officials in another country about a specific issue in that country. But it could also involve writing to an aid administrator at USAID or DFID (the UK equivalent) or the World Bank or other institution, recommending assistance to address a specific policy program in a specific developing country. In that type of memo the recommendation has to identify the appropriate institutions in the recipient country and how the program would work.

An international issue is one that requires the cooperation of multiple countries to resolve.** This relates to the tragedy of the commons problems that we discuss in week 1 of the course. Issues that fit this criteria would include climate change, ozone depletion and other atmospheric issues, ocean issues, ranging from pollution to fisheries, but also rivers and other shared water bodies (some large lakes, for example) that touch multiple national jurisdictions, and other natural features that cross borders, shared territory such as the Arctic and Antarctic, and undoubtedly many more that you will think of. You can write a memo to any player in such a situation with a clear policy role. So you could write a memo in the person of an environment department/ministry or foreign department/ministry staffer to its director on some aspect of an ongoing negotiation or implementation of an agreement. You could write such a memo to a major player suggesting initiating a new agreement or addressing existing issues. You can also write to the international organizations involved – such as the various UN bodies and the World Bank.

For any memo, write as a staffer to a specific boss. Choose your organization. Google it. Look at the organization chart. You can write to the head of the whole organization – imagine you are a staff assistant working for that boss on a specific issue – or you can write to the head of the appropriate division. For example, if you want to do something about vehicle pollution in the US, you could choose to write to the head of the EPA’s Clean Air Division.

Your policy proposal should be specific, and it should be something in the purview of the organization you are writing to. You should explain what your proposal will do – how it will effect the environment, how it will effect the politics around the issue. The measure may be a specific intervention – reducing such and such a pollutant – or it may involve
the politics of the issue – suggesting to one state governor that they partner with another governor on an issue or that one country work with a group of countries. Discussion the specific objectives you are addressing and how your policy will address them. Then discuss the pros and cons. Nothing is perfect, so make sure you discuss what the negatives will be.

Finally, you will give the specific recommendation and the set of choices for your boss. They might be as simple as yes, we will do x or no we won’t do x. Or you may have 3 options. Do not offer your boss more than 3 options, and one of the options must be the status quo – in any organization doing nothing new is pretty much always an option. That doesn’t mean nothing will change. In your discussion of the issue you will have already explained to your boss why doing nothing will lead to some kind of negative impact (more GHGs, forest loss, etc.).

You can use the materials from the topics we read for class to develop your proposal and/or you can conduct additional outside research. In any case, you will need to do online research to determine the specific organization you wish to address and its specific role.

**Final Debates**

At our second session, July 5, we will divide students into the two topics and then into teams within the topics.

The two topics are:

**Resolved, the state of California should allow fracking for natural gas.**

**Resolved, the state of California should invest in and develop desalinization to augment its water supply.**

Each team will then have 3 weeks to prepare for the debate. You are expected to prepare both sides of the debate, in other words the affirmative and the negative, for your topic. In week 4, we will draw lots to determine which team will actually debate the affirmative and the negative. You will find that by preparing both sides of the debate, you will be much better able to predict the arguments of your opponents.

This is a classroom debate. The objective is to get you to explore a policy issue deeply and really engage in and respond to arguments.

The materials your team will need to prepare in advance are:

- Introductory speeches for both sides of the issue.
- Short answers to every major argument that you can predict for either side.
- A list of questions to ask your opponents.
- Evidentiary support for your main arguments.
• An explanation of how the issues in the debate relate to the course themes.

We will discuss and you will be expected to take notes according to the standard debate note-taking method, called a flow chart, both for your own debate, to be able to respond effectively to your opponents’ arguments, and for the debate you are observing, to provide an effective critique. Each debate will take approximately 1½ hours and will be followed by a general discussion involving the entire class.

To prepare for your debate, please begin by doing the reading/listening assigned in week 4 for your topic, and then begin doing additional research as a team. Each team is expected to develop evidence and arguments that extend beyond the materials in the syllabus.

UCSD Academic Integrity Policy

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.

All suspicions of academic misconduct will be reported to the Academic Integrity Office according to university policy. Academic misconduct is not just blatant cheating (e.g., copying off another student during an exam), but what you might have thought of as "minor cheating" in high school, for example: copying other students' papers or homework; copying or using old papers/report; working with others on individual assignments; forgetting to cite material you took from an outside resource; turning in work completed in total or part by another. The Policy on Integrity of Scholarship (academicintegrity.ucsd.edu) lists some of the standards by which you are expected to complete your academic work, but your good ethical judgment (or asking me for advice) is also expected as we cannot list every behavior that is unethical or not in the spirit of academic integrity.

Those students found to have committed academic misconduct will face administrative sanctions imposed by their college Dean of Student Affairs and academic sanctions imposed by me. The standard administrative sanctions include: the creation of a disciplinary record (which will be checked by graduate and professional schools); disciplinary probation; and attendance at an Academic Integrity Seminar (at a cost of $75). Students can also face suspension and dismissal from the University; those sanctions are not at my discretion. Academic sanctions can range from an F on the assignment to an F in the class. The appropriate sanctions are determined by the egregiousness of the Policy violation. Students who assist in or are complicit with cheating could also be in violation of the Policy. Thus, students who become aware of their peers either facilitating academic misconduct or committing it should report their suspicions to me for investigation.